

COLUMBUS STATE UNIVERSITY

HONORS COLLEGE

ANNUAL REPORT

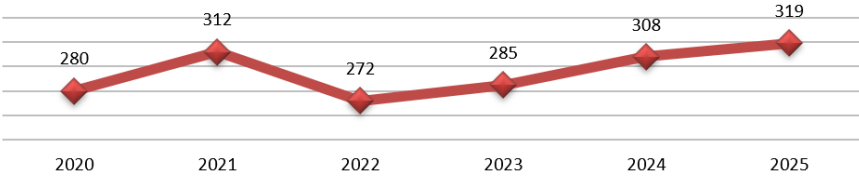
2025-2026



BRIDGING CAMPUS, COMMUNITY, & THE WORLD

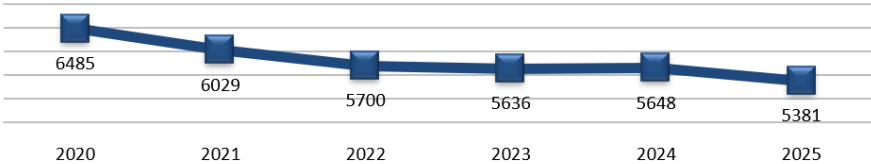
BY THE NUMBERS

Honors Enrollment



319 Honors
5.9% of CSU

CSU Degree Seeking Undergraduates

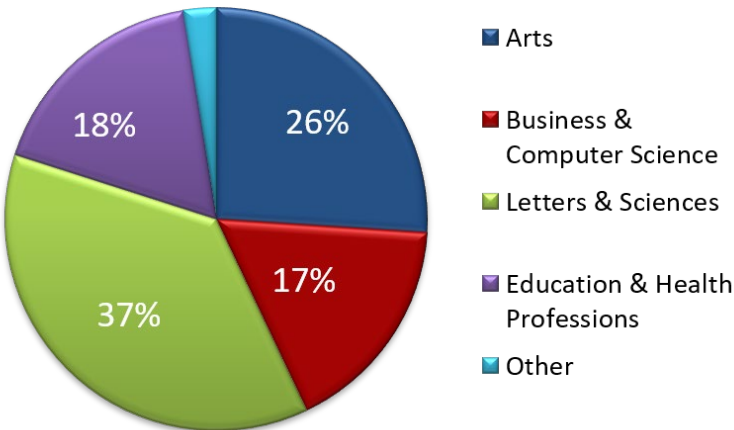


149 Majors in
Interdisciplinary Studies

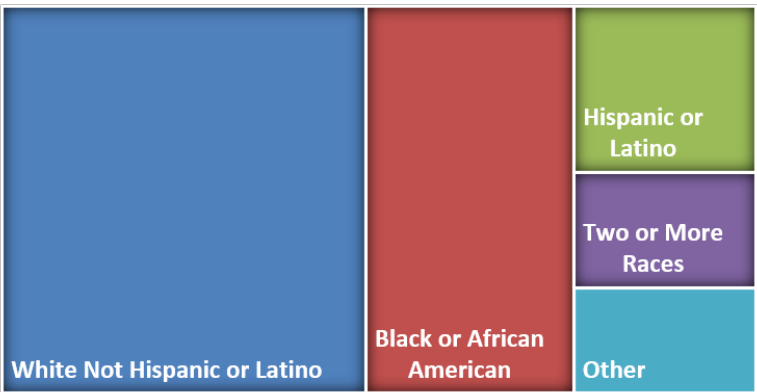
468 Students served
by the Honors College

22% Pursuing Minors
12% Double Majors

Colleges



Diversity



Fall 2024 **86%** Retained
Six-year graduation rate
of Fall 2020 cohort **73%**

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EXECUTIVE SUMMARY

The Honors College experienced record growth this year, **reaching 319 students, or 5.9% of Columbus State University's undergraduate population**, a milestone that reflects both student



demand for an Honors education and the value of the opportunities we provide. As our enrollment grows, so does our commitment to ensuring that high-impact experiences remain accessible to all students, especially the more than one-third of Honors students who are first-generation college students.

In the Honors College, we believe students learn best when they engage directly with places, people, and real-world challenges. Just as importantly, we believe in showcasing and strengthening the remarkable work taking place across Columbus State University. The Honors College serves as a gateway that connects students, faculty, alumni, community partners, and donors to the innovation, scholarship, leadership, and service that define the CSU experience.

This year, that commitment was reflected through initiatives such as the new **Honors River Program**, where first-year students partnered with community organizations to investigate questions that matter to the Columbus region. Using archives, interviews, surveys, and field observations, students explored why graduates stay in Columbus and how the Chattahoochee River continues to shape the area's economic, environmental, and cultural future. These experiences transformed Columbus into a learning laboratory and demonstrated how research can create meaningful community impact.

The same philosophy guided our **Oxford Study Abroad Program**, where students examined museums, palaces, churches, public spaces, and historic sites as living texts. Rather than simply learning about history, they grappled with questions of truth, justice, inequality, sustainability, cultural preservation, and the value of education. Students discovered that the most important lessons often emerge when they encounter unfamiliar perspectives and challenging ideas firsthand.

These experiences change lives. During our Oxford program, students met an Honors alumna who, as a first-generation college student, participated in study abroad and has since earned her doctorate. Her story reminds us that experiential learning does more than enrich a résumé. It expands horizons, builds confidence, creates networks, and helps students imagine futures they may never have considered possible.

Throughout the year, the Honors College also partnered with **Spring Harbor at Green Island** to showcase transformative opportunities for all CSU students, from international service-learning experiences in the Brazilian Amazon to the competitive excellence of the CSU Debate Team. Together, these programs demonstrated how a CSU education prepares students to think critically, engage meaningfully with their communities, and make an impact far beyond campus.



The opportunities highlighted throughout this report are possible because of a community of alumni, donors, and friends who believe in the transformative power of education. Through **a new Honors alumni endowment and a growing network of named funds** established in honor of extraordinary individuals, these supporters are creating lasting pathways for students to explore, discover, and achieve more than they imagined possible. Because of this support the Honors Education Committee approved **a new scholarship policy that guarantees up to \$2000 for study abroad or study away** funding for all honors students, provided that they reach 80% of their honors requirements.

We are deeply grateful to these partners, whose support enables the Honors College not only to enrich student learning, but also to help tell the broader story of a university that is changing lives, strengthening communities, and inspiring future leaders.

STUDY ABROAD HIGHLIGHTS

Oxford - Place-Based Quandaries & Questions

The Honors College's 2025 Oxford Study Abroad program challenged students to do far more than visit historic sites. Through our course, *Great Conversations: Place-Based Quandaries & Questions*, students used England's museums, palaces, churches, libraries, and public spaces as entry points for exploring some of society's most enduring and controversial questions.

Based in Oxford, students examined how places shape ideas and how historical landscapes continue to influence modern debates. At the Ashmolean and Pitt Rivers Museums, students explored the transition from secret knowledge to public knowledge, tracing the evolution from alchemy and "cabinets of curiosity" to modern museums and scientific inquiry.



High Tea at the Ashmolean

A visit to Blenheim Palace examined the wealth and power that built the British Empire. While students admired the architectural grandeur and the historical significance of the estate, they also considered the economic systems that helped generate such wealth, including colonial trade networks and the human costs associated with them. Discussions connected historical economic speculation, such as the South Sea Bubble, with contemporary debates about emerging technologies and the promises and risks of artificial intelligence. Are we in a bubble today?

Some of the program's most thought-provoking conversations emerged in London and at Bletchley Park. At the British Museum, students grappled with difficult questions about cultural ownership and preservation. Should artifacts be returned to their countries of origin, or do museums serve an important role in protecting and sharing human heritage? Who benefits educationally, culturally, and economically from these decisions?



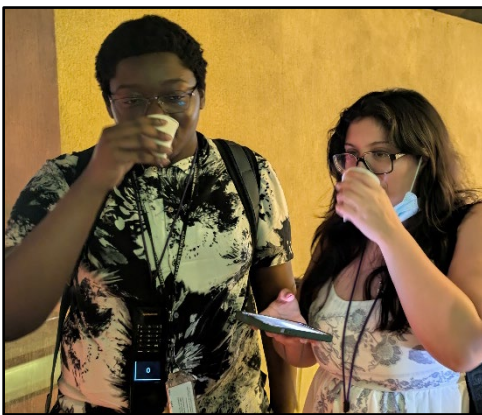
A puzzling hedge maze at Blenheim

At Bletchley Park, where codebreakers helped change the course of World War II, students examined both innovation and inequality. Discussions considered the value of higher education, access to elite institutions, and the historical wage disparities experienced by the women who contributed significantly to wartime intelligence efforts. Students were challenged to think about the role transparency, opportunity, and social networks continue to play in modern society.

