



HONORS COLLEGE

COLUMBUS STATE UNIVERSITY

ANNUAL REPORT

2021-22

EXCELLENCE ♦ CREATIVITY ♦ ENGAGEMENT



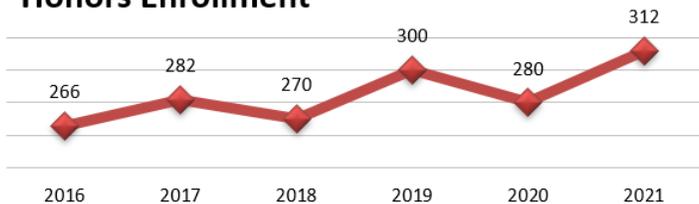
SERVANT LEADERSHIP ♦ INCLUSION ♦ SUSTAINABILITY



It is what we value and who we are.

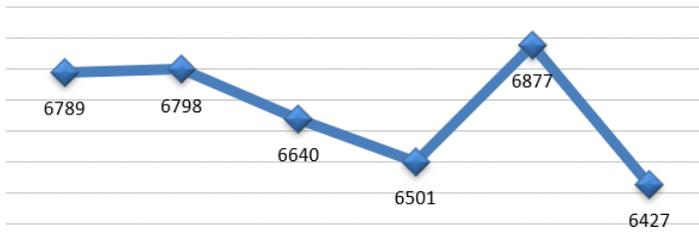
BY THE NUMBERS

Honors Enrollment



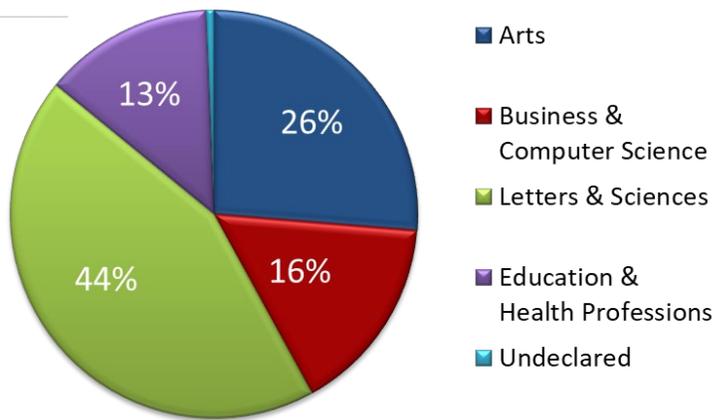
312 New Record Enrollment
4.9% of CSU UG Enrollment

