



HONORS COLLEGE

COLUMBUS STATE UNIVERSITY



300
Honors
Students

CREATE YOU

A Year of:
Excellence
Creativity &
Resilience



Annual Report
2019-20

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HONORS COLLEGE VISION & MISSION

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

Honors College Mission

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

Learning Outcomes

Honors graduates will:

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

Honors Curricular Requirements

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

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

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

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

EXECUTIVE SUMMARY – A YEAR OF BREAKING RECORDS

The academic year of 2019-2020 was a record-breaking year for the CSU Honors College. For the first time in our history, our census reached 300 students adding diversity and excitement to our fall meetings. We won awards for our commitment to community service and our students helped CSU garner awards across campus. Within our curriculum, our students completed a record 64 honors contracts with 27% of our students engaged in independent inquiries involving research, creative endeavors and real-world problem solving. These projects are beyond the senior project and these that our 24 graduates completed. But the world around us also set alarming records as we faced the COVID-19 pandemic.



We began the year fully staffed and building a community of 300 high achieving students, engaging them at orientation, our alumni homecoming parade, and hosting our winter Black & White celebration. By spring break of 2020, we were 100% online and reimagining course delivery, thesis defenses, and international education.



With creative pivoting, we were still able to recruit 27 students with perfect 4.0's to join us for Fall 2020, and we celebrated a CSU graduation rate of 74%. We hosted a virtual awards celebration in the spring to showcase our graduates, as well as two faculty award winners. Dr. Ryan Lynch, one of our Faculty Fellows, was honored for outstanding teaching, and Ms. Laura Pate, one of our Honors Advisors, was honored for outstanding mentoring. Just as the shutdown began, Ms. Pate was promoted to Assistant Director of the Servant Leadership Program. Due to the financial impact of the pandemic, our staff was permanently reduced for the foreseeable future.



This annual report contains the records we achieved, our challenges and our creativity. It begins by showcasing how honors students bring excellence to our campus and describing how our juniors and seniors learned to adapt to new ways of learning and to overcome lost opportunities. It ends with our celebration of 24 graduates who are impressively resilient and exemplify the excellence of Columbus State University.

EXCELLENCE ACROSS THE CAMPUS

In 2019-2020, honors students contributed to our campus as leaders, ambassadors and award winners, raising the academic recognition of the institution. These are just a few examples of their excellent work.

Georgia InVentures & Shark Tank

In the spring semester, the Honors College hosted CSU's first Shark Tank Competition, with the winner representing the institution at the Georgia InVentures competition. The Honors College led a team with representatives from the Provost's Office, We Solve It!, Turner College of Business and StartUp Columbus. The team designed the Shark Tank event, and CSU students attended five workshops in the fall which helped them develop their inventive ideas.



Shannon Eshman wins 1st Place at both CSU's Shark Tank and Business Plan Competition.

In January, four inventor teams pitched their ideas, and Shannon Eshman's innovative idea called Able-Fi impressed our judges. Shannon is a special education major in the Honors College who wanted to help children and adults with intellectual disabilities learn functional, everyday living skills. She enlisted the help of Elijah Neundorfer, a fellow honors student and computer science major, to design a mock user interface to help her successfully pitch Able-Fi to judges at CSU. The judges included recent Shark Tank winner Lou Childs, a Columbus native and co-founder of the mother-daughter team that developed SlumberPods; Ben McMinn, Director of Start Up Columbus; David Mitchell, Director of Enterprise Development at CSU, and entrepreneurs Steve Taylor and Russ Carreker. Shannon was chosen to go to the statewide competition. This competition was intended for young collegiate inventors to pitch their creative solutions to successful entrepreneurs on live television. Unfortunately, the state competition that was scheduled for the spring was canceled due to COVID. Her disappointment didn't last long, however! Shannon submitted her idea to the Turner College of Business' Business Plan Competition and won first place!



Georgia Collegiate Honors Council Winner

Honors College student Sophia Brown won first place in the Social Sciences Best Paper Competition at the spring Georgia Collegiate Honors Council conference at Georgia College and State University. Sophia is double majoring in history and international studies with a minor in sociology, but also had time to write her winning paper, *Institutional and Social Determinants for the Black Community's Response to the AIDS Crisis*.

Sophia Brown wins 1st Place GCHC.

Student Government Association Leadership



Paige Giddens
SGA President 2019-20

Our Honors College students are also very active in CSU's Student Government Association or SGA. During the 2019-2020 school year, Honors College student Paige Giddens served as the President of the SGA as CSU began the COVID Pandemic. Paige, who is studying finance in the Turner College of Business, encouraged the campus to stay strong during the shutdown and reminded students of the resources CSU had to offer. We were excited to learn that another Honors College student, Curtis Walker, was elected as 2020-2021 SGA President. Curtis is an English major and political science minor with a concentration in pre-law. He is proud to serve as SGA president in the upcoming year and encourages students to stop by his office to voice any concerns or ideas they may have.



Curtis Walker
Elected SGA President 2020-21

The Saber – Outstanding College Journalism

Jessica Demarco-Jacobson and Vivian Duncan are seniors in the Honors College who have had active roles with the Columbus State University news magazine, *The Saber*. *The Saber* has been recognized as one of the top student newspapers in the country by the Associated College Press, receiving the 2018 and 2020 Newspaper "Pacemaker" Awards. Vivian has been a copy editor since 2017, publishing 17 articles during 2018 alone. Jessica began working as a reporter in October 2018, but rose through several roles to eventually be promoted to Senior Copy Editor in January 2020. Jessica is passionate about writing for the *Saber* and has enjoyed working with wonderful staff to cover news that affects the faculty and staff of CSU. Her favorite types of articles are the ones that expose issues within the university which are concerning to those involved. Jessica is looking forward to the opportunity to become Editor-in-Chief of the paper beginning in January 2021 alongside Vivian, who is returning from her studies at Oxford University, and will be working as a copy editor and human resources manager.



Jessica Demarco-Jacobson
Senior Copy Editor, *The Saber*

National Scholarship and Award Committee

Our committee, led by Dr. Gary Shoupe and Dr. Joshua May and coordinated by Laura Pate, supported twelve students with applications for national recognitions including: Gilman-McCain Scholarship, Barry Goldwater Scholarship, Phi Kappa Phi Fellowship, Oslo Rotary Student Program and Fulbright Scholar Program. Sophia Brown was selected for the Oslo program that was cancelled due to COVID and Brittany Parker was awarded a Fulbright award for English language teaching in Korea starting in January 2021. The membership of the committee is listed on page 31.

CREATIVITY & RESILIENCE IN EDUCATION

In the Honors College, we strive to provide an interdisciplinary education that challenges students to look at the world from vastly different perspectives and think critically about issues as they delve deeper into topics that they research for their senior projects. As students enter their junior and senior year, they typically study abroad with their peers, engage in great conversations in our capstone courses, and support each other as they propose senior research projects and prepare for their defenses. All of these experiences were reimagined last spring.



English major Molly Foster and biology majors Marc Pierre and Sierra Barlow team up to study sustainability.

When the pandemic forced universities to pivot online, three of our students were studying at Oxford University in CSU's Visiting Student Program: Stephanie Clark, a psychology major; Zijie (Jerry) Lin, a chemistry major; and Vivian Duncan, a professional writing major. Stephanie and Jerry began their studies at Oxford in the fall, but Vivian joined them in January 2020 after finishing her senior project proposal. For her senior thesis, Vivian is exploring questions in journalistic ethics as they pertain to rarely contacted South American cultures living deep in the Amazon. Would contacting the indigenous people expose them to Western cultures and compromise their unique culture, or is it unethical to deny them scientific advancements? Her goal of becoming a travel journalist flourished as she took Oxford course work on travel literature and planned month-long travel to Eastern Europe between the spring Oxford terms of Hilary and Trinity. But just as the Hilary term ended in March, all three students returned home to quarantine. For Vivian, the lost opportunity to travel and to complete her studies was harsh. Fortunately, the University of Oxford allowed her to defer her studies until the Fall of 2020 when she will be able to join them online.