Visits to the Tower of London and Oxford Castle encouraged reflection on justice and punishment. Students debated whether imprisonment should prioritize punishment, rehabilitation, public safety, or deterrence. Historical examples led to broader conversations about poverty, homelessness, and the social conditions that contribute to crime.



Oxford Castle – A prison for debtors and children. Learning about penance and justice.



Taking the waters at Bath, while learning about the social elite from Romans to the Georgians.

In Bath, students explored changing ideas about purity and social acceptance. From Roman religious practices to Georgian social customs, they considered how societies establish standards of belonging and respectability. These conversations naturally evolved into reflections on modern social pressures, identity, and the ways people seek approval and status today.

Oxford itself became a classroom. Walking through colleges, libraries, pubs, bridges, and public squares, students considered how physical spaces inspire creativity, scholarship, and literature. Discussions of *Alice's Adventures in Wonderland* led to conversations about uncertainty, discovery, and the disorienting experience of encountering unfamiliar cultures and perspectives while traveling abroad.

Throughout the program, students engaged not only with England's history and culture but also with complex questions that transcend geography and time. By connecting place-based experiences with contemporary challenges, the Oxford Study Abroad program fostered intellectual curiosity, global awareness, and thoughtful reflection, embodying the Honors College mission of transforming travel into meaningful learning.



Touring Magdalen College, Oxford

Ireland – The Song of Travel

Eight honors students were among 12 CSU students who traveled to Ireland in summer 2026 for a study abroad experience on music and history. Taking HONS 3555 Great Conversations - The Song of Travel, the students experienced Ireland's culture, music, and history through the study of public history and public musicology. Their culminating project included field recordings of the music and sound they experienced while in Ireland. Learning under the guidance of Dr. Reba Wissner, our Director of Interdisciplinary Studies and an Associate Professor of Musicology, and Prof. David Owings, Head of the CSU Archives and Special Collections, the students produced a digital tour of their travels in Ireland using Clio, an open-access app that connects the public to historical and cultural sites. This tour will be available in the coming weeks.



Students and faculty in Glencolumbkille County, Donegal



Bottle feeding lambs.

The three-week program began at Glencolumbkille, which is part of the Gaeltacht, or Irish-speaking part of Ireland, where the students spent a week learning Irish language and culture at Oideas Gael, an Irish language cultural center. Their days began with an Irish language lesson followed by a public history/public musicology lecture. Each afternoon and evening, there were various excursions and events such as boating to the Slieve League, the second-highest sea cliffs in Ireland, and attending a sheepdog demonstration, where several students bottle-fed lambs.

The second and third weeks were spent in Waterford, where students experienced the wonders of Ireland's oldest city and participated in various cultural events including learning to play both hurling and Gaelic football. They toured many historic and natural sites in and near Waterford, such as hiking on Mahon Falls, Reginald's Tower, the Rock of Cashel, and the Copper Coast.



Making music and taking in the sights during a boat tour on Slieve League, County Donegal



Enjoying the grounds of Kilkenny Castle



Working on their microinternships at the SETU Archives

In Waterford, they also spent a day doing a microinternship at the archives of the South East Technological University (SETU) where they learned about metadata, archiving, and helped to digitize analog materials. Their work will be placed on the Digital Repository of Ireland in the near future. The students also got to experience various types of live music from an Evensong Service in the Church of Ireland to a chant singing workshop, to traditional Irish music and popular music performances.

The last three days of the trip concluded in Dublin, where the students got to explore the city and visit landmarks such as Kilmainham Gaol where political prisoners were held. Students also were able to tour the Long Room at the Old Library at Trinity College and see artifacts such as the Book of Kells, a ninth century manuscript containing the four Gospels of the New Testament, and Brian Boru's Harp, the oldest harp in Ireland and that which was adopted as the official symbol of the Irish government.



Exploring Dublin

By exploring three very different areas of Ireland, students learned not only how their landscapes differ but also how their soundscapes differ. They reflected on the challenges and responsibilities of creating scholarly work for a public audience while immersed in an unfamiliar place and culture.

The Honors College is committed to ensuring that transformative experiences like those in Oxford and Ireland are accessible to all students. Because as many as one-third of our students receive federal financial aid, the Honors Education Committee revised its scholarship policy to provide up to \$2,000 for participation in Columbus State University-approved study abroad and study away programs, beginning in Fall 2026. The new policy is available in Appendix A.

HONORS COLLEGE @ SPRING HARBOR

The Honors College is proud to serve as a gateway connecting students, faculty, alumni, and community members to the remarkable work taking place across Columbus State University. This year, through partnerships with academic programs, student organizations, and campus leaders, the Honors College helped share stories of innovation, global engagement, research, service, and leadership that reflect the best of CSU. We, in partnership with Spring Harbor at Green Island, hosted four talks and events, including highlighting the new River Program for all new first year students at CSU.

Experiencing Geography Through Service-Learning in the Brazilian Amazon

Spring Harbor first welcomed Dr. Eric Spears, Mildred Miller Fort Foundation Eminent Scholar, Chair of International Education, and Honors Global Faculty Fellow at Columbus State University, for a lecture titled *Experiencing Geography: Service-Learning in the Brazilian Amazon*.

Drawing on CSU's Alternative Spring Break program in the Brazilian Amazon, Dr. Spears described how geography comes alive through international education, service-learning, and community engagement. He shared how students partnered with the community of Acatajuba on the Rio Preto (Black River), participating in field observations and service projects that deepened their understanding of human-environment relationships and global citizenship.

Attendees also learned about Dr. Spears' leadership of CSU's international programs, including study abroad opportunities at Spencer House in Oxford, England, and his current research in São Paulo examining how the legacies of authoritarianism continue to shape the urban landscape. The presentation highlighted the transformative impact of experiential.



The Journey That Changed Everything: Launching a Legacy

The Honors College recently welcomed Dr. Michelle J. Eady, Professor in the School of Education at the University of Wollongong and 2025 Visiting Fulbright Scholar at Columbus State, for an inspiring presentation titled *The Journey That Changed Everything: Launching a Legacy*.

Drawing from her own journey from a modest upbringing in Canada to an accomplished international scholar, Dr. Eady shared how educational opportunities can transform lives and open unexpected pathways for personal and professional growth.

Through heartfelt stories and reflections, she encouraged students to embrace new experiences and recognize the power of a single opportunity to shape their future.

One of the most memorable parts of her presentation centered on her work with First Nations communities in the Arctic Circle of northern Canada. Dr. Eady shared moving stories of families living in remote communities where access to hospital care for childbirth was limited and fresh supplies were often hours away. These experiences highlighted both the challenges faced by northern communities and the resilience, strength, and cultural richness of the people who call the region home.

Throughout the lecture, Dr. Eady emphasized the importance of human connection, global engagement, and service to others. Her presentation left attendees inspired to pursue opportunities that broaden perspectives, foster understanding, and create lasting impact.

CSU Debate Team Showcases Competitive Excellence

The Honors College recently hosted members of the Columbus State University Debate Team for a demonstration of International Public Debate Association (IPDA) competition. Attendees had the opportunity to observe the fast-paced format in which debaters are given a set of potential resolutions and must quickly narrow the options before preparing arguments on a selected topic.

The featured debaters included Kaylee Dodson, a Cybersecurity major, and Kyle Koschny, a Political Science major, both of whom advanced to the final rounds of the CSU debate competition. Kaylee and Semira Augustin eventually represent CSU at the prestigious University System of Georgia's Regents' Cup competition, which was held at CSU in April 2026. Semira reached the semifinals in the novice division.

For the demonstration debate, the students selected the resolution: *"The U.S. Federal Government should mandate one year of compulsory public service for all adults graduating from high school starting in 2027."* The debate highlighted the students' ability to think critically, construct persuasive arguments, and respond effectively under time constraints.

Following the debate, team members and coaches shared insights into the IPDA format, discussed their preparation process, and answered audience questions. The event provided an engaging look at collegiate debate while showcasing the talent, professionalism, and intellectual rigor of CSU's student competitors.



NEW ENDOWMENTS FOR THE HONORS COLLEGE

Over the past several years, dedicated alumni and community members have helped build a lasting foundation for the future of Honors education through the creation of new endowed funds. Beginning with an alumni fundraising effort that established the Honors Alumni Endowment, which will name its first scholar in Fall 2026, these gifts reflect both generosity and remembrance. Some celebrate the values and aspirations of their donors, while others honor the memory of loved ones, but all share a common purpose: creating transformative opportunities for Honors students for years to come.