CSU Undergraduate Enrollment

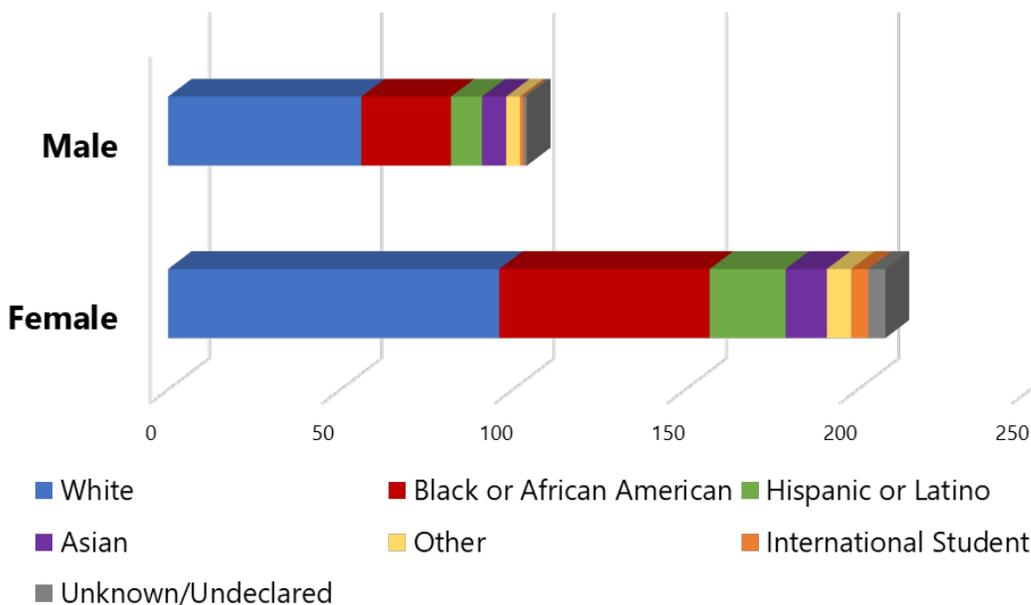


25% Pursuing Minors
14% Double Majors

Degree Granting Colleges



Diversity by Race & Gender



Fall 2020 **83%** Retained
 Six-year graduation rate of Fall 2016 cohort **88%**

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EXECUTIVE SUMMARY

More than other any year, Honors College students exemplified the core values of Columbus State University. With new record enrollment of 312 students, we were empowered to think bigger and bolder to better serve our high achieving students. CSU's six core values frame the accolades of our year which you may explore in depth with the links below.

EXCELLENCE. Two of our [graduates won CSU's top awards](#) from this year and last year, and our faculty were honored with multiple awards. All of our graduates produced [creative senior projects](#) that were rigorous and compelling, which showcased the excellence of both their work and years of mentoring by [105 faculty](#) members who were engaged with the Honors College.



CREATIVITY. This year, we introduced two unique travel programs that are destined to become signature programs: [Make Good Trouble ~ A Civil Rights Odyssey](#) of the American southeast, and an affordable study abroad at a UNESCO World Heritage site called [Promoting Prosperity ~ Honors in Quebec](#). In addition, our student honors society creatively engaged our students in many events, including Campfire Dialogs and Trunk or Treat.

ENGAGEMENT. All Honors College graduates completed first-year seminars, [interdisciplinary capstone courses](#), internationalized courses and [undergraduate research](#). These opportunities, along with service learning and internships, kept our students highly engaged on campus and in our community.

SUSTAINABILITY. Students in our [first-year seminar](#) proposed research-based solutions to real-world problems related to the theme of sustainability. Their creative proposals tackled issues ranging from food waste to the emotional well-being of college students, reminding us of the importance of our [free seminars that offer enrichment](#), balance, and sustainable learning opportunities.

SERVANT LEADERSHIP. We filled two buses at the CSU Day of Service, and Honoris Causa hosted multiple [community service](#) events. In addition, 45 students served as campus leaders in organizations from the Student Government Association to the American Medical Student Association.



INCLUSION. The [diversity of the Honors College](#) has grown to better mirror the diversity all undergraduates at CSU. An emphasis on growing the diversity within the Honors College allows us to better embrace rich and multifaceted perspectives from our students in our classrooms as well as in our "great conversations".

We welcomed our new scholarship students at the new annual event, The Laureate Luncheon, and celebrated our graduates' achievements at our fall and spring award ceremonies. We hope these ceremonious events, along with our new Civil Rights Study Away and Canadian Study Abroad programs, will become signature programs and events for the Honors College, that together, showcase what we value and who we are.

A YEAR OF EXCELLENCE

This year, our students and faculty garnered many top awards for their outstanding work in our community while representing Columbus State University.



Sophia Brown is lifted by her peers as they celebrate at the College of Letters and Sciences graduation ceremony.

Student Awards



Sophia receiving her award at Scholastic Honors Convocation

Sophia Brown ~ 2022 Faculty Cup Winner

Sophia Brown graduated with a B.A. in History, minors in Sociology and Political Science, and a certificate in International Studies. During her time at CSU, she studied abroad at Oxford, in Thailand, and with the University of Oslo, both in-person and virtually, thanks to the generous funding opportunities offered by supporters of the university like you. Additionally, she was able to present her research at numerous conferences, winning multiple best-in-state awards for research on everything from the AIDS epidemic in Black communities during the 1980s and 1990s and the LGBT music scene in the 21st century. In spring 2022, we are proud to announce

that Sophia was awarded the Faculty Cup, which is the university's top award for students! She has truly embodied – and embraced – our interdisciplinary focus in Honors.