Chris Mullan (Finance), Ian Dooley, (Art) and Kaylee Day (Accounting) present their sustainability solution by creating a webinar.

As the Honors College pivoted to online education, professors had to quickly learn how to adapt their instruction. Since professors who teach honors courses do so by engaging students in discussions and team-based learning, simply recording lectures was not an option. In our first-year seminar that studied sustainability, we learned to use Zoom break-out rooms for small group discussions and our end-of-term team presentations transformed into creative webinars. Working with our seniors and their projects also went online.



Seniors meet weekly with Dr. Ticknor to share their progress.



Left to right: Shannon Eshman (Special Education), Vivian Duncan (English), Tim Pitts (Math), Micah Arnholt (History), Bailey Gaines (English), Elijah Neundorfer (Cyber Security) Roman Anderson (Liberal Arts).

In the fall, juniors and seniors meet weekly with the dean or associate dean to discuss their progress on thesis work, exchange ideas, and support each other as they set weekly writing goals. Students studying math, computer science, and history, to name a few, inspire each other with the depth of the analyses they are conducting and share copious amounts of chocolate and laughter to overcome the setbacks that are inherent to any research project. In the spring, we moved to online meetings that became lifelines of support as students struggled to learn in online modalities and their senior project progress slowed. Learning became a true partnership between professors and students. Students reminded us to “unmute” or “share screens” or let us know if we missed someone’s “chat.” They shared the responsibility of becoming educated.

The partnership in honors education between professor and student is most obvious during our senior project defenses, when our students present their projects to a panel of university professors. In the fall, our best senior defenses inspired great conversations among professors and students around a conference table, just as Amy Crawford’s thesis on the depiction of women in Victorian literature and art engaged both English and psychology experts in a rigorous discussion of the imagery. In the spring, the defenses moved online, but the conversations and congratulations of successful defenses continued. By May, we all knew some opportunities were lost, but with creativity and resilience, we found new ways to teach and learn together.



Top Left: Amy Crawford defending to Dr. Jim Owen (English) and Dr. Aisha Adams (Psychology). Above: Prof. Aurelia Smith congratulates Hannah Turner at her defense. Left: Vice Provost Tim Howard, and math professors Dr. Carlos Almada and Dr. Eugen Ionascu, congratulate Timothy Pitts on his spring virtual defense.

SCHOLARSHIPS AND HONORS COLLEGE ADVANCEMENT

The Honors College would not be successful without the financial investment of our community, the Laureate Society, and our Honors Advisory Board. The majority of the funds raised go directly to students through tuition scholarships and grants that support educational activities such as study abroad and conference travel. Unfortunately, all travel funds were not awarded due to the COVID-19 epidemic.

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.

Incoming Freshmen Study Abroad Grants: Those who win a Presidential and Tower scholarship may use up to \$3,200 for one study abroad experience once they reach their junior year. Those who utilized those grants this year are listed in Appendix C and details about our honors study abroad programs can be found beginning on page 22.

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

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

Meritorious Students with Need Scholarships: The Richards Foundation annual gift that began in Fall 2019, supports students in the Honors College who have financial hardships. The Honors College, working with the CSU Office of Financial Aid, identifies students who fall between the gaps of federally defined financial need and require support to complete their education.

FY 2019-20 Scholarship & Grant Expenditures		
	First Year	Undergraduate
Presidential Scholarship	\$10,000	
Tower Scholarship	\$73,750	
University Scholarship	\$61,750	
Tower Study Abroad	\$0	
Meritorious Students with Need Awards	\$10,000	\$15,000
Undergraduates Two-Year Awards		\$8,750
Honor Education Activity Grants		\$0
One-Time Awards		\$1,000
First Generation Student Awards	\$1,000	
	\$156,500	\$24,750
Total		\$181,250

Investing in the Honors College

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

THE LAUREATE SOCIETY

Cornerstone Partners

(\$50,000.00+)

Bruce and June Howard*

Diamond Circle

(\$15,000.00)

Allen and Tracy Pettis

Gold Circle (\$7,500.00)

Tim and Mariana Money*

John W. Rogers, Jr.

Silver Circle (\$5,000.00)

Russ and Patti Carreker*

May B. and Howell Hollis

Greg and Pam Siddall

Jimmy and Ruth Yancey

Bronze Circle (\$2,500.00)

Janet Wynell Davis*

Mr. and Mrs. Thad Estes

Tony and Mary Jane Link

Rick and Jan Ussery

Copper Circle (\$1,000.00)

Ms. Beverly Mack Davis

Kelsey L. and Barbara B. Kennon*

Mr. and Mrs. Jack B. Key III

John and Kayron Laska

Dom and Hildagine Manio

Frank and Debbie Deal Moody

Vincent and Dian Naman

William D. Reaves, Jr.

Linda and Mike Sawyer

John and Linda Shinkle*

Dr. Franklin J. Star

Cindy and Kirk Ticknor

Torrey Wiley*

Gateway Club (\$500.00)

Mrs. Diane Dana and Mr. Mike

Goodman

Clark and Barbara Gillett

Mrs. Richard R. Hallock

Mike and Geri Regnier

Ms. Patty Kimbrough Taylor

Anniversary Club (\$250.00)

Jim and Nancy Buntin

Century Club (\$100.00)

Sharron Caldwell

Richard and Jennifer Joyner

Half Century Club (\$50.00)

Stephen and Sandy Lewack

Eric Spears

Other Donations

Laura Pate

**Members of the Honors College Advisory Board are listed on page 30.*

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.



2019-20 New Tower Scholars at Fall Orientation

Census
300

New Record Enrollment and Graduate Rate

In Fall 2019 our census reached 300 students, but the quality of our curriculum has led to our second highest retention rate and highest graduation rate. From Fall 2018 to Fall 2019, 92% of the cohort of first-time full-time freshmen who were honors students returned to study at CSU for their sophomore year, compared to 71.5% of CSU's first-time full-time freshmen*. In addition, 79% of the cohort was retained as members of the Honors College. Six-year graduation rates at CSU reached 38% in the 2014-20, while the Honors College cohort graduated from CSU at a much higher rate of 74% in the 2014-20 cohort.

Graduation
Rate
78%

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

Recruiting Students To CSU

Recruiting new students to CSU is one of the primary missions of the Honors College, and we host four events dedicated to attracting students to CSU each year. In the fall we hosted an Honors College Invitation Only Breakfast for those families attending our Discovery Day. During the spring, we invited applicants to our Presidential Scholars Interview Day, which provided interview opportunities and during which students met fellow honors students, department chairs, and had customized campus tours by our honors ambassadors. Students at all events learned about scholarship opportunities and the advantages of our honors curriculum. However, our second interview day was disrupted by the pandemic, but we held the interviews by using video conference technology. This disruption, along with the educational disruption of all high schools in the country, led to decreased applications.

First Year Applications. With our second interview day moving to a virtual setting, our applications for Fall 2020 decreased from 103 to 75 (or 27%), as did the number of students admitted to the Honors College. However, the quality of our applicants has improved with 21 of the 27 perfect 4.0's who applied to the Honors College deciding to come to Columbus State. The admission criteria can be found in Appendix D.