The **John & Linda Shinkle Scholarship** reflects a commitment to innovation, academic excellence, and student success. With a preference for students pursuing Robotics Engineering, this scholarship aligns with the Columbus State University's new Institute for Emergent Technologies and supports the next generation of technological leaders. Through their generosity, the Shinkles are fostering discovery, creativity, and innovation while creating a lasting legacy that will help students shape the future.

The **Siddall Family Scholarship** celebrates both achievement and opportunity. Designed to support high-achieving Honors students, particularly those with financial need and an interest in finance or accounting, this endowment ensures that talented students can pursue ambitious goals without financial barriers standing in their way. The Siddall Family's legacy is one of empowerment, opening doors for students whose potential deserves every chance to flourish.

The **John & Sis Hargrove Scholarship** honors a deep appreciation for service and sacrifice. By supporting active-duty military members, honorably discharged veterans, and their spouses or dependents, the Hargroves are helping those who have served our nation pursue educational and professional aspirations. Their generosity will continue to make a meaningful difference in the lives of military-connected students.

The **Bill Hamilton Scholarship** invests in the next generation of business leaders. With a preference for Honors students pursuing business degrees, this scholarship reflects Mr. Hamilton's belief in the power of education, entrepreneurship, and leadership. His enduring support will help talented students develop the skills and vision needed to succeed in a dynamic global economy.

Together, these endowed scholarships represent a powerful legacy of generosity, opportunity, and belief in the promise of Honors students. A full list of Honors Endowments is available in Appendix B.

HONORS COLLEGE CURRICULUM

Our curriculum is designed to produce graduates who can successfully work in teams, understand how to examine topics from multiple perspectives, and possess the skills to conduct independent inquiry. By the time they graduate, every honors student will engage in at least four high impact experiences that shape their education:

First-Year Experience ~ to broaden their perspective and learn to work in teams

Interdisciplinary Capstone ~ to view the world from multiple viewpoints

Internationalized Courses ~ to develop cultural competence and more global perspectives

Undergraduate Research ~ to deepen their knowledge in their field

These experiences, coupled with honors core courses, contracts, and advising, allow students to design an undergraduate experience filled with curricular and co-curricular experiences that help them achieve their goals. The following sections describe the opportunities we provided to our students during the academic year 2025-26, and a full listing of the honors curriculum can be found in Appendix C.

Engagement & 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. All of our graduates must engage in first year experiences, international education, undergraduate research, and our capstone course; academia often refers to these learning opportunities as "High Impact Practices." By the end of spring 2026, 63% of our honors community completed their first-year experience; 25% completed our capstone course; and 41% participated in internationally themed courses or seminars or were fortunate enough to study abroad. In addition, our students documented that they had participated in internships (5%), independent studies or honors contracts (14%), community service (17%), and campus leadership (14%).

Our Vision

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

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

Reimagining the First-Year Honors Experience Through *The River*

This year, the Honors College launched a new first-year experience through Columbus State University's *The River* initiative, which connects students with community organizations and real-world challenges in Columbus. The Honors River course emphasized teamwork, community engagement, and the development of mixed-methods research skills, combining qualitative approaches such as interviews and observations with quantitative methods including surveys and data analysis.

Students began the semester by engaging in a *Places as Text* exploration of Columbus and the surrounding community, using observation, reflection, and inquiry to better understand the people, places, and issues that shape our region. Building on these experiences, they participated in archive explorations, community art scavenger hunts, and surveys of current students and campus space users. Together, these activities strengthened their research, communication, and problem-solving skills while deepening their understanding of community needs and preparing them to investigate challenges identified by our local partners.

Exploring Columbus Through Public Art

Following an art scavenger hunt in Uptown Columbus, students reflected on the stories represented in public spaces and considered what questions those narratives raised about the community's history, identity, and future.



As part of their preparation, students were challenged to broaden their definition of *research* beyond the traditional image of scientific laboratories. They explored the CSU Archives as historians, critically analyzed texts about Columbus and its history, and completed Institutional Review Board (IRB) training to learn the ethical principles and procedures required for research involving human participants. By engaging with multiple methods of inquiry, students developed a diverse research toolkit and were better prepared to investigate the questions and challenges identified by our community partners.

RIVR 1101H Community Based Problem Solving

Understanding Why Students Stay in Columbus

Honors students partnered with Tabetha Getz, the Executive Director of the Regional Prosperity Initiative, Inc., to address issues important to the Columbus community. She challenged our students to investigate reasons Columbus State University students choose to remain in Columbus after graduation or leave. Through surveys and data analysis, students explored factors influencing retention, discovering limited career opportunities and community connections were primary concerns.

Exploring the Economic Impact of the Chattahoochee River

A second section partnered with Chattahoochee Riverkeeper to examine the environmental, historical, and economic significance of the Chattahoochee River. Using Columbus as a living classroom, students explored archival maps and historical documents, met with business leaders and environmental professionals, collected environmental data, and examined the river's role in economic development, recreation, and sustainability. Through this interdisciplinary work, students gained a deeper understanding of the river's continuing impact on the region.



From Stream to Lab

After collecting water samples in Lindsey Creek, students worked with Chattahoochee Riverkeeper staff, Ashley Desensi, to evaluate the creek's health. The experience highlighted the important connections among clean water, environmental sustainability, public well-being, tourism, and economic development.

By presenting their findings directly to community partners, students experienced the power of scholarship to address real-world challenges. We were very excited that the campus adopted many aspects of our traditional first year experience so *all* CSU students can become engaged in our community.

The new Honors River Courses exemplify the Honors College's commitment to experiential learning, civic engagement, and preparing students to become thoughtful leaders and active contributors to their communities.

Delivering Innovation in Honors General Education

The First-Year Experience, *The River*, serves as the cornerstone of the Honors College general education curriculum, laying the foundation for students' interdisciplinary intellectual development. In addition, students enroll in at least one honors core course at the 1000 or 2000 level, where they engage in deeper analysis and exploration than they might encounter in a traditional course. These core classes are designed to broaden students' perspectives by introducing multiple academic viewpoints, fostering robust discussion, and emphasizing collaborative, project-based learning. The following pages highlight a sample of the courses and learning experiences our honors students enjoyed throughout the year and the number of students we impacted.

Honors Courses



Fall 2025 – **PHYS 1125H: Physics of Light and Sound**

by Dr. Kimberly Shaw

Honors students explored the science of sound and light through an engaging, hands-on learning experience that emphasized curiosity, discovery, and interdisciplinary thinking. Using inquiry-based learning techniques, students investigated natural phenomena through both guided group activities and experiments they designed and conducted in small teams. Throughout the course, they examined the physics underlying sound and light while making meaningful connections to the arts, including music and visual expression.

Fall 2025 – **GEOG 1101H: World Geography**

by Dr. Eric Spears

Honors students explored the world's major geographic regions through a comparative study of the dynamic relationships among environment, culture, economy, politics, and history. Drawing extensively on Columbus State University's Spencer Map Collection, students examined historical maps to understand how geographic knowledge, spatial representations, and regional identities have evolved over time. Through analysis, discussion, and hands-on engagement with cartographic materials, they investigated how maps both reflect and shape human understanding of place, power, and global connections.



Spring 2026 **ITDS 1145H: Comparative Arts—American Horror**

by Dr. Matthew Jarvis

Honors students examined the evolution of American horror film as a lens for understanding the fears, anxieties, and cultural tensions that have shaped U.S. society across different historical periods. Through film screenings, lectures, and discussion-based analysis, they explored how horror cinema reflected and critiqued issues of race, gender, class, politics, and identity. Students investigated major developments within the genre, including Gothic horror, psychological horror, and the rise of the slasher film, while considering how horror responded to periods of social and political upheaval.

Honors Core Course Efficiency

In 2025-26, the Honors College enrolled 194 students in lower division honors courses, filling 93% of available seats while adding capacity in select sections to meet strong demand. To foster meaningful faculty-student interaction, honors courses are typically capped at 18 students and are reserved for Honors College students and CSU students with a GPA of 3.0 or higher. Our first-year experience served 79 students, including four participants in the Freshers Program, a distinctive summer study abroad opportunity that allows incoming students to spend two weeks studying in Oxford at Spencer House before beginning their first semester at CSU. First-year seminar enrollment was slightly lower than in previous years as the university navigated the transition to the campus-wide implementation of *The River*, Columbus State's new community-engaged learning initiative.