Jessica DeMarco-Jacobson ~ 2021 Faculty Cup Winner

Jessica DeMarco-Jacobson not only won the 2021 Faculty Cup, this year she was recognized by the University System of Georgia as the highest-achieving student at Columbus State and named the Phi Kappa Phi Student of the Year. Jessica is graduating with a B.A. in English Literature with a minor in History and a certificate in Medieval and Renaissance Studies. While at CSU, she proudly rose from reporter to Editor in Chief of CSU's student-run, award-winning newspaper, *The Uproar*.



Jessica receiving her award at Scholastic Honors Convocation

Our Future Medical Practitioners and Researchers

Dwija Shah applied to five dental schools and was accepted to all of them, including one in the Ivy League. In the Fall of 2022, the future Dr. Shah will begin her medical studies at the University of Pittsburg. Sneha Rajeev will attend Mercer University School of Medicine, while Kyla Mims and Nameera Khan began their academic year in July at the Edward Via College of Osteopathic Medicine (VCOM). Nameera was named a Rocovich Scholar at VCOM.



Kyla Mims & Nameera Khan on their first day at VCOM.

Two of our students preferred to continue their biomedical research rather than pursue medical school. Chelsea Nguyen, who won multiple awards at the Scholastic Honors Convocation, will begin work on her doctorate in Biomedical Sciences focusing upon Genetics, Genomics, and Bioinformatics at the University of Alabama. Carlie Dollar will join the graduate program in medical sciences at the University of Southern Alabama for her doctorate.

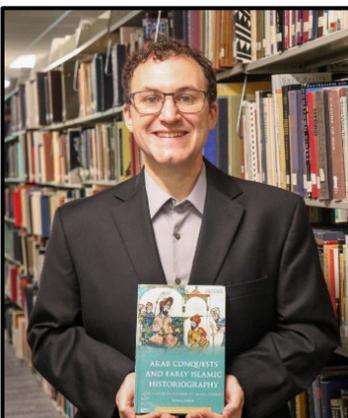


Carlie Dollar
President of Honoris Causa

Honors Faculty Recognitions

Dr. Cindy Ticknor

The Dean of the Honors College, Dr. Cindy S. Ticknor, received the Thomas Y. Whitley Distinguished Alumnus Award in recognition of her leadership of the Honors College, winning over \$2.5 million in grants towards improving diversity in honors and STEM education, all while authoring comic books to help children learn math.



Dr. Ryan Lynch

History professor and Honors Faculty Fellow in-Residence, Dr. Ryan Lynch, was awarded the 2021 SERMEISS Book Prize for Book of the Year for his remarkable book, *Arab Conquests and Early Islamic Historiography*. In addition, he was able to return this year to the University of Oxford where he earned his doctorate to serve as the Site Director for the Spencer House, and he won a sabbatical for Fall 2022.

HONORS COLLEGE CURRICULUM

We want our students to successfully work on teams, understand how to examine topics from multiple perspectives, and possess the skills to conduct independent inquiry. By the time they graduate, every honors student will engage in at least four high impact experiences that shape their education:

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

Interdisciplinary Capstone ~ to view the world from multiple viewpoints

Internationalized Courses ~ to develop cultural competence and more global perspectives

Undergraduate Research ~ to deepen their knowledge in their field

These experiences, coupled with honors core courses, contracts, and advising, allow students to design an undergraduate experience filled with curricular and co-curricular experiences that help them achieve their goals. The following sections describe the opportunities we provided to our students during the academic year 2021-22, and a full listing of the honors curriculum can be found in Appendix A.

Engagement & High Impact Practices

The Honors College point system rewards students for customizing their education with both curricular and co-curricular experiences that enrich their collegiate experience and build critical professional and leadership skills. All of our graduates must engage in first year experiences, international education, undergraduate research, and our capstone course; academia often refers to these learning opportunities as "High Impact Practices". By the end of spring 2022, 76% of our honors community completed their first-year seminar, 28% completed our capstone course, and 38% participated in internationally themed courses or seminars or were fortunate enough to study abroad. In addition, our students documented that they had participated in internships (5%), independent studies or honors contracts (23%), community service (14%), and campus leadership (14%).

Our Vision

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

Our Mission

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

First-Year Seminar ~ Team Based Problem Solving

The first-year experience for honors students is a seminar, *ITDS 1779H: Scholarship Across the Disciplines*. It 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 and scholarship in academia, how to write grants and scholarly papers, and how to work and lead effective teams. Each section of the course contains a signature assignment that solves a real problem based upon a topic that is chosen by students who took the course in a prior semester.