Applications Trends for Fall 2018 to 2020

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



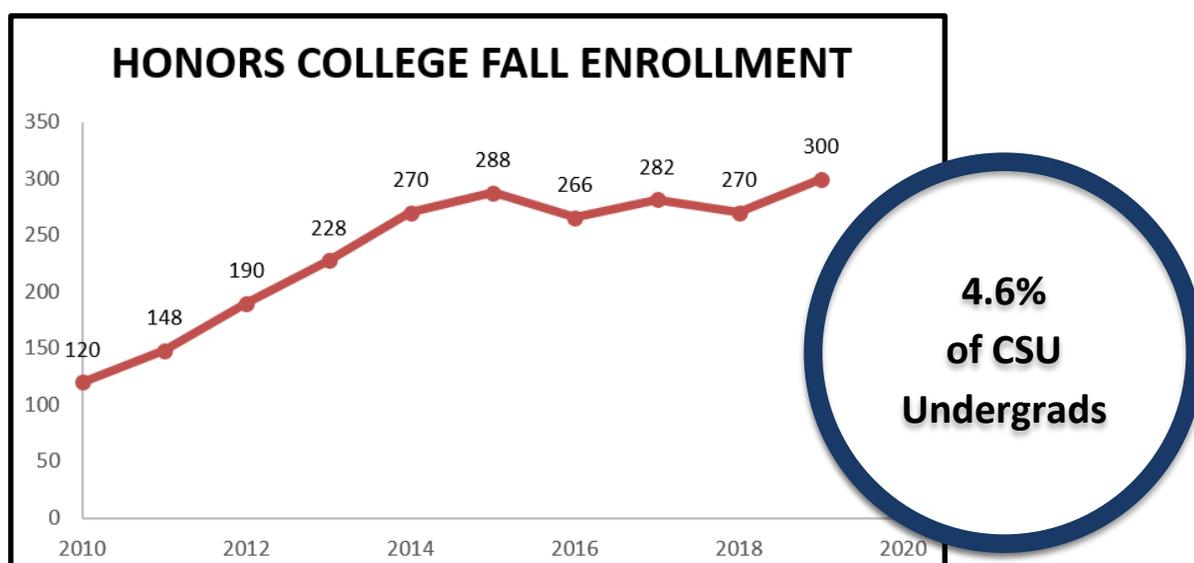
Recruiting Undergraduates to the Honors College

In Fall 2020, 62% of students enrolled in the Honors College entered as freshman; 5% entered through our high school dual enrollment program; while the remaining students entered as CSU undergraduates (26%) or transfer students (6%). Any student who has earned a grade point average at or above 3.4 after completing fifteen credit hours is eligible to enroll in the Honors College. Our Honors Community Point System is ideal for undergraduate and transfer students who can apply for credit based on exemplary educational activities they completed prior to enrolling in the college. Since the point system is competency based, if the students had participated in internships, study abroad or research prior to enrolling, they can earn points. Therefore, we recruit students through biannual email campaigns and outreach to advisors and the Office of Diversity Programs and Services.

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

Honors College Census Trends

Our record enrollment of 300 students represented an 11% increase from the prior year despite a decrease in CSU's undergraduate enrollment which fell from 6640 to 6501, a 2% decrease during the same time period. Our point system, Faculty Fellows program and two advisors enabled the Honors College to recruit and retain honors students and we reached an impressive 4.6% of CSU's undergraduate enrollment. National recommendations for honors education are to serve 3% to 5% of our undergraduate enrollment.



Honors College Demographics

The Honors College strives to bring together diverse students, to enhance the academic environment with unique perspectives and an array of interests and experiences. In addition, we are committed to serving underrepresented students in honors (especially males and all Black and Latinx students) to ensure all students have access to an education that is commensurate with their abilities. In 2019-20, our students were pursuing majors in all academic colleges, with the largest representation from the Department of Biology and the TSYS School of Computer Science, which now houses the new degree programs in cybersecurity.

College of the Arts		24%	College of Letters & Science		46%
Art Department	13	Biology Department	56		
Communication Department	15	Chemistry Department	10		
Schwob School of Music	19	Criminal Justice & Sociology	6		
Theatre Department	24	Earth and Space Science	21		
Turner College of Business		16%	English Department	13	
Accounting & Finance	9	History & Geography Department	8		
Marketing & Management	14	Mathematics Department	4		
TSYS School of Computer Science	26	Psychology Department	21		
College of Educ. & Health Prof.		10%	Liberal Arts & Core Curriculum	5	
Kinesiology & Health Sciences	6	Dual Enrollment	5		
School of Nursing	23				
Teacher Education Department	2				
Grand Total				300	

Demographically, the Honors College is making steady progress towards diversifying, moving from 70% to 67% of our students identifying as white and from 74% to 70% identifying as female. We are closing the gap between CSU and Honors College proportions slowly, but our changes to our recruiting practices may already be showing an impact.

Demographics	CSU	Honors College
Female	61%	70%
Male	39%	30%
Black or African-American	39%	22%
White	48%	67%
Asian	3%	6%
Two or More Races	2%	2%
Hispanic or Latino	7%	0%

THE HONORS EDUCATIONAL EXPERIENCE

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

Academic Enhancement. College students should amass experiences that broaden their knowledge of the world to complement the in-depth study that occurs in each major. By enhancing academics with diverse, multidisciplinary educational experiences, students become more adaptable to new situations, more creative in problem-solving approaches, and multi-culturally sensitive in their interactions. Students earn points in activities that require them to:

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

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

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

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

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

Honors Faculty Fellows

The Honors College Faculty Fellows program is designed to provide cohorts of highly trained faculty to take a leadership role in crafting our students' educational experiences and to act as ambassadors for the Honors College. These faculty teach all aspects of the honors curriculum and participate in honors faculty development workshops that all CSU faculty are invited to attend. Appendix F & G lists all faculty who taught or mentored in the college in 2019-20 along with the Faculty Fellows Policy. The Faculty Fellows for 2019-20 were:



Dr. Ryan Lynch
Assistant Professor of History
Department of History and Geography



Dr. Lydia Ray
Associate Professor
TSYS School of Computer Science



Dr. Ramesh Rao
Professor
Department of Communication



Dr. Aisha Patrice Adams
Assistant Professor
Department of Psychology

In the Fall 2019, Dr. Lynch taught the core Honors course "Understanding Non-Western Cultures," while Dr. Rao and Dr. Adams taught Honors Global Perspectives and Great Conversations. During the Spring 2020 semester, while transitioning to online learning, Dr. Ray and Dr. Lynch co-taught "Great Conversations: A Digital Analysis of 9/11." Dr. Lynch taught the Academic Enrichment course, although it was severely impacted by the pandemic as most of the course consisted of field trips. Dr. Adams taught an Honors Psychology course, while Dr. Rao taught an Honors Communication course.

First Year Seminars

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



In 2019-20, the first-year honors seminar continued to work with CSU's Quality Enhancement Plan *We Solve It!* by creating a signature assignment that solved problems for our community partners. In the fall, one class of students tackled community connectedness as they learned from Betsy Covington, the CEO of the Community Foundation and Chair of the Vibrant and Connected Communities Committee of Columbus 2025, while the other class planned a benefit for the John B. Amos Cancer Center. The benefit was planned for May 2020. In the spring, we focused on sustainability and had panel discussions and experts from Columbus State University, Fort Benning, Midtown Inc., Columbus Water Works, and the Chattahoochee River Conservancy to introduce the topic. Our students were fascinated that the military's greatest waste product is food. Our students proposed solutions from using Children's Theatre to teach sustainability to a campus thrift shop to repurpose clothing. While we could not host the benefit or spring presentations, our clever students opted for Zoom based webinars.