93% Efficiency

194 Enrolled

HONORS CORE COURSES		Capacity	Actual
Summer 2025			
ITDS 1145H	The Art of Creativity	Enhanced	11
ITDS 1156H	Global Horror	Enhanced	3
Fall 2025			
RIVR 1101	Taking the Plunge: Street Smarts: Researching the City as a Living Lab	25	25
RIVR 1101H	Taking the Plunge: Columbus and the Chattahoochee	25	23
GEOG 1101H	World Regional Geography	18	15
ENGL 1102H	English Composition II	18	20
GEOL 1121H	Introductory Geoscience I: Physical Geology	Enhanced	4
ITDS 1145H	Comparative Arts: Fairy Tales across Space and Time	18	13
ITDS 1779H	Scholarship Across the Disciplines	18	21
ARTH 2126H	Introduction to the History of Art II– Renaissance through Modern	Enhanced	9
Spring 2026			
ANTH 1107H	Discovering Archaeology	Enhanced	6
PHYS 1125H	Physics of Light and Sound	18	17
ITDS 1145H	Comparative Arts: American Horror	18	21
ITDS 1779H	Scholarship Across the Disciplines	Enhanced	4
ITDS 1779H	Scholarship Across the Disciplines	Enhanced	2

Honors Enhanced Classes

After piloting successful Honors Enhanced sections, we are also continuing to offer Honors Enhanced Sections. The enhancement experiences are structured as supplemental sections connected to a regular class, offering students a deeper dive into course themes. They may include additional meeting times where students participate in activities such as fieldwork, book clubs, service learning, or field trips—all designed to foster collaborative inquiry and connect academic concepts to real-world contexts. Through this model, students gain enriched perspectives while faculty can creatively expand learning opportunities within their disciplines.

Spring 2026 – ANTH 1107H Discovering Archaeology

By Ron Hobgood, Registered Professional Archaeologist (RPA) and Cultural Resources Manager

In *Discovering Archaeology* examined how archaeologists investigate the human past through artifacts, landscapes, and material culture. To connect classroom learning with professional practice, honors students participated in a guided tour of Fort Benning's Cultural Resources Management Program. Led by archaeologists and architectural historians, the experience included visits to World War I-era trenches, historic buildings, archaeological sites, and the installation's artifact curation facility. The tour provided firsthand insight into cultural resource management and demonstrated how archaeology, history, and historic preservation intersect in real-world settings.



Interdisciplinary Capstone Course ~ Great Conversations

Our HONS 3555 “Great Conversations” courses have always been among the most unique classes a student will take at Columbus State. Co-taught by a rotating pairing of professors every semester and on totally different topics, part of the value of our Great Conversations is that they push students to think differently. But there’s a secret behind these classes: they often really push our *professors* to teach in a new way, and to address topics in a form that challenges them, too.

In every course, we aim to provide unique opportunities for active engagement and experiential learning. In both the Summer of 2026 was integrated with study abroad programs in Oxford and Ireland, and we offered three additional courses on our campus. In total 60 students joined in conversations and brought their unique perspectives to a rich academic discussion.

This year, our faculty fellows were joined by a visiting Fulbright Scholar, Dr. Michelle Eady, who shared her experiences working with First Nations in the Arctic Circle and Australia.

HONS 3555: Understanding Ourselves Through Indigenous Cultures of Australasia and North America

by Dr. Michelle J. Eady

Students engaged Indigenous ways of knowing through both classroom practice and immersive learning experiences. Class sessions often began in a Talking Circle, a First Nations tradition that uses a talking stick to ensure every voice is heard with respect and reflection. They then extended their learning beyond campus by attending the Ocmulgee Indigenous Celebration at Ocmulgee Mounds, where they experienced traditional dance, storytelling, crafts, music, and cultural demonstrations honoring the Muscogee people on their ancestral homeland. Together, these experiences not only deepened students' understanding of Indigenous culture and its relationships to place but also challenged them to share how they are shaped by their personal histories.



HONS 3555: The Sound of Music—The Art and Science

by Dr. Kimberly Shaw and Dr. Joshua May

Where do music, biology, physics, technology, and performance meet? In *The Sound of Music*, students discovered that the answer is everywhere. Dr. Kimberly Shaw and Dr. Joshua May brought art and science into harmony through an exploratory, discussion-based course that examined musical instruments, human anatomy, physiology, acoustics, natural environments, performance spaces, artificial intelligence, and laboratory research. Students moved beyond textbooks by attending special performances and creating community-centered projects of their own. The course revealed music not simply as entertainment, but as a rich meeting point for creativity, scientific inquiry, and human connection.



Students observing the sounds of nature.

HONS 3555: Great Conversations—Storytelling Through Different Genres

by Dr. Joshua May and Dr. Bobby Nixon

Every culture tells stories—but the forms those stories take can be wonderfully different. In this *Great Conversations* course, students explored how narratives move across music, literature, poetry, and visual art, discovering the relationships that connect characters, themes, and creative traditions. Experiential learning opportunities carried those conversations beyond the classroom and into the surrounding community. By tracing how stories change across cultures and artistic media, students gained a deeper appreciation for the many ways people make meaning, preserve memory, and share the human experience.

2025-2026 Honors Faculty Fellows

This year we were fortunate to work with four outstanding faculty from across our campus. Each fellow completes a four-semester rotation with the Honors College teaching our honors enrichment seminars or core honors courses, mentoring senior research projects, or team-teaching our Great Conversations courses. The Honors Faculty Fellows Program description and requirements are listed in Appendix D.



Dr. Kimberly Shaw

Professor of Physics
Department of Earth & Space Sciences
Co-Director of UTeach Columbus



Dr. Joshua May

Associate Professor of Voice
Director of Opera Activities
Voice Area Coordinator
Schwob School of Music



Dr. Bobby Nixon

Professor of Spanish
Department of Society, Culture, & Languages



Dr. Mat Jarvis

Lecturer of Art History
Department of Art

Honors Enrichment Seminars

Honors students have the option to take free, ungraded enrichment seminars designed to develop their love of learning without highly intensive exams or graded term papers. We offer enrichment courses designed to expand their thinking about academic subjects (HONS 3000), develop their international cultural competence (HONS 3010), and enhance their personal development (HONS 3020). This academic year we offered the following:

HONS 3000 Academic Enhancement		HONS 3010 Global Perspectives	
Scientific Conspiracies	4	International Films and Events	18
The JT48 Project	9	International Current Events	17
		Exploring Pop Music	16
HONS 3020 Personal Enrichment			
The Art of Card Games			16
Yoga			12

A Sampling of Honors Enrichment Seminars

HONS 3000: Scientific Conspiracies—The Intersection of Science and Public Discourse

by Dr. Clint Barineau

Why do scientific conspiracy theories capture the public imagination, and what happens when evidence collides with suspicion? In this lively seminar, students selected controversial scientific claims and put them under the microscope. Working in pairs, they researched their chosen topics and faced off in weekly debates before their classmates and faculty. With no traditional homework beyond debate preparation and audience participation, the classroom became an arena for questioning assumptions, evaluating evidence, and sharpening persuasive arguments. The result was a spirited exploration of science, skepticism, and the challenge of separating compelling stories from credible facts.

HONS 3010: International Current Events

By Ms. Kristi Rehrauer

The world became the classroom in International Current Events, a seminar built around the stories shaping politics, economics, and society across the globe. Each week, students examined developing international issues, exchanged perspectives, and considered how events in one part of the world can create ripple effects far beyond national borders. More than a review of headlines, the course encouraged students to question sources, recognize complexity, and engage thoughtfully with viewpoints different from their own. It was an opportunity to become not only better informed, but also more confident and responsible global citizens.

HONS 3020: The Art of Card Games

by Dr. Cindy Ticknor

In *The Art of Card Games*, the tabletop became a space for strategy, creativity, and connection. Led by Dr. Cindy Ticknor, students explored the enduring appeal of card games and the many ways a simple deck can inspire competition, cooperation, probability, storytelling, and clever decision-making. Whether analyzing familiar favorites or discovering new ways to play, students experienced how card games bring people together while challenging them to think several moves ahead.

HONS 3000: The JT48 Project—Putting a Face to the Civil Rights Movement at CSU

by Dr. Andrea Frazier and Professor Robb Gill

How does a community remember its past—and who gets to tell the story? In *The JT48 Project*, students explored the transition from segregation to integration through the experiences of Columbus, Fort Benning—now Fort Moore—and Columbus State University. Rather than approaching the Civil Rights Movement only through famous names and national events, the seminar focused on local people, familiar places, and the changes that reshaped the community. A Saturday field experience brought that history beyond the classroom, allowing students to engage more directly with the landscapes and stories they studied. No previous history background was required—only curiosity and a willingness to listen.