Researching the Problem. In 2021-22, students in our different sections investigated problems related to either diversity or sustainability. The courses started by inviting panelists to discuss the problem from a variety of perspectives, some of which were quite surprising to the students. For example, we paired a psychology professor, Dr. Aisha Adams,

with a professor in our D. Abbott Turner School of Business, Dr. Robin Snipes, on a panel which discussed their disciplinary perspectives on sustainability. The professors discussed how personal mental sustainability has been at risk during the pandemic, which not only impacts individuals but also the well-being of employees and, therefore, businesses. They also offered rich insights into motivation, exploring both corporate rational for investing in sustainable practices and individual belief systems about the impact of recycling or our changing climate. Another surprising panel included art professor Mike McFalls and poet Nick Norwood, who introduced eco-art and the prevalence of nature and imagery in literature and poetry.



Sustainability. The most inspirational panel included an honors senior, Gabrielle Dixon, and student artist, Andrea Mendoza, who created a new mural project near our laboratory building on main campus. As a member of the Student Government Association (SGA), Gabrielle proposed the project, secured funding, and received permission from campus leaders that led to the creation of Andrea's beautiful work. The mural, which captures the influences of Andrea's love of Hispanic art, showcases native species to our area.





Forming Problem-Solving Teams. Many of our honors students tell us how much they dread working on team projects. In the first-year seminar, we devote time to learning how to work on teams. We also bring in experts in developing strategies for successful teamwork to support this curricular aim.

This year, Bridget Markwood joined our class and took students outside for a sequence of five activities to complete, which included escaping “The Human Knot.” As students formed teams, they learned to develop communication plans, appreciate and value diverse workers, reflect upon themselves as team members, and learn techniques to resolve conflicts.



Their final projects were submitted either as public presentations or webinars for our online sections. Some of our favorite projects included:

- Inspiring Sustainable Shopping** by Artistic Reuse of Plastic Bags
- Creating Clean Energy Playgrounds** with a Piezoelectric Dance Pad & Hydropower Pirate Wheel
- Student Bike Rental System** on the Fall Line Trace
- Recyclables in Statues**, an Art Competition



Assessing Honors Core Education

The First-Year Seminar experience is the cornerstone of our students' honors core education. In addition, students enroll in at least one honors core course (offered at the 1000-2000 level) which provides them more opportunities for depthful analysis than they might otherwise receive. All core classes are designed to broaden the student's education by emphasizing multiple academic viewpoints, engaging students in robust discussions and assigning group projects. We also assess our students' developing writing skills by assigning a critical analysis paper in our first-year seminar. We evaluate their essays on eight dimensions: Source Selection, Source Credibility, Citation Format, Clarity, Mechanics, Organization, Analysis/Evaluation, and Synthesis. Eighty-three percent of all our students produced papers that met all criteria, but we did see weaker papers in the online sections. Student satisfaction for face-to-face sections averaged 5.0 on a five-point Likert scale, where the online sections averaged 4.0. While the online courses seem preferred for scheduling, they must be reviewed for improvement for both engagement and scaffolding of critical thinking skills.

HONORS CORE COURSES		Capacity	Actual
Summer 2020			
ITDS 1145H	Comparative Arts*	10	8
Fall 2020			
BIOL 1225H	Contemporary Issues in Biology	18	15
GEOG 1101H	World Regional Geography	18	17
ITDS 1145H	Comparative Arts	18	16
ITDS 1779H	Scholarship Across the Disciplines (RiverPark)	24	24
ITDS 1779H	Scholarship Across the Disciplines (Main)	24	24
ITDS 1779H	Scholarship Across the Disciplines (Online)	24	22
PSYC 1101H	General Psychology	18	17
Spring 2021			
ECON 2105H	Principles of Macroeconomics*	30	8
ENGL 2111H	World Literature until 1660	18	10
ITDS 1779H	Scholarship Across the Disciplines (RiverPark)	24	14
ITDS 1779H	Scholarship Across the Disciplines (Online)	24	27
POLS 1101H	American Government	18	18
* Courses not included in efficiency rates because of cross-listing & special arrangements that did not impact the Honors College financially.			