A screenshot of a Zoom webinar. The main slide is titled 'The Problem' in green text on a light green background. It contains two bullet points: 'According to Singh and Pant (2018), "Increasing urbanization continuously discards more amounts of waste glass and plastic. 9.2 million tons (MT) of post-consumer glass was discharged annually and the amount is continuously increasing" (p. 1).' and 'Without a larger emphasis on this topic, the process we use now for glass recycling will fall even further behind as urbanization increases.' To the right of the text is a graphic of a recycling symbol (three red arrows forming a circle) with a glass bottle and two jars inside. The Zoom interface shows a video player at the bottom with a 'Play (k)' button and a timestamp of 1:24 / 10:12. On the right side, there are three small video thumbnails of participants.

Honors Core Courses

The Honors College selects faculty members who use innovative teaching practices and activities that invite students to examine subject matter through their disciplinary lens or use multiple disciplinary perspectives. Enrollment reached 231 students in core classes, filling 87% of all seats available. To ensure student engagement with the faculty, course capacities are limited to 18 students, and course enrollment is restricted to Honors College students and those earning greater than a 3.0 GPA.



Interdisciplinary teamwork is emphasized in all core courses.

HONORS CORE COURSES		Capacity	Actual
Fall 2019			
COMM 1110H	Communication	18	16
ENGL 1102H	English Composition II	18	11
ENGL 2111H	World Literature I	18	17
ITDS 1156H	Understanding Non-Western Cultures	17	13
ITDS 1779H	Scholarship Across the Disciplines	24	23
ITDS 1779H	Scholarship Across the Disciplines	24	23
ITDS 1779H	Scholarship Across the Disciplines	24	23
POLS 1101H	American Government	18	18
Spring 2020			
COMM 1110H	Communication	18	18
ITDS 1779H	Scholarship Across the Disciplines	24	15
ITDS 1779H	Scholarship Across the Disciplines	24	21
PSYC 1101H	Introduction to Psychology	18	13
STAT 1401H	Elementary Statistics	20	20

Developing Global Scholars

The Honors College expects all students to experience international education, whether through dedicated courses or seminars or by studying abroad. During COVID-19, all study abroad programs were cancelled for spring and summer 2020. To accommodate the disruption, we offered two new summer global perspectives courses to help students continue to study foreign governments and cultures, and to dream about days beyond the pandemic.

Global Perspectives Seminars. This year, students enjoyed seminars that explored local international cultures. For example, in a seminar entitled, “Indian Music – From Bollywood Dance to the Fibonacci Sequence,” explored music from tribal to classical and semi-classical to discover its depth and variety. The class was able to attend a concert at the Atlanta Hindu Temple where they listened to South Indian Classical Violinists who were touring the United States.



Singapore offers a diverse selection of food from influences from China, Malaysia, India, and Indonesia. Food is very important in this country and the phrase “Makan?” or “have you eaten?” is one of the greetings in Singapore. In addition, Singapore has an annual food festival held for a month in July. The national dish of Singapore is called chili crab which is an iconic Singaporean seafood dish. It is crab cooked in spicy tomato sauce. It is served with “mantous” which are fried buns.



Usually Shinto can be practiced at various shrines. The shrines can be visited in a both publicly and privately. The public ones also usually have a priest that'll assist with worship. A picture of a typical shrine is included below, but their appearances can vary somewhat.



Summer Seminars. The college added two online opportunities for students to internationalize their curriculum. The first, “International Responses to Pandemics,” virtually traveled the world each week, and students selected countries in a geographic region. The task was to compare governmental responses to support public health

and economic security using a discussion board. Not only did students post their research, but they reacted and learned from each other about international responses. The second seminar, “Post Pandemic Travel Planning,” required students to research the history, food, landmarks and cultural aspects of a county they hoped to visit after the pandemic. Students posted vivid images of food and sites from Japan, Singapore, Prague, and the British Isles before making concrete plans on the cost to one day travel to one of the countries.

Academic Enhancement Seminars

Seminars that focus on enhancing academics, numbered HONS 3000, are taught by faculty and have topics that vary each semester based upon faculty expertise. In these seminars, faculty members share their passions and knowledge in creative, non-stress environments that foster faculty-student engagement. Each seminar has approximately fifteen contact hours, is graded as satisfactory or unsatisfactory, and is free.



2019 -20 Seminars

It's just a joke!? – Why Blackface can get you fired! – Comedy can be a hotbed of controversy as well as a vital avenue for social change. This course explored the multifaceted nature of comedy in the modern age and engaged in rich discussions about race, sexuality and stereotypes conveyed through media.

Propaganda & Modern Persuasive Media – In this course, honors students sampled and discussed propaganda in both historical and contemporary contexts, and prepared analyses submitted to a national competition.

Science of Beverages – Students attended four Saturday field trips where they learned about the science of beer, wine, and distilled spirits. Field trips included local beverage manufacturers Richland Rum, Warm Springs Winery, and Omaha Brewing.

Excursions in the History of the South – Students were scheduled to tour historic sites in the south such as The Legacy Museum and the National Memorial for Peace & Justice in Montgomery, AL; The Carter Center in Atlanta; Historic Westville; FDR's Little White House; and Plains, GA, but unfortunately when the pandemic hit, most of these field trips had to be canceled with virtual excursions taking their place.

Developing Researchers: Honors Contracts

An honors contract is an agreement between students and faculty members to complete a project that enhances the learning of any upper division course in their major. Honors contracts are included in the curriculum to allow students to customize their education with unique projects while developing stronger mentoring relationships with faculty. Most honors contracts investigate real world problems, as described in *We Solve It!*, a campus-wide initiative designed to engage all students in problem solving. Examples of contracts include research papers, laboratory experiences, service learning, etc. Completed contracts reflect the ability of honors students to work independently, conduct creative inquiry, and think critically. They often inspire senior thesis work and lead to strong letters of recommendations for professional employment or graduate school applications.



During 2019-20, our students completed a record number of 64 contracts to delve deeper into their fields and many tackled real-world problems. For example, a theatre major investigated colorism in Indian and American theatre productions and a mathematics student presented a solution to a problem posed by the American Mathematical Association to university students. A full list of honors contracts is provided in Appendix H. Overall, 27% of our students in the Honors Community have completed a contract, conducted an independent study, or solved a field-based problem, all of which prepares them for their senior project.

Twenty-nine members of the CSU faculty mentored projects. Their mentoring was time donated to the Honors College. While excellent mentoring is critical to student success, current budgetary constraints do not allow for compensation, and therefore, faculty agree to work with students in addition to their normal teaching load. In post-contract faculty evaluations, 93% believed the process was efficient; 100% believed their student created a project they could continue to pursue; and 97% believed that the project allowed their student to think critically about concepts in their field.

Interdisciplinary Capstone: Great Conversations

Honors students grow in recognizing biases and assessing an issue from multiple perspectives in HONS 3555 Great Conversations. In each course, we aim to provide unique opportunities for active engagement and experiential learning. This year, with creative partnerships, we offered three sections of HONS 3555, not including study abroad options serving 42 students.

Fall 2019: Hidden Brain – Traps, Patterns, Miscues, and Mischief

by Dr. Aisha Adams and Dr. Ramesh Rao

Interweaving the disciplines of psychology and communication, the professors used the popular podcast, *The Hidden Brain*, to inspire discussions about the many things that affect an individual's perception. Students explored difficult topics ranging from the impact of social media to implicit bias and, by the end of the term, created a podcast reflecting on what they learned.



Spring 2020: A Digital Analysis of 9/11

by Dr. Lydia Ray and Dr. Ryan Lynch

Computer scientist Dr. Ray and historian Dr. Lynch designed this course to allow students to use technology to explore the September 11th terrorist attacks. Students without programming experience designed digital projects that utilized basic Python programming and natural language processing to help them analyze the attacks and America's response to the events. The students not only learned about the historical rise of al-Qaeda, but they also considered how we continue to be affected by the "War of Terror."