HONS 3010: Exploring Pop Music from Around the World

by Dr. Joshua May

From irresistible rhythms to unforgettable melodies, popular music has a remarkable ability to cross borders. In this online seminar, students traveled the globe through sound, exploring and analyzing popular music from a variety of countries and cultural traditions. Along the way, they considered how music can express identity, reflect social change, and create connections between people who may not share the same spoken language. The course demonstrated that while musical styles may differ, the desire to create, perform, and connect is truly universal.

HONS 3020: Yoga

by Professor Mary Liwanag

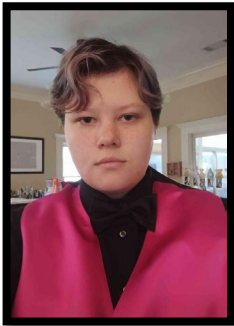
Students found balance in both body and mind through this immersive exploration of yoga. Professor Mary Liwanag introduced participants to yoga philosophy, mindfulness, breathwork, and the anatomy behind healthy movement and postural alignment. Through physical practice, students developed flexibility and strength while learning techniques for managing stress and becoming more present in their everyday lives. The seminar showed that yoga is far more than a series of poses—it is a practice of awareness, resilience, and intentional well-being.

OUR GRADUATES

The Honors College values undergraduate research, seeing it as a vital opportunity to engage students deeply in their discipline while providing them practical experience that enhances their traditional classroom training. Our curriculum requires students to complete honors contracts before beginning their senior undergraduate research project under the guidance of our expert faculty, and our point system rewards students when they disseminate their work at conferences and in publications.

Senior Projects & Theses

In 2025-26, the following twenty-one students graduate from the Honors College.



Blys Brinkley - B.S. Psychology, Fall 2025

Thesis: *Not provided*

Mentored by: Professor Rebecca Dunterman

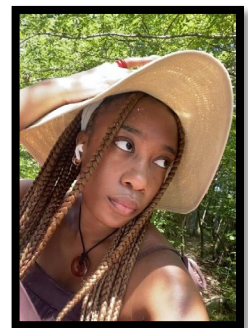
Notes: After graduation, Blys plans to move to Atlanta and pursue a Ph.D. in clinical psychology.

Kennedy Buckner - B.A. English, Literature Concentration, Fall 2025

Thesis: *Not provided*

Mentored by: Dr. Judy Livingston

Notes: Kennedy has been accepted to New York University and Duke University for graduate study.



Micaiah Byrd - B.F.A. Theatre Performance, Minor in Dance, Spring 2026

Thesis: *A.I. and Its Impacts on Modern Theatre*

Mentored by: Professor David Turner

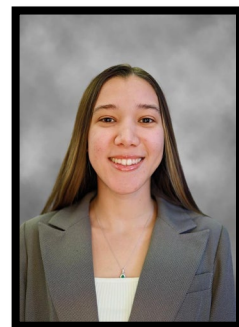
Notes: After graduation, Micaiah plans to begin her career as a creative professional in theatre, pursuing opportunities in acting and directing.

Jessica Cegarra-Arraiz - B.S. Robotics Engineering, Spring 2026

Thesis: *Machine Learning for Predicting Prosthetic Limb Movements*

Mentored by: Dr. Mohammad Jafari

Notes: Jessica plans to move to Hinesville, Georgia, to be closer to family while pursuing career opportunities in robotics, automation, and related engineering fields.



Lily Conner - B.S. Biology, Biomedical Sciences Concentration, Spring 2026

Thesis: *Novel Regulators of Glioblastoma Stem Cell Growth and Their Translational Relevance in Human GBM*

Mentored by: Dr. Subhas Mukherjee

Notes: Following graduation, Lily will work as a medical scribe while preparing to pursue her goal of becoming a physician serving rural Georgia communities.

Chloe Curbelo - B.A. History, Minor in Asian Studies, International Studies Certificate, Fall 2025

Thesis: *From Curiosity to Controversy: American Perception of the Japanese, 1853-1924*

Mentored by: Dr. Doug Thompson

Notes: After graduation, Chloe plans to pursue a master's degree at Berkeley and continue her studies in history, international affairs, and archival research.



Mick Etchison - B.B.A. Business Administration, International Business Concentration, Minor in Environmental Science, Fall 2025

Thesis: *An Analysis of Coal Ash Pollution in Georgia and the Link Between Corporate Negligence and Governmental Disinterest Toward the Environment*

Mentored by: Dr. Eric Spears

Notes: After graduation, Mick plans to seek employment in the nonprofit sector and pursue an M.B.A. at Columbus State University.

Savannah Flowers - B.A. English Literature, Spring 2026

Thesis: *Spoken Promises and the Instability of "Trouthe" in the Poetry of Geoffrey Chaucer*

Mentored by: Dr. Shannon Godlove

Notes: Savannah plans to continue developing her work as a writer and pursue graduate study in the future.



Erin Fowler - B.M. Music Education, Certificate in Public Musicology, Spring 2026

Thesis: *Digital Docent: An Analysis of Accessibility in the Digital Music Space*

Mentored by: Dr. Reba Wissner

Notes: Following graduation, Erin will attend the Eastman School of Music at the University of Rochester to pursue an M.A. in Musicology.

Charlie Hearn - B.S.Ed. Theatre Education, Minor in English Creative Writing, Spring 2026

Thesis: *Servant Leadership: A Directing Approach*

Mentored by: Professor Molly Claassen

Notes: In the fall, Charlie will begin his teaching career at Creekside Intermediate School and plans to eventually pursue a master's degree in education.



Fiza Khan - B.S. Biology, Pre-Med Concentration, Fall 2025

Thesis: *Not provided*

Mentored by: Dr. Elizabeth Klar

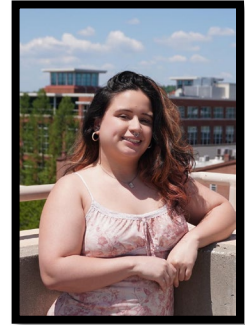
Notes: Fiza plans to continue her education in medical school and pursue her goal of becoming a physician.

Carolina Maldonado - B.A. Art, Graphic Design Concentration, Spring 2026

Thesis: *Effects of AI in the Arts*

Mentored by: Dr. Christine Cannon

Notes: Carolina will continue her education by pursuing a master's degree in graphic design at North Carolina State University.



Ethan McEntyre - B.A. Theatre, Minor in Dance, Fall 2025

Thesis: *Not provided*

Mentored by: Professor Elizabeth Reeves

Notes: After graduation, Ethan plans to pursue voice acting opportunities and begin auditioning professionally.

Jiane Rabara - B.B.A. Business Administration, Accounting Major, Fall 2025

Thesis: *Not provided*

Mentored by: Dr. Fady Mansour

Notes: Following graduation, Jiane will begin working as a tax accountant at Robinson, Grimes & Company before attending the University of Virginia in Fall 2026 to pursue a master's degree and work toward CPA licensure.



Zoe Rasso - B.F.A. Painting, Spring 2026

Thesis: *Practicing Contemporary Documentation: An Analysis of Historic Influences and Personal Inspirations*

Mentored by: Professor Juliana Cowser

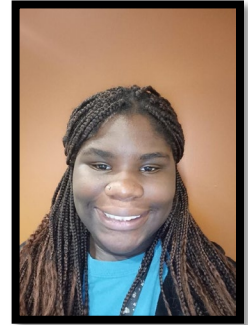
Notes: After graduation, Zoe plans to pursue an M.F.A. in painting and printmaking in preparation for a career as a college studio art professor.

Cynthia Short - B.A. English, Professional Writing Track, Fall 2025

Thesis: *Unmasked and Unprotected; An Autistic Poet's Journey of Imperfect Confessions*

Mentored by: Dr. Patrick Jackson

Notes: Cynthia plans to pursue a master's degree in social work and continue supporting individuals and communities through mental health and social services.



Amiya Smith - B.A. Studio Art, Spring 2026

Thesis: *Misrepresentation in Black Media and How It Affects Generational Mental Health*

Mentored by: Professor Travis Dod

Notes: After graduation, Amiya plans to spend a year developing her creative projects before pursuing a graduate degree in illustration.

Evelyn "Evie" Smith - B.S. Psychology, Minor in English, Fall 2025

Thesis: *Not provided*

Mentored by: Dr. Stephanie DaSilva

Notes: Evie plans to begin graduate school in the fall and pursue a master's degree in clinical mental health counseling.