In 2021-22, we served 111 in our first-year seminars (up 33% from 2020-21), and overall, we enrolled 220 students in core classes (an increase of 8% from 2020-21), filling 89% of all overall seats available when excluding cross-listed courses. 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. However, we have had to increase capacity for our first-year seminar to accommodate our increasing number of new students.



Interdisciplinary Capstone Course ~ Great Conversations

Honors students grow in recognizing biases and assessing an issue from multiple perspectives in HONS 3555: Great Conversations. In each course, we aim to provide unique opportunities for active engagement and experiential learning. This year, we offered five sections of HONS 3555 serving 52 students. These sections included two new travel courses that were piloted along with a cross-listed computer gaming course during the summer of 2021. The topics were creative, engaging, and popular!



Poverty & Progress: Rhetoric of Storytelling in Public Policy, Fall 2021

by Dr. Daewoo Lee and Dr. Patrick Jackson

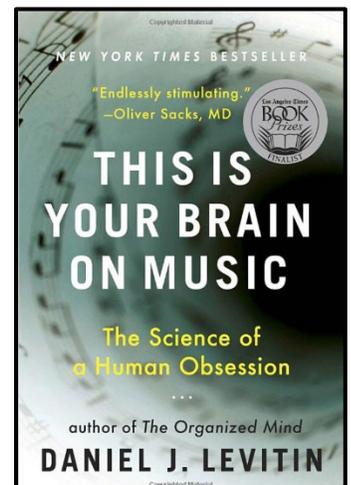
Political scientist Dr. Daewoo Lee teamed up with Dr. Patrick Jackson from our Department of English to create an engaging course that posed deep questions of acclaimed literature and film. One example included the novel and film *Winter's Bone*, in which almost every character is a criminal, depends on a criminal, or sells to criminals. Drugs both destroy and make bearable the fabric of life. In the film, even criminals feel some responsibility for their neighbors, and students analyzed the

roots of the community's rigid, sometimes brutal moral code. What was at its roots? Poverty? Isolation and separation from mainstream values?

Your Brain on Music, Spring 2022

by Dr. Reba Wissner and Dr. Lauren King

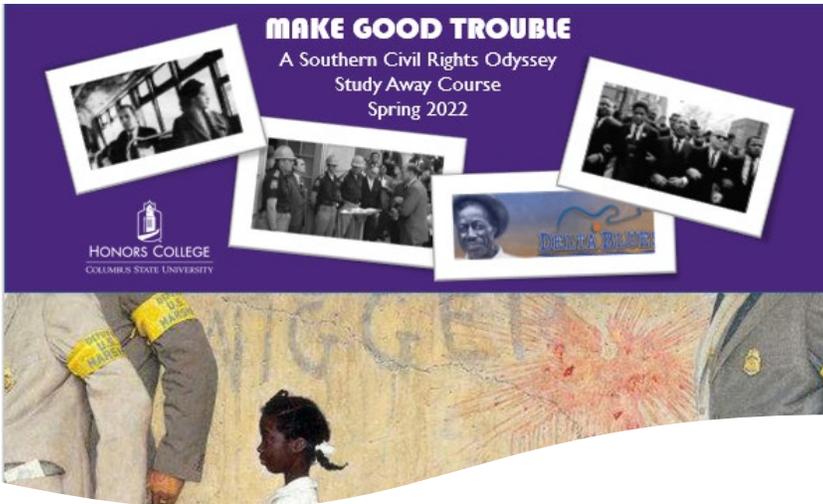
In this intriguing course, students examined topics related to anatomy, biology, physiology, psychology, and music, and completed creative final projects of their choice on a course topic. Course guests included music therapists Emily Pivovarnik and Erica Gibbons on music's impact on the brain and the value of music therapy at the beginning and end of life, and Schwob School of Music Assistant Professor of Voice and Opera Director Joshua May on the anatomy of the human voice. During the first five weeks, the course was co-taught by biologist Lauren King and musicologist Reba Wissner. The remainder of the course was led by and Reba Wissner.