Spring 2020: Perspectives on Presidential Leadership

by Dr. Sarah Bowman and Ms. Laura Pate

Through this course, students worked to define presidential leadership as they examined not only the words of presidents, their contemporaries, and historians, but also representations of historical and fictional presidents in popular culture and media. They learned to look at American presidents and the presidency through the lenses of leadership, history, political science, and memorialization. This course had a planned spring break trip to Washington, D.C. that was canceled due to the COVID-19 shutdown.



Building Community Leaders: Honoris Causa

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



This year our students, faculty and staff of the Honors College won the Provost Challenge Award for participating in the CSU Day of Service, with two bus loads of students working to serve our community. One group cleaned the memorials at the National Infantry Museum as they prepared for a Gold Star Family event and another painted, cleaned and repaired sites at Westville before their grand opening.

As an active member of the Student Government Association, Honoris Causa also entered a float in the CSU Homecoming Parade which was, of course, their favorite boat they've come to know well at our welcome back lake party. With Captain Kirk at the helm and our officers on board, our graduating seniors and alumni cheered from a rooftop on Broadway.



OFFICERS 2019 -20

Abby Grace Moore, President

Shannon Eshman, Vice President Main Campus

Chelsea Nguyen, Secretary Main Campus

Emily Davis, Treasurer Main Campus

Savanna Doster, Social Event Coordinator

Molli McGinnis , Vice President RP Campus

Macy Fraizer, Secretary RiverPark Campus

Michelle Saiz, Treasurer RiverPark Campus

Charlene Ubah, SGA Representative



EVENTS FOR 2019 -20

Welcome Back Party
Cougar Day of Service
Study Hours
Brushes & Beverages
Friendsgiving
Uptown Tree Trail
Peter and the Starcatcher
Paint the Paw

Feeding the Valley
Ice Skating
She Kills Monsters
Kaleidoscope
Homecoming Parade
White Water Rafting
Trivia Night
Importance of Being Earnest

Senior Projects & Theses

In 2019-20, 24 students graduated with an honors seal by completing all honors requirements: A senior thesis/project, graduating with at least a 3.4 GPA, and completing a rigorous honors curriculum. The CSU six-year graduation rate of Honors first time, full time freshmen was 74% of the 65 students in the cohort and 22% of the cohort completed all requirements of the honors seal.



Tehgan Anguilm– B.A. Chemistry, Spring 2020

Thesis: *Recombinant Expression of Preptin Analogs for Alanine scanning Mutagenesis of Residues 27-29*

Mentored By: Dr. Jonathan Meyers

Notes: Tehgan plans to attend the University of Georgia to pursue a Ph.D. in nutrition where she has been chosen for a teaching assistantship by the Foods and Nutrition graduate program.

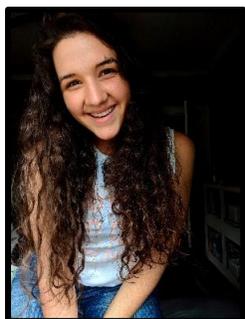


Taylor Aspinwall– B.A. English Literature and B.A. in History, Fall 2019

Thesis: *Interactions of War: Exhibiting World War II and the Holocaust*

Mentored By: Dr. Sarah Bowman

Notes: Taylor will be enrolling in a master's program at Florida State University to continue her studies of public history and museum curation.



Jessica Barkhouse – B.S. Biology, Spring 2020

Thesis: *Laying-sequence Variation in Yolk Carotenoid of Eastern Bluebirds*

Mentored By: Dr. Jennifer Newbrey

Notes: Jessica will enroll in medical school at Via College of Osteopathic Medicine – Auburn Campus



Elizabeth Biggs – B.S. Applied Mathematics, Fall 2019

Thesis: *Potential Correlation Between Financial Crimes and Stock Price Fluctuation*

Mentored By: Dr. Kristin Lilly

Notes: Elizabeth plans to become an Actuary after graduation.



Erin Chalmers – B.S. Psychology, Fall 2019

Thesis: *Schadenfreude: The Impact of Another's Misfortune on the Mood of College Students*

Mentored By: Dr. Brandt Smith

Notes: Erin plans to apply to graduate school to obtain her master's in social work with a goal of being a licensed clinical social worker



Amy Crawford – B.A. English, Fall 2019

Thesis: *The Femme Fragile of the Victorian Era*

Mentored By: Dr. Jim Owen

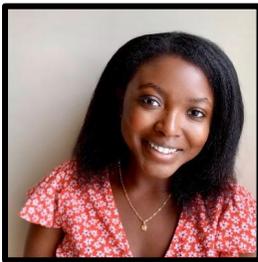
Notes: Amy will enroll next fall at the University of Central Florida where she will earn a master’s degree in Cultural and Literary Studies.

Meredith Donovan– B.S. History and Secondary Education, Fall 2019

Thesis: *Social Movements and the FBI: Investigations of the 1950s and 1970s*

Mentored By: Dr. Gary Sprayberry

Notes: Meredith has been recruited to teach history at Columbus High School and will pursue her master’s degree in history in the near future.



Andrea Dorbu – B.S. Psychology, Spring 2020

Thesis: *Approach and Avoidance Coping Human Motives and Their Relation to Trauma Exposure and Physical Health*

Mentored By: Dr. Tiffany Berzins

Notes: Andrea will be pursuing a master’s in public health with a concentration in health policy and management at Emory University’s Rollins School of Public Health.

Caitlyn Gallagher –B.A. Theatre, Spring 2020

Thesis: *Not Exactly “Child’s Play”: Children’s Theatre and its Use of Difficult Topics*

Mentored By: Professor Brenda Ito

Notes: Caitlyn is taking some time off after graduation to earn money for graduate school and to fulfill her dreams of being a certified drama therapist.



Jenna Gaskins – B.S. Psychology, Spring 2020

Thesis: *A Comparison of Response-Contingent and Response-Independent Autoshaping Trials in Rats*

Mentored By: Dr. Tiffany Berzins

Notes: Jenna plans to take a gap year to work in the psychology field with disabilities to some capacity.

Ashley Mayer– B.A. Communication, Summer 2020

Thesis: *Examining the Needs of First-Generation Students*

Mentored By: Dr. Christopher McCollough

Notes: Ashley will begin her graduate studies at Auburn University pursuing her master’s degree in Communication in Fall 2020.





Abby Grace Moore – B.S. Biology with a concentration in Competitive Premedical Studies, Spring 2020

Thesis: *Earliest known material of Amia, bowfin, from the Sentinel Butte Formation (Paleocene), Medora, North Dakota*

Mentored By: Dr. Michael Newbrey

Notes: Abby Grace plans to apply for graduate school to obtain a master’s in Public Health and Organizational Leadership with the goal of being an epidemiologist.

Collins Nelson – B.S. Psychology, Spring 2020

Thesis: *Knowledge, Trait Mindfulness and Perceived Discrimination As It Relates to Coping Self-Efficacy in African American Women*

Mentored By: Dr. Tiffany Berzins

Notes: After graduation, Collins plans to find work in her field and then apply to medical school.



Joshua Newbend– B.F.A. Art, Spring 2020

Thesis: *A Lesson in Art: Understanding and Questioning Distraction, Play, and Human Nature*

Mentored By: Professor Michael McFalls

Notes: Joshua plans to attend graduate school somewhere outside of the Southeast for a master’s in Fine Arts. He plans to continue to further his portfolio and become a professor and professional artist.

Timothy Pitts– B.S. Mathematics, Spring 2020

Thesis: *A Mathematical Development of Minimal Surface Theory: From Soap Films to Black Holes*

Mentored By: Dr. Carlos Almada

Notes: Timothy plans to take a break from school to gain some experience and then pursue a master’s in Computer Graphics or Geometry.