Taylor Wicklund - B.S. Biology, Pre-Veterinary Sciences Concentration, Fall 2025

Thesis: *The Relationship Between Health and Reproductive Success in Female Eastern Bluebirds*

Mentored by: Dr. Jennifer Newbrey

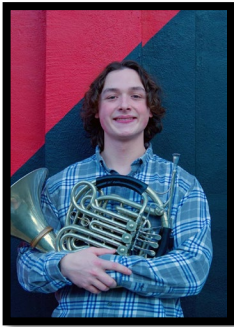
Notes: Taylor plans to attend veterinary school, become a mixed-animal veterinarian, and return to the Columbus area to practice.

Elizabeth Woods - B.A. English Literature and French, Spring 2026

Thesis: *Writing Against the War Machine: Wilfred Owen's Poetic Challenge to World War I Pro-War Rhetoric*

Mentored by: Dr. Patrick Jackson

Notes: Elizabeth will study abroad in Strasbourg, France, before pursuing graduate education and a career as an archivist specializing in rare books and artifacts.



Cole Zelman - B.M. Music Performance, Spring 2026

Thesis: *Timbral Effects of 3D Printing Brass Wind Musical Instruments: A Comparison Between Traditional and 3D Printed Construction*

Mentored by: Dr. Anna Cherry

Notes: After graduation, Cole will pursue a master's degree in music performance at Northwestern University while auditioning for professional orchestras.

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, the Black & White Ceremony, for our fall graduates, and in the spring, we host our Spring Ceremony honoring outstanding faculty, alumni, graduates, and our 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 as well as 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 multiple lenses, striving for excellence, and supporting each other as they take risks and make our community and our world a better place.



The Black & White Ceremony

This event was hosted on Wednesday, December 3, 2025 at the Loft on Broadway. The Black & White Ceremony is always one of our favorite events! During this event we honored two Honors College graduates and seven students who received their Honors College pin. Dr. Stuart Rayfield, CSU President, was also in attendance to present the Honors College graduation cords.

Spring Awards Ceremony

The annual Awards Ceremony was hosted at The Country Club of Columbus on May 2, 2026. Over 80 students, faculty, and guests were in attendance. The annual Awards Ceremony is our biggest award event of the year as we honor our graduates and their committed faculty.



STUDENT ACTIVITIES ~ SERVING & LEADING

Honoris Causa is our registered student organization which serves as an honors society. The members of the Honoris Causa plan service and social events throughout the year after annually inducting the newest members in the fall. The second group is the Honors Student Advisory Council. The Honors Student Advisory Council meets regularly to provide feedback on Honors College programming and makes suggestions for improvement.

Honoris Causa Traditions

Back to School Picnic

Honoris Causa once again hosted a welcome back party outdoors at Lake Oliver. It is always a great way to start the year off right as our students enjoy lake time, games, and food before the semester begins. At the end of the year, the officers and seniors enjoyed a final May Day together, remembering their four years at the lake.



Community Service Events

Many honors students are also in our Servant Leadership program, so several community service events are hosted by Honoris Causa throughout the year. Not only did the Honors College fill two buses at the CSU Day of Service, but Honoris Causa also organized volunteer work with the Columbus Road Runners, Feeding the Valley, Begin Again Farms, and Oxbow Meadows.

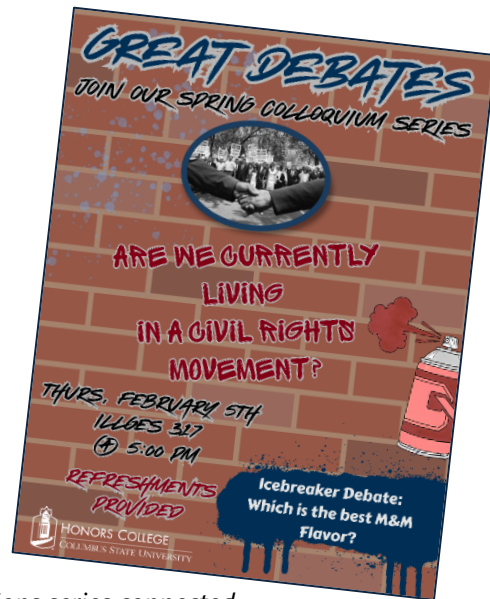
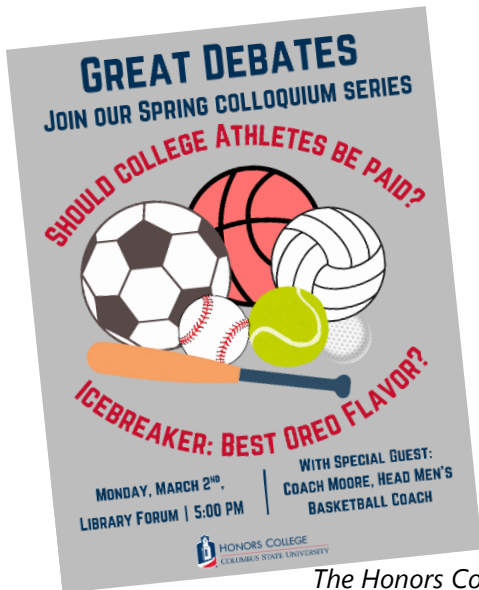
Events for 2025-2026

CSU Day of Service
Begin Again Farms
Study Hours
Uptown Tree Trail
Trunk or Treat
St. Patrick's Day Scavenger Hunt
Friendsgiving
Study Abroad Fair
Ice Cream Social



Honors Spring Colloquia Series

This semester also saw the return of our Spring Colloquium Series where students debated hot topics of today. Each session started with a light icebreaker, such as, "Best Oreo Flavor" where students were able to sample different flavors of Oreos and debate which one was the best. From there we dived into more controversial topics like whether should college athletes be paid and are we currently living in a civil rights moment.



The Honors College Crucial Conversations series connected our students to our community in engaging discussions.

Honoris Causa Officers 2025 - 2026

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

Taylor Wicklund and Victoria Trieu, Co-Presidents

Mishkat Khan, Vice President
Jagrishi Settipalli, Treasurer
Kriston Huling, SGA Representative

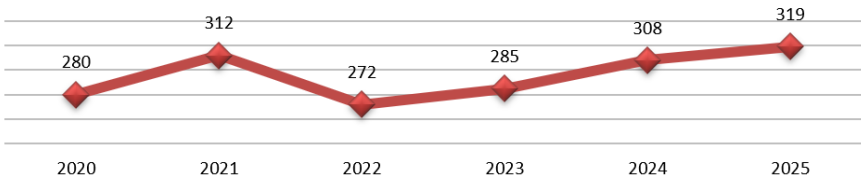
Jacquese Tucker, Secretary
Andres Urbina, Social Relations

HONORS COLLEGE ENROLLMENT TRENDS

In Fall 2025, we enrolled 319 students, which represents 5.9% of CSU. Our first-year retention rate was 86%, which is the percentage of our first-time, full-time students who enrolled in Fall 2024 who returned as sophomores at CSU in Fall 2025.

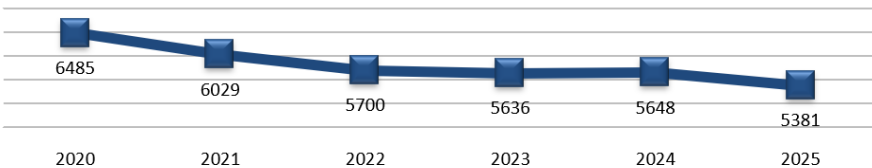
Our six-year graduation rate was impressive, with 73% of the 2020-21 cohort of first-time, full-time honors students graduating from CSU. Of that cohort, 12% graduated with their honors seal.

Honors Enrollment



319 Honors
5.9% of CSU

CSU Degree Seeking Undergraduates



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 New 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. We also increased our outreach by using direct, personalized email. During the fall, we invited applicants to our Presidential Scholars Interview Day and hosted a second interview day in the spring for our Tower Scholarships. Students were provided with opportunities to meet faculty, learn about servant leadership, financial aid and housing before their interviews. Each student interviewed individually with two judges, typically a faculty member and a donor asking questions, and then participating in a group interview led by current honors students. Seventy-eight first-time full-time students applied to the Honors College this season, and 77% of the 74 students we admitted have enrolled for classes in Fall 2025. Our applicants' average grade point average and test scores remain strong, and we have continued to see growth in attracting students beyond our 50-mile service area. Admission criteria are listed in Appendix E.