52 Enrolled

2 New Travel Courses

Creating A New Study Away Program – A Civil Rights Odyssey



Make Good Trouble: A Civil Rights Odyssey, Spring 2022

By Dr. Gary Sprayberry and Dr. Courtney George

This cross-disciplinary seminar allowed students to go on a four-day trip to explore the history of the mid- 20th century south through Atlanta, Alabama, Tennessee, and Mississippi. Fifteen students visited significant Civil Rights museums, memorials, and spaces across Alabama, Georgia, Mississippi, and

Tennessee. The course was titled, "Make Good Trouble: A Southern Civil Rights Odyssey," taking its name from the famous words of the late, great activist and Georgia Senator, John Lewis.

For this inaugural course, students from a variety of academic disciplines came together to study History, Literature, Music, and Podcast Production with professors Gary Sprayberry (History & Geography), Courtney George (English), and Matthew McCabe (Schwob School of Music). Professors Jordan Brasher (History & Geography) and Sharon Renner (Health Science) also accompanied the group on their travels. Brasher and Renner will teach the next iteration of the course, which will be offered annually by the Honors College and will utilize different academic disciplines each year.

Before traveling over Spring Break, students studied the mid-20th century Civil Rights Movement in class meetings. While the majority of travel took place over the week-long spring break, students also participated in individual day trips to explore sites in Montgomery, Alabama and Columbus, Georgia. The class kept a visual diary on the social media site Instagram ([@makegoodtroublesu](https://www.instagram.com/makegoodtroublesu)). During the second half of the semester, after the Spring Break travel, students created a podcast about their experiences to be released at a later date.

This course was sponsored by a National Collegiate Honors College Portz Grant obtained by the Honors College. This grant award for the Honors College provided funding not only for the Spring Break trip but also for podcasting equipment. Further support for travel was provided by CSU's Faculty Center for Teaching & Learning, as well as the Center for Experiential Learning.



Internationalized Education

Every honors student is required to internationalize their education, either by studying abroad or completing our on-campus seminars. Prior to the pandemic, the Honors College was preparing a new honors-exclusive study abroad program, and it finally was able to take off in May 2022. Designed for students who believe all study abroad programs are beyond their reach, our newest adventure in Canada was highly affordable with students paying less than \$1500 each.

Creating A New Study Abroad Program – Honors in Quebec

HONS 3555 Promoting Prosperity: Connecting the Cities of Quebec and Columbus, May 2022

By Dr. Cindy Ticknor and Dr. Susan Hrach



The course began with a week-long study of the city of Columbus. Students bicycled along the MLK Outdoor Learning Trail, walked through Uptown art with sculptor Mike McFalls, toured neighborhoods from the Liberty District to Bibb City Mills with geographer Amanda Rees, and listened to the Hon. Skip Henderson, Mayor of Columbus, as he described the vision and challenges of our community. The group was treated to a personal tour of Ft. Benning by the Commanding General, MG Patrick Donahoe, and even ate scrambled dogs at historic Dinglewood Pharmacy.





After visiting the CSU archives and identifying topics to study in Canada, the students boarded a plane (a first flight for several in the group!), navigated customs, and started a week-long exploration of Quebec City, Canada. The UNESCO World Heritage Site was an immediate draw as the students immersed themselves in francophone culture while walking the cobblestone streets of old town. After challenging the students to a scavenger hunt, they explored murals and sculptures, and quickly became experts in using the bus system.

The tour of the Canadian Parliament held surprises about the structure of their government, which passed free and universal health care and dissolved their equivalent of the Senate. The walls and statues commemorated the history of the First Nations as well as the Augustinian and Ursulines nuns who were pioneers of education and health care in Quebec.

When we returned, students prepared reports to urge city leaders to invest in our public transportation, consider art installations that showcase our unique Columbus history, and attract religious tourism as well as eco-tourism (after all, we have waterfalls and ziplines, too!).

The objective of HONS 3555 is to inspire great conversations, and this study abroad course exceeded that goal.



International Enrichment Seminars.

When students cannot travel, the Honors College also provides HONS 3010 courses on Global Perspectives that allow students to explore different cultures at home.



HONS 3010: Houses of Worship by Dr. Ryan Lynch

Have you ever wondered why different houses of worship belonging to different religions (or different sects of the same religion) look the way that they do? Why are they located in the spaces that we find them, and how are these communities microcosms of the wider Chattahoochee Valley? In this field-trip based course, students learned about the design of temples, synagogues, churches and mosques, and the differences between faith traditions that we can see within physical space.