Chad Reynolds –B.S. Biology, Spring 2020

Thesis: *Honey and Caffeic Acid As Protective Agents For Human Umbilical Vein Epithelial Cells (HUVEC) in a Hyperglycemic Environment*

Mentored By: Dr. Kathleen Hughes

Notes: Chad is attending VCOM Auburn Campus with the goal of becoming an Emergency Medicine physician.



Anju Anna Shajan – B.A.A. Accounting, Spring 2020

Thesis: *Perceived Stakeholder and Stockholder Views: A Comparison Among Accounting Students, Non-Accounting Business Students, and Non-Business Students*

Mentored By: Dr. Mark James

Notes: After graduation Anju will move to Atlanta to obtain her master's in Accounting and her Certified Public Accounting License.

Jazmin Rush– B.S.N. Nursing, Spring 2020

Thesis: *Understanding the Importance of Psychological Screenings for Patients Undergoing Elective, Invasive Cosmetic Surgery: A Literature Review*

Mentored By: Dr. Deryus Tillman

Notes: Jazmin plans to work as a registered nurse for two years and then apply to graduate school and enroll in a nurse practitioner program.



Candice Tate – B.S. Biology, Spring 2020

Thesis: *The Involvement of Estrone and Estradiol in Glial-Like Cultured Cells*

Mentored By: Dr. Kathleen Hughes

Notes: Candice is attending The Philadelphia College of Osteopathic Medicine in Atlanta.

Persia Tillman – B.S. Biology with a concentration in Pre-Pharmacy, Spring 2020

Thesis: *Estimating Taxonomic Diversity Using Centrum Growth Profiles and Stinger Morphology of 36 Million-Year-Old Stingrays From North Dakota*

Mentored By: Dr. Michael Newbrey

Notes: In May 2020, Persia commissioned into the United States Army as second lieutenant. She is now a student at the University of Georgia in the Doctor of Pharmacy program. Upon receiving her PharmD., she hopes to serve her community and her country as an Army pharmacist.





Hannah Turner – B.S. Applied Computer Science, Fall 2019

Thesis: *CSUGO: A Mobile Application for the Campus Orientation of International Students at Columbus State University*

Mentored By: Professor Aurelia Smith

Notes: Hannah plans to attend Georgia Tech's UI/UX boot camp while continuing her work with ASRC Federal Holding Company where she recently had an internship.

Charlene Ubah – B.S. Biology, Fall 2019

Thesis: *The Effects of Potassium Benzonate on Early Zebrafish Development*

Mentored By: Dr. Brian Schwartz

Notes: Charlene plans to apply to optometry school to obtain a Doctor of Optometry degree.



Julie Wilson – B.S. Biology, B.S. Chemistry, Spring 2020

Thesis: *The Antimicrobial Characterization of N,N'-BIS-Substituted Triazolium Salts Against Escape Pathogens*

Mentored By: Dr. Lauren King

Notes: Julie is attending Columbus State University as she pursues her master's in Natural Sciences (Biology) before hopefully moving on to pursue a Ph.D. in Immunology and Molecular Pathology.

Joanne Youngblood – B.S.N. Nursing, Spring 2020

Thesis: *Availability of & Access to Prenatal Care & The Effects on Maternal & Infant Mortality Rates: A Comparison of Central American Countries, Costa Rica, & Guatemala*

Mentored By: Dr. Deryus Tillman

Notes: Joanne has accepted a position working in the ICU after graduation in Columbus.



HONORS PINS, REGALIA, & AWARDS

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



Graduates receive their Honors Regalia at each event and are able to take a moment to share what they learned from their thesis and thank those who helped them complete their project. In addition to the regalia, all students who have reached 80% of the honors college requirements receive their Honors Pin. 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 students achieve as they begin their thesis work, and we like to acknowledge that accomplishment and give our students something that they can always wear proudly. This helps students remember their commitment to life-long learning, looking at the world through many lenses, striving for excellence, and supporting each other as they take risks and make our community and our world a better place.

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



The Black & White Ceremony

The Black & White Ceremony was hosted on December 3, 2019 at the Loft in downtown Columbus, Georgia. An intimate event, we hosted approximately 60 students, guests, and faculty. During the event, December graduates were given an opportunity to share the synopsis of their thesis with the room and thank their mentors.





Spring Awards Ceremony

The 6th Annual Awards Ceremony was hosted virtually on May 21st, 2020. The Annual Awards Ceremony is our biggest award event of the year as it includes our awards for alumni, as well as Honors Faculty. The Honors College pins were presented to ten students who had completed 80% of their Honors College requirements.



Dr. Ryan Lynch, a History professor, received our **Award for Excellence in Teaching**. Dr. Lynch has taken the time to help students truly understand how our current situation affected each major in his class. As one student stated, “He taught and listened based off of every student’s needs. By him being there and being one with his students brought me tears of joy.”

Ms. Laura Pate, formally of the Honors College, received the **Award for Outstanding Mentorship**. Ms. Pate has been a member of the Honors College Staff since 2013 where she worked as the Administrative Coordinator before becoming an Honors College Advisor. During her time in the Honors College, Laura has made an impact on countless students. One student stated “Ms. Pate is fantastic. She’s always in your corner, trying to help, give support, and point you in the right direction.”



HONORS COLLEGE STAFF



Dr. Cindy Ticknor, Dean

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



Dr. Susan Tomkiewicz, Associate Dean

Dr. Tomkiewicz is Professor of Oboe at the Schwob School of Music at Columbus State University and Associate Dean of the Honors College. She holds degrees from the University of Texas at Austin *summa cum laude*, University of New Mexico and University of New Hampshire. Dr. Tomkiewicz has commissioned and premiered many new solo, electronic and chamber works for both oboe and English horn and has performed all over the world. She was the co-host of the 2016 International Double Reed Society's Annual Conference at Columbus State University and is proud to have been a part of CSU since 2009.



Ms. Laura Pate, Honors Advisor

Ms. Pate has been with Columbus State and the Honors College since 2013. Prior to becoming an advisor, she worked as Administrative Coordinator and Program Coordinator for the Honors College. She also has experience in enrollment management in recruiting and counseling entering students through the college admissions process. She graduated *summa cum laude* from Shorter College with a Bachelor of Art in Public Relations and has a Master's in Organizational Leadership in the Servant Leadership Track. She resigned to become the Assistant Director of Servant Leadership in April 2020.



Ms. Jasmine Reid, Advisor

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



Mrs. Kristi Rehauer, Administrative Coordinator

Mrs. Kristi Rehauer has worked in higher education since 2006 and has been with the Columbus State Honors College since July 2019. Kristi joins us from Old Dominion University in Norfolk, VA. Kristi has a B.S. in Wildlife Biology from Murray State University in Murray, Kentucky. She brings multiple years of higher education experience to the Honors College.