Applications Trends for Fall 2019 to 2024

	Total	Not Local	Perfect 4.0	Admitted	Admission Rate	GPA	SAT	ACT	Yield
Fall 2025	78	67%	23	74	95%	3.81	1217	25	77%
Fall 2024	99	65%	23	93	94%	3.80	1187	24	71%
Fall 2023	107	59%	30	102	95%	3.81	1187	25	63%
Fall 2022	79	62%	30	73	92%	3.80	1185	27	84%
Fall 2021	105	59%	35	100	95%	3.78	1240	26	66%
Fall 2020	75	60%	27	64	85%	3.85	1232	28	72%

Recruiting Undergraduates to the Honors College

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, participation in internships, study abroad, or research prior to enrolling can result in points earned.

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 commitment to successfully completing the Honors College curriculum. (See Appendix A for scholarship policies and procedures).

Honors Student by Academic Program

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. Not only are we committed to attracting all majors, but we are dedicated to ensuring that all students have access to an education that is commensurate with their abilities. In 2025-26, our students were pursuing majors in all academic colleges, with the largest representation from the Department of Biology, the Department of Kinesiology & Health Sciences, and the Theatre Department.

Enrollment by Degree-Granting Colleges			
College of the Arts	26%	College of Letters & Science	37%
Art Department	15	Biology Department	29
Communication Department	10	Chemistry Department	7
Schwob School of Music	23	Policy, Justice & Public Safety	20
Theatre Department	35	Earth and Space Science	23
Turner College	17%	English Department	10
Accounting & Finance	12	History & Geography Dept.	4
Marketing & Management	20	Mathematics Department	5
Computer Science	22	Society, Culture & Languages	3
College of Education & Health Professions	18%	Psychology Department	17
Kinesiology & Health Sciences	34		
School of Nursing	10	Dual Enrollment/Other	3
Teacher Education Department	12	Interdisciplinary Studies	5
		Grand Total	319

22% Pursuing Minors

12% Double Majors

In addition to their first declared majors, which are listed above, 12% are pursuing a second major, and 22% are pursuing minors.

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. Most of the funds raised go directly to students through tuition scholarships and grants, with funds supporting educational activities such as study abroad and conference travel. Last year, we provided \$225,946 in direct student support with our spending per student increasing from \$674 to 708 per student primarily due to increasing our student's access to study abroad funding.

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

Study Abroad & Study Away Grants: With the approval of the Honors Education Committee and Honors Advisory Council, now all students have access to funding that supports educational travel.

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.

Meritorious Students with Need Scholarships: The Richards Foundation annual gift began in Fall 2019 and supports students in the Honors College who are experiencing 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 2025-26 Scholarships & Grants	Recruitment	Retention
Presidential Scholarship	\$12,500	
Four-Year First Year	\$121,615	
University Scholarship	\$20,000	
One-time Recruitment	\$9,000	
Study Abroad & Away		\$21,200
Honors Educational Activity Grants		\$600
First Generation Student Awards		\$1,200
Meritorious Students with Need Awards		\$28,831
Undergraduates Two-Year Awards		\$11,000
	\$163,115	\$62,831
		\$225,946

Investing in the Honors College

The Laureate Society is the driving force behind the mission of the Honors College. The Latin root of the word “laureate” is from the historic mark of distinction, “crowned with laurels,” a befitting title for a society dedicated to honors education. Contributors play a major role in providing scholarship support as well as educational and experiential programs.

The Laureate Society

Mr. & Mrs. Gary Allen	Mrs. Hildagine Manio
Mrs. Peggy Batastini	Mr. & Mrs. Earnest Victor McGregor
Mr. Josue Becerra	Mr. & Mrs. Timothy Money
Dr. & Mrs. James Buntin	Mr. & Mrs. Frank Moody
Ms. Sharron Caldwell	Ms. Abby Moore
Mr. Robert Anness & Mrs. Katarine Cannella	Dr. & Mrs. Vincent Naman*
Mr. & Mrs. Larry Cardin	Dr. And Mrs. Eddie Obleton*
Mr. & Mrs. Turner Carlise	Mr. Donald Osborne
Ms. Stephanie Carney	Dr. & Mrs. Robert Patton
Mrs. Kelly Cooper	Mr. & Mrs. David Phillips
Ms. Joan Cramer	Mr. & Mrs. Kenneth Ragan
Mrs. Diane Dana	Ms. Diamond Rashad
Ms. Beverly Mack Davis	Dr. Lydia Ray
Ms. Janet Davis	Dr. Stuart Rayfield & Mr. David Rayfield
Ms. Jessica Demarco-Jacobson	Mr. & Mrs. Donald Regan III
Ms. Ashlyn Dewberry	Mrs. Geraldine Reinier
Mrs. Susan Dolan	Mr. Richard Rodgers
Dr. William Edwards	Ms. Jazmin Rush
Mr. Mick Etchison	Mr. & Mrs. Timothy Sabau
Mr. and Mrs. James Feighner, Jr.	Mr. & Mrs. Frank Schley
Dr. & Mrs. R. Clark Gillett, Jr.	Mr. & Mrs. Todd Schuster
Mrs. Richard Hallock	Mr. Harrison Sharitt
Ms. Amy Hamilton	Mr. & Mrs. John Shinkle
Dr. & Mrs. Ed Helton*	Mr. & Mrs. Gregory Siddall
Mr. John Hargrove	Mr. & Mrs. Michael Smith
Mr. & Mrs. Howell Hollis III	Dr. & Mrs. Eric Spears
Mr. Paul Holmer Monte*	Ms. Patty Kimbrough Taylor
Mr. & Mrs. Bruce Howard	Ms. Maryah Thompson
Mr. & Mrs. Edgar Hughston	Mr. Lealava'a Tuiolosega
Mr. & Mrs. Robert Richard Joyner	Mr. Michael Tullier
Mr. & Mrs. Kelsey Kennon*	Mr. & Mrs. Michael Ussery
Mr. & Mrs. Jack Key III	Mr. & Mrs. Richard Ussery
Mr. Tyler Krug	Mr. & Mrs. Arthur Van Allen
Ms. Rachel Lambert	Mr. Ferrell Weatherman
Dr. Kayron Laska & Mr. John Laska	Mr. & Mrs. Torrey Wiley*
Mr. & Mrs. Stephen Lewack	Mr. & Mrs. James Yancey
Dr. & Mrs. David Lewis*	
Dr. Ryan Lynch & Mrs. Jacqueline Lynch	

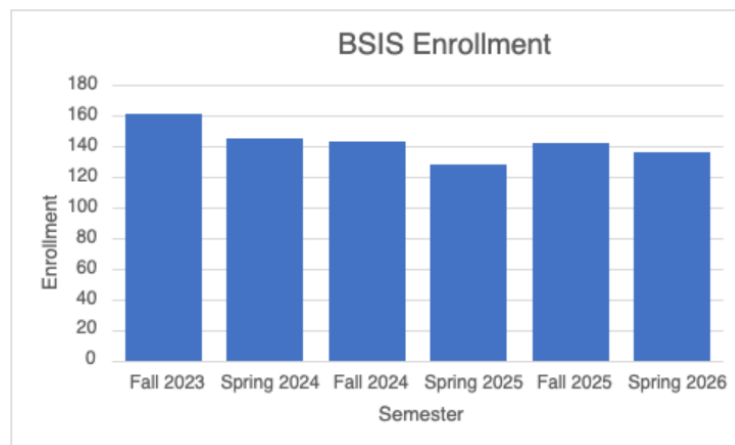
**Members of the Honors College Advisory Board are listed on page 37.*

INTERDISCIPLINARY STUDIES

Since July 2023, the Honors College has housed the Bachelor of Science in Interdisciplinary Studies (BSIS), a unique academic program that gives students who may not fit into the traditional paradigm to complete a degree at CSU. Different than a traditional double major where the student chooses courses in the discipline of each of the two declared majors, the BSIS curriculum is flexible and allows students to design their major by choosing two distinct disciplinary pathways that help the student meet their goals. They can take courses from several departments that fit into each pathway. There are six established pathways: Health and Community Welfare; Leadership and Communication; Ethical, Creative, and Critical Reasoning; Data Application and Management; Science and Technology; and Public Safety and Security. Students who have goals that do not fit into one of the six pre-determined pathways can create their own pathway (Create You) with a distinct learning outcome. As of this report, the most popular pathways are Leadership and Communication and Health and Community Welfare.

As of this report, there are 141 students enrolled in the BSIS for Fall 2025. The flexibility of the BSIS has allowed 49 CSU students in other degree programs who might not have otherwise completed a degree to switch into the BSIS. Between summer 2025 and spring 2026, 57 students graduated with the BSIS.