ADVISORY BOARDS & COMMITTEES

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

Honors Advisory Board

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

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

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

Mr. Torrey Wiley, Chair

Mr. Russ Carreker, Past Chair

Ms. Janet Davis

Mr. Tim Money

Mr. Paul Holmer-Monte

Mrs. Dian Naman

Mr. Bruce Howard, Chair-Elect

Mr. Kelsey Kennon

Mrs. Linda Shinkle

Ms. June Howard

Dr. Cindy Ticknor (ex officio)

Dr. Sue Tomkiewicz (ex officio)

Mr. Cameron Bean (ex officio)



Cameron Bean, Executive Director of Development

Honors Education Committee

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

Ms. Natalia Temesgen, Chair - Fall, *COLS*

Dr. Andrea Dawn Frazier, Chair -Spring, *COEHP*

Dr. Ryan Lynch, *COLS*

Dr. Eduardo Leon, *COLS*

Dr. Brenda Ito, *COA*

Dr. Stephanie Patterson, *COA*

Ms. Jacqueline Radebaugh, *Library*

Mr. Thomas Ganzevoort, *Library*

Dr. Mark James, *TCOB*

Dr. Frank Mixon, *TCOB*

Dr. Mariama Cook-Sandifer, *COEHP*

Dr. Shannon Lewis, *COEHP*

Dr. Aisha Adams, *Member-At-Large*

Dr. Cindy Ticknor (ex officio)

Dr. Susan Tomkiewicz (ex officio)

Ms. Stephanie Lawrence (ex officio)

Mr. Alex Jones, *Alumnus* (ex officio)

National Scholarship & Awards Committee

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

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

The membership for 2019-20 was:

Dr. Gary Shoupe, Co-Chair, *COEHP*

Dr. Joshua May Co-Chair, *COA*

Dr. Sarah Bowman, *COLS*

Dr. Kerri Taylor, *COLS*

Dr. Wendy Shi, *TCOB*

Dr. Johnny Ho, *TCOB*

Dr. Rebecca Toland, *COEHP*

Dr. Cindy Ticknor (ex officio)

Dr. Eric Spears (ex officio)

Ms. Laura Pate (ex officio)

Ms. Katherine Grego (ex officio)

APPENDICES 2019-20

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

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

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

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

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

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

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

BETTER: Personal Enrichment
Leadership Community Service Career Preparation Enrichment Seminars National Recognitions

BROADER: Academic Enhancement
Honors Courses International Education Minors & Certificates Academic Seminars Honors Study Trips

DEEPER: Research & Inquiry
Honors Contracts Independent Studies Field Based Problem-Solving Publications Presentations & Performances

HONORS MODULE: PERSONAL ENRICHMENT

Required Points in this Category: 10 Honors Points

Required Capstone: Submission of a Curriculum Vita

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

By completing this area, honors students will:

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

Earning Points in Personal Enrichment

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

Leadership Development (0-4 points)

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

Community Engagement (0-4 points)

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

Career Readiness (0-4 points)

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

National Awards & Recognitions (0-2 points)

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

Honors 3020 Personal Enrichment (0-4)

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

HONS 3025 Service Learning (0-2 points)

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

HONORS MODULE: ACADEMIC ENHANCEMENT

Required Points in this Category: 10 Honors Points

Required Capstone: HONS 3555 Great Conversations

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

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

By completing this module, honors students will:

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

Earning Points in Academic Enhancement

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

Honors Core Courses (3-8 points)

Core coursework in the Honors College is designed to invite students to view the world from the disciplinary perspective of their professor or challenge students to view the world from multiple disciplinary perspectives.

Students earn one honors point for each credit hour completed with a grade of B or better. Students must complete at least one, three credit hour core course.

International Education (2-7 points)

Global education is a critical component of the Honors College since graduates must demonstrate the ability to work effectively cross-culturally. A minimum of two honors points must be earned in cultural competence (International students are exempt from this requirement). Points may be earned by:

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

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

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

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

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

HONS 3000: Academic Enhancement Seminars (0-5)

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

Other Academically Enhanced Courses (0-5)

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

- HONS 3500 Honors Study Trips (3 points per course)
Students travel away from campus to study a topic. Topics might include Civil War Battlefields and Burial Grounds, Antebellum Southern Architecture, Music of the South (Memphis, Nashville, New Orleans), Historic Air and Naval Sites of the Southeast, Caverns of Appalachia, a week on Broadway, etc.
- Extended field based courses outside of the local region (3 points)
Faculty have led 3-6 week programs studying the geology of sites such as Yellowstone and the Appalachian Mountains, or arts in New York City
- HONS 3555 (If repeated for credit)

HONS 3555 Great Conversations

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

HONORS MODULE: RESEARCH & INDEPENDENT INQUIRY

Required Points in this Category: 10 Honors Points

Required Capstone: Honors Senior Project Course Sequence

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

By completing this module, honors students will:

Identify resources and evaluate evidence used to support arguments or critiques in their academic discipline.

Design independent inquiry projects that require critical and creative thinking.

Demonstrate effective research or performance skills in their academic discipline.

Effectively communicate scholarly work within their discipline and the broader community.

Earning points in research & independent inquiry

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

Contracts: Faculty Directed Projects (3-9 points)

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

Field-Based Problem Solving (0-6)

Students who are participating in practicums, internships, and other field related experiences may propose projects that evolve from direct observation of real-world problems or issues. The projects are similar in scope to honors contracts, but since they are grounded on observations made during the field work, they cannot be constrained by the timeline of traditional honors contract proposals. All projects must include a scholarly review of best practices and approaches to solving the problem and dissemination of the work. Examples may include identifying new approaches to teaching a concept to an inclusive classroom, developing new applets for a small business, or researching best practices for wound care. Each project is completed under the direction of a faculty member and may earn up to three points.

Independent Study (0-4 points)

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

HONS 3025 Service Learning (0-2 points)

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

Publications (0-5 points)

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

Examples of points awarded:

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

Regional Presentations & Performances (0-5)

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

Examples of points awarded:

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

Appendix B: Restricted Endowments and State Funds

The following endowments, restricted funds and state scholarship allocations fund scholarships for our honors students each year. In 2019-20, these funds totaled \$144,600:

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

**State funded scholarships

In addition, \$36,650, up from \$23,050 in FY 18-19 was allocated for scholarships from the Honors College annual giving, totaling \$181,250 for tuition assistance. Direct student support, which includes travel grants for education activities and Tower Scholars study abroad funding were cancelled due to COVID-19, and redirected to scholarships for students facing hardships. In total, direct student support grew from \$168,250 or up by 7.7% but because of our record enrollment our per students spending fell from \$630 per student to \$604 per student, a decrease of 4%.

Funding Sources for Direct Student Support 2018-19		
Endowed Scholarship Funds	\$ 116,500	
State Scholarship Funds	\$ 8,000	
Greentree Fund	\$ 20,100	\$ 144,600
Total Dedicated Funds		
Annual Giving		\$ 36,650
Total Allocated for Tuition Assistance		\$ 181,250
Funding Sources for Other Student Activities		
Annual Giving Tower Study Abroad	\$ 0	
Annual Giving Educational Activity Grants	\$ 0	\$ 0
Total Allocated for Direct Student Support		\$ 181,250

Appendix C: Honors Tower Scholarships 2019-20

No Tower Scholarships were issued due to COVID-19.

Appendix D: Honors College Admission Criteria

Entering Freshmen

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

- Earned a combined score of 1200 or higher on the SAT Math & SAT Verbal score, with a 550 minimum on both the math and verbal subsections, or an ACT composite score of 26*
- Achieved a cumulative high school GPA of 3.50 or higher, based on high school academic courses only
- Ranked in the top 10% of their class

CSU & Transfer Student Admissions

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

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

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

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

Admissions requirements for dual enrollment in the Honors Academy:

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

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

Entering Freshmen Scholarships

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

Undergraduate Scholarships

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

Committee Recommended Schedules:

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

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

Full Competition:

- ▶ Application Due Date: March 1
- ▶ Notify Interviewees: March 8
- ▶ RSVP: March 19
- ▶ Send Interview Day Schedule: March 21
- ▶ Interview Day: March 31
- ▶ Award Letters Mailed: April 2 *Letters will include those with one-time scholarships
- ▶ Acceptance Required by: May 1

Undergraduate Competition:

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

Awarding Policies

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

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

Appendix F: 2019-20 Honors Faculty Instructors & Mentors

Aisha Adams	Ryan Lynch
Carlos Almada	Andree Martin
Tiffany Berzins	Chris McCollough
Sarah Bowman	Lawrence McDonald
Susan Brady	Michael C McFalls
Kevin S Burgess	Jonathan M Meyers
Hyera Choi	Jennifer Newbrey
Nathan Combes	Michael Newbrey
Jennifer Devlin	Rodrigo Obando
Michelle Folta	Lisa Oberlander
A. Dawn Frazier	Edward O'Donnell
Allen Gee	Jim Owen
Robb Gill	Laura Pate
Shannon Godlove	Ramesh Rao
Christopher Head	Lydia Ray
Melissa Hebert-Johnson	Christopher Robinson
Daniel E Holt	Brian W Schwartz
Tim Howard	Aurelia Smith
Zdeslav Hrepic	Brandt Smith
Kathleen S Hughes	Stuart Smith
Eugen J Ionascu	Gary Sprayberry
Brenda Ito	Brooke Thompson
Patrick Jackson	Deryus Tillman
Mark James	Susan Tomkiewicz
Lauren B King	Scott Wilkerson
Christy Larson	Crystal Woods
Kristin Lilly	Jeffrey Zuiderveen
Judi Livingston	

Appendix G: Honors Faculty Fellows Program

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

Rationale

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

Policies

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

Honors College Workload and Expectations

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

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

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

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

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

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

Fall Semester Year 1

Faculty A1: HONS 3555 (1.5) + HONS Enrichment** (1)
Faculty A2: HONS 3555 (1.5) + HONS 4901 (1)
Faculty B1: Honors Core* (3)
Faculty B2: Honors Core* (3)

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 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)

Spring Semester Year 2

Faculty A1: HONS 3555 (1.5) + HONS 4901 (1)
Faculty B1: HONS 3555 (1.5) + HONS Enrichment (1)
Faculty A2: Honors Core* (3)
Faculty B2: Honors Core* (3)

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

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

Appendix H: Honors Completed Contracts 2019-20

Contracts Summer 2019

Proof of American Mathematical Monthly Journal Problem 12097 in MATH 5125U
Completed by Henry Hetzel, mentored by Eugen Ionascu

Reflection of Alexander Technique Use of Language in MUSC 4555
Completed by Molli, McGinnis, mentored by Andree Martin

Contracts Fall 2019

Characterizing the Function of an Orphan Gene in Baker's Yeast in BIOL 3216K
Completed by Abigail Abernathy, mentored by Brian Schwartz

Identifying Functions of Yeast Orphan Genes in BIOL 3216K
Completed by Savannah Bridges, mentored by Brian Schwartz

Twenty-three and Me: Genetic Analysis in BIOL 3216K
Completed by Claire Dinh, mentored by Brian Schwartz

How to Apply for a VITA Grant in ACCT 3111
Completed by John Estrada, mentored by Stuart Smith

Relationships Between the Michael Chekov Acting Technique and the Sanford Meisner Approach in THEA 4335
Completed by Macy Frazier, mentored by Lawrence McDonald

Hawthornian Influences on Robert Frost in ENGL 3148
Completed by Madison Fuerte, mentored by Patrick Jackson

Literary Fiction Short Story in ENGL 3105
Completed by Bailey Gaines, mentored by Allen Gee

Cells: Divide and Conquer in BIOL 3216K
Completed by Melody Golden, mentored by Brian Schwartz

The Double Helix in CHEM 3141

Completed by Meenal Joshi, mentored by Jonathan Meyers

The Double Helix: Literature Review in CHEM 3141

Completed by Brenna Kincaid, mentored by Jonathan Meyers

Interactive Media Cross-Platforming in COMM 3235

Completed by Isabella Lassen, mentored by Christopher Robinson

A Survey of Bacterial Pathogenesis in Veterinary Medicine in BIOL 5225U

Completed by Jim Lewis Jr, mentored by Lauren King

23 and Me DNA Test Analysis in BIOL 3216K

Completed by Callie Lier, mentored by Brian Schwartz

The Double Helix by James Watson in CHEM 3141

Completed by Erin Perry, mentored by Jonathan Meyers

Exploration of an undescribed gene in Baker's yeast in BIOL 3216K

Completed by Chad Reynolds, mentored by Brian Schwartz

Jury Decision-Making in PSYC 3565

Completed by Kathleen Rhinebolt, mentored by Brandt Smith

The Double Helix by James Watson in CHEM 3141

Completed by Cayla Rose, mentored by Jonathan Meyers

The Bottom Line: A Current Human Resource Management Issue that Companies are Facing in MGMT 3135

Completed by Mehkya Wilcox, mentored by Hyera Choi

Prenatal Care Pamphlet in NURS 4280

Completed by Joanne Youngblood, mentored by Brooke Thompson

Contracts Spring 2020

An Analysis of Race Relations Between the Black and Korean Community in LA During the Rodn in HIST 3139

Completed by Sophia Brown, mentored by Gar Sprayberry

Enhancing Student Learning of Music Theory through Targeting Various Learning Types in MUSE 4206

Completed by Joshua Butler, mentored by Michelle Folta

Two Laureates of Two Caesars: Comparing Vergil and Dryden as Political Poets in ENGL 3137

Completed by Jessica Demarco-Jacobson, mentored by William Owen

A Mosaic on Music Education in MUSE 3206

Completed by Hannah Dickerson, mentored by Michelle Folta

The Relationship between the Nucleoid and Chloroplast Genomes of a Cultivated Plant in BIOL 3216K

Completed by Samuel Dixon, mentored by Kevin Burgess

Exploring Pasaquan in ARTH 1100

Completed by Macy Frazier, mentored by Melissa Hebert-Johnson

Robin Hood Retelling Character Summary in ENGL 4175

Completed by Bailey Gaines, mentored by Scott Wilkerson

Camille Saint-Saëns' Sonata for Clarinet and Piano, Op. 167: Its Place in History in MUSA 4311

Completed by Ashle Hernandez-Salinas, mentored by Lisa Oberlander

The Genetic Analysis of Local Fungi Samples in BIOL 3216K

Completed by Nameera Khan, mentored by Kevin Burgess

Nino Rota and the Harp in MUSP 3359

Completed by Maria Paul Loria Valerin, mentored by Susan Brady

A study of premature babies development in BIOL 2221K

Completed by Shaylyn Marshall, mentored by Daniel Holt

Anatomy 2 Lab Study Guide in BIOL 2222K

Completed by Taylor Mattson, mentored by Jeffrey Zuiderveen

The Impact and Potential Treatments of 2019-nCoV and Related Coronaviruses in BIOL 2222K
Completed by Ivey Milam, mentored by Jeffrey Zuiderveen

Pharmacology of Caffeine in HESC 5795U
Completed by Kyla Mims, mentored by Jennifer Devlin

A Study in Greek Lighting in THEA 3269
Completed by Jennifer Musgrove, mentored by Christopher Head

Character Study and Analysis in ENGL 4175
Completed by Dillon Power, mentored by Scott Wilkerson

Minimalist and Maximalist in ENGL 4176
Completed by Dillon Power, mentored by Allen Gee

Appendicitis and Pediatrics: A P.I.C.O.T. Question in NURS 4280
Completed by Jazmin Rush, mentored by Brooke Thompson

Fishy Business: DNA Barcoding of Commercial Fish in BIOL 3216K
Completed by Brianna Sattinger, mentored by Kevin Burgess

How Does Corporate Social Responsibility Initiatives Influence Consumer Behavior? in MKTG 3135
Completed by Anju Shajan, mentored by Edward O'Donnell

Full Patient Care Plan in NURS 3279
Completed by Lyndi Whetzel, mentored by Christy Larson

Examining Local Fungal Species' Genetic Constitution in BIOL 3216K
Completed by Jacob Woessner, mentored by Kevin Burgess

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