Enrollment trends for the degree since it moved to the Honors College can be found in the chart below:



Interdisciplinary Studies Governing Board. Since every student designs their degree plan, an interdisciplinary group of faculty members must provide oversight and feedback on the program's quality and coherence. This year, we recruited a diverse group of faculty to serve on a governing board to support our program. The Governing Board members for the 2025-2026 academic year are listed below:

Dr. Reba Wissner, Chair
Dr. Ensaf Taha, Biology
Dr. David Hahn, Music
Dr. Lydia Ray, Computer Science

Mr. Armando Fernandez, Cybersecurity
Ms. Natalia Temesgen, English
Mr. Adam Bova, Communication
Dr. Natasha Hourel, Health Sciences

HONORS COLLEGE STAFF & FACULTY



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. Reba Wissner, Associate Dean of Honors and Interdisciplinary Studies

Dr. Reba Wissner is Associate Professor of Musicology and the Program Coordinator of the Public Musicology Certificate. She holds undergraduate degrees in music and Italian and graduate degrees and certificates in musicology, higher education administration, and instructional design. Her research areas include higher education pedagogy; seventeenth-century Venetian opera; Italian American immigrant musical theater; and film, video game, and television music.



Dr. Dawn Frazier, Associate Dean of Undergraduate Research

Dr. Andrea Dawn Frazier is a Professor in Teacher Education and Leadership. She completed her doctorate in educational psychology from Ball State University in 2009. Before attending Ball State, she worked at the Illinois Mathematics and Science Academy, a residential school for students gifted/talented in math, science, and technology. Her research interests encompass the educative experience of underrepresented students in STEM and honors education.



Ms. Jasmine Reid, Engagement Specialist

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 on the Higher Education track at Columbus State in 2017.



Mrs. Kristi Rehrauer, Engagement Specialist

Mrs. Kristi Rehrauer has worked in higher education since 2006 and has been with the Columbus State Honors College since July 2019. Kristi joined us from Old Dominion University in Norfolk, VA. Kristi has a B.S. in Wildlife Biology from Murray State University in Murray, Kentucky and completed the Master of Education Leadership degree in the Higher Education Track at Columbus State University in 2022. She brings multiple years of higher education experience to the Honors College.

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 for 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 by 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, and
- Assisting in the cultivation of potential board members while promoting a climate for support for educational excellence.

The Honors College is pleased that the following members served during 2025-26.

Mrs. Linda Shinkle, Chair
Dr. Ed Helton
Dr. Shikha Shah
Dr. Eddie Obleton
Mr. Gary Allen
Ms. Dian Naman

Mr. Paul Holmer-Monte, Chair-Elect
Mrs. Anne Gay
Mr. John Hargrove
Dr. Cindy Ticknor (ex officio)
Dr. Andrea Frazier (ex officio)
Dr. Reba Wissner (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. This year, as requested by the Faculty Senate, we reduced our membership to one faculty for each college and the library with one member at large. Due to a faculty on educational leave, Dr. Ticknor served as acting chair.

Acting Chair: Cindy Ticknor (ex-officio non-voting)

COA: Joshua May (2026)

COEHP: Chandler Padgett (2027)

TCOB: Ed O'Donnell (2027)

COLS: Bobby Nixon (2028)

Library: Nancy Shore (2026)

Member at large: Sue Tomkiewicz (2026)

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 eligible students,
- Administering internal competitions to identify student candidates for at-large national competitions, and
- Mentoring students as they prepare applications for national recognition.

The membership for 2025-26 was:

Dr. Joshua May Co-Chair, COA

Dr. Andrea Dawn Frazier Co-chair, COEHP

Dr. Steve Jessup, COLS

Dr. Kerri Taylor, COLS

Ms. Stephanie Speer, Registrar

Dr. Patricia Anafi, COEHP

Ms. Laura Pate, Servant Leadership

Dr. Lydia Ray (ex officio)

Dr. Eric Spears (ex officio)

APPENDICES 2025-26

Appendix A: Honors Scholarships Policies & Procedures

Entering First-Year Scholarships

Honors Scholarships for entering first-year students 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. First-year students 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.

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. Scholarships may be up to \$1,250 per semester and may be renewed for four semesters. Full eligibility requirements and criteria are included in the application.

Study Abroad or Study Away Scholarships

All students enrolled in the Honors College who have documented that they can reach 80% of their honors requirements through a study abroad or study away program will be eligible for up to \$2000 to travel on Columbus State University approved academic programs.

Committee Recommended Schedules:

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

- Application Due Date: November 1
- Notify Interviewees: November 5
- RSVP: November 10
- Interview Day: November 15 (Friday before Thanksgiving)
- Award Letters Mailed: December 1 *All others will be waitlisted.
- Acceptance Required by: May 1

Tower Competition:

- Application Due Date: February 1
- Notify Interviewees: February 5

- RSVP: February 20
- Send Interview Day Schedule: February 24
- Interview Day: February 28 (Last Friday of February or First)
- Award Letters Mailed: March 15 *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.

Appendix B: Scholarship & Grant Sources

In 2025-26, high achieving students in the Honors College received \$226,600 in scholarships and grants. The following endowments, restricted funds, annual restricted gifts, and state scholarship allocations provide funding for scholarships each year.

Community Scholarship
Frank Brown Scholarship
Leo & Florence Brooks Scholarship
Gerald & Linnie Coady Scholarship
William Fort Scholarship
Greentree Scholarship
Bill Hamilton Scholarship
John & Sis Hargrove Scholarship
Walter E. Haywood Scholarship
Hollis Leadership Scholarship
Honors Alumni Scholarship
Bruce & June Howard Scholarship
James W. Hunter Scholarship

Dominador H. & Hildagine M. Manio
Scholarship
Merit Scholarship*^S
Richards Needs-Based Scholarship*^A
John & Betty Ruth Rogers Endowment for
Excellence
John & Judith Satlof Scholarship
John & Linda Shinkle Scholarship
Siddall Family Scholarship
T. Hiram Stanley Scholarship*^S
James & Gladys Smith Scholarship
T. Whitley Scholarship*^S

*^A Annual Giving

*^S State funded scholarships

The funds above, along with annual operating funds, are used for direct student support, which includes tuition scholarships, study abroad stipends, and honors educational activities grants.

Appendix C: Honors Learning Outcomes & Curricular Requirements

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) that includes a formal defense of the project to a committee of faculty members.

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

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 never had the opportunity to participate in honors education before joining the university.
- 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 a senior project. 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 Scholarship

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, ½ of a point for participating in Honors Day of Services, and 1 point for each year of active engagement in Honoris Causa.

Career Readiness (0-4 points)

Honors students are strongly encouraged to engage in activities that prepare them for careers and graduate studies. Points may be earned by completing 15 hours of job shadowing 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 multiculturally 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 per course)
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 or 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 learning outcomes listed below.

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.

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 four 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 Faculty Fellows Program

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

Rationale

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

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 withdrawals 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 faculty assume any workload assignments as overloads, they may be asked to withdraw from 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. 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

In addition to participating in professional development activities, participants will provide an annual lecture pertaining to honors education to the campus.

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

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

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

Fall Semester Year 1

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

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

Faculty B1: Honors Core* (3)

Faculty B2: Honors Core* (3)

Spring Semester Year 1

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

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

Faculty A1: Honors Core* (3)

Faculty A2: Honors Core* (3)

Fall Semester Year 2

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

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

Faculty A1: Honors Core* (3)

Faculty B1: Honors Core* (3)

Spring Semester Year 2

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

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

Faculty A2: Honors Core* (3)

Faculty B2: Honors Core* (3)

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

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

Appendix 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 any of the following:

- 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

*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 with permission of the Dean.

Admissions requirements for dual enrollment:

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: Interdisciplinary Studies Curriculum

IMPACTS Core (General Education): **45 credit hours**

Major Requirements **78 credit hours**

Field of Study: 18 hours

ITDS 2791 Interdisciplinary Pathways 1 credit hour

ITDS 2792 Information Literacy and Critical Analysis 1 credit hour

ITDS 2793 Interdisciplinary Research and Careers 1 credit hour

Guided Electives 15 credit hours

Required for Major: 39 credit hours

ITDS 4901 Interdisciplinary Capstone Proposal 1 credit hour

ITDS 4902 Interdisciplinary Capstone 2 credit hours

Pathways 36 credit hours

Students select two distinctly different Pathway Areas from the following list for a total of 36 credit hours. At least 12 hours in each Pathway must be at the 3000 level or above.

General Electives: 21 credit hours

Students elect 21 credit hours of coursework. Students may need to apply upper level credit in this area to meet the program's overall requirement of 39 credits at the 3000-level or above. All students must complete 31 hours at CSU to meet the 25% residency requirement.

Total Requirements **123 credit hours**