Enrichment Seminars

In addition to international enrichment seminars, the Honors College offers free academic and personal enrichment seminars. 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. Here is a sampling of seminars we offered in 2021-22:

HONS 3000: Black Face, It's Not a Joke by Dr. Andrea Frazier and Robb Gill

"Will no one rid me of this meddlesome priest?" Like King Henry II decrying and then calling for the death of the vexing Archbishop of Canterbury, does our society decry and want the death of any type of critical thinking about the vexing issues of race and power? If not, how does society have deep and difficult discussions about racial, gendered, religious, and/or political differences? One way to tackle such serious issues is through the use of comedy. Contemporary history and current times are rife with comedians confronting struggles associated with navigating our diversity. Comedy can also be the ultimate double-edged sword, as doing things such as wearing black face in the name of comedy can ruin one's career. Students joined us in this fun and very interactive class exploring comedy's role in helping us navigate our differences!



HONS 3000: Remembering 9/11 by Dr. Ryan Lynch

Fall 2021 semester was, of course, the 20th anniversary of the September 11th terrorist attacks and the beginning of the "War on Terror." Students joined Dr. Lynch as he provided context for the attacks themselves, along with the lead-up to the attacks and their reverberation through history. This course was designed with a flexible schedule for students in mind, where they chose to participate in a variety of public talks, guest lectures, field trips, and a film series all related to 9/11 that fit within their schedule.

HONS 3000 Fun with Microbes by Dr. Lauren King

Have you ever seen the bacterium that causes flesh-eating disease up close and personal? Discovered what really lives inside of your mouth. . .or the inside of the water fountain you use every day? If you are really washing your hands well enough? In this half-semester class, students learned about the role of microbes in health and disease while conducting experiments in the laboratory that shined a light on the microbial world that surrounds all of us.

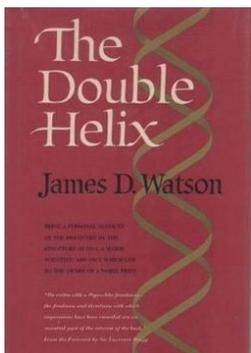
HONS 3000 Academic Enhancement		HONS3010 Global Perspectives	
Black Face: It's Not A Joke	12	Houses of Worship	18
Fun with Microbes	15	International Learning Communities	41
Remembering 9/11	17		
Podcast Editing	14	HONS3020 Personal Enrichment	
		Yoga	14



Undergraduate Research

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

Honors Contracts



The Honors College requires all students to complete at least one honors contract to help prepare students to engage in undergraduate research. Honors contracts are agreements between students and faculty members to complete a project within any upper division course in their major. Students use contracts to customize their education with creative projects, develop stronger mentoring relationships with faculty, and learn the skills needed to conduct independent inquiry.

During 2021-22, our students completed 54 contracts to delve deeper into their fields. Contracts varied from field work, laboratory analyses, leading class discussions, and book clubs. In biochemistry, for example, a group of biology and chemistry students participated in a book club reading of *The Double Helix*, a personal account of the groundbreaking discovery of the structure of DNA by James Watson. In a history class on Early Modern Europe, an honors student designed, led, and evaluated a class discussion that challenged them to prepare deeply in a way that benefited the entire class. These contracts are among the listing of all contracts in Appendix B.

Assessing Honors Contracts

To evaluate the effectiveness of the honors contract process, faculty complete a post-contract faculty evaluation, and this year 26 of the faculty responded. Almost 81% of the faculty agreed or strongly agreed that the contract required students to think critically about their fields, and 80% indicated that students needed to identify and evaluate resources used in the field. In addition, 77% believed that their mentee should continue to pursue their topic further. Here are examples of the praise our students received by the faculty:

54 Contracts

39 Mentors

[Student name] elevated the work of the rest of the class! When she presented her portfolio, they were all impressed, and she was deservedly proud to share what she'd created.

[Student name] is an exceptional student. It was a pleasure working with her. She was professional, insightful, and polite during our regular meetings. She was committed to the research project we worked on, gathering preliminary articles and compiling a research narrative which will serve as foundational work for a regional conference presentation and working paper.

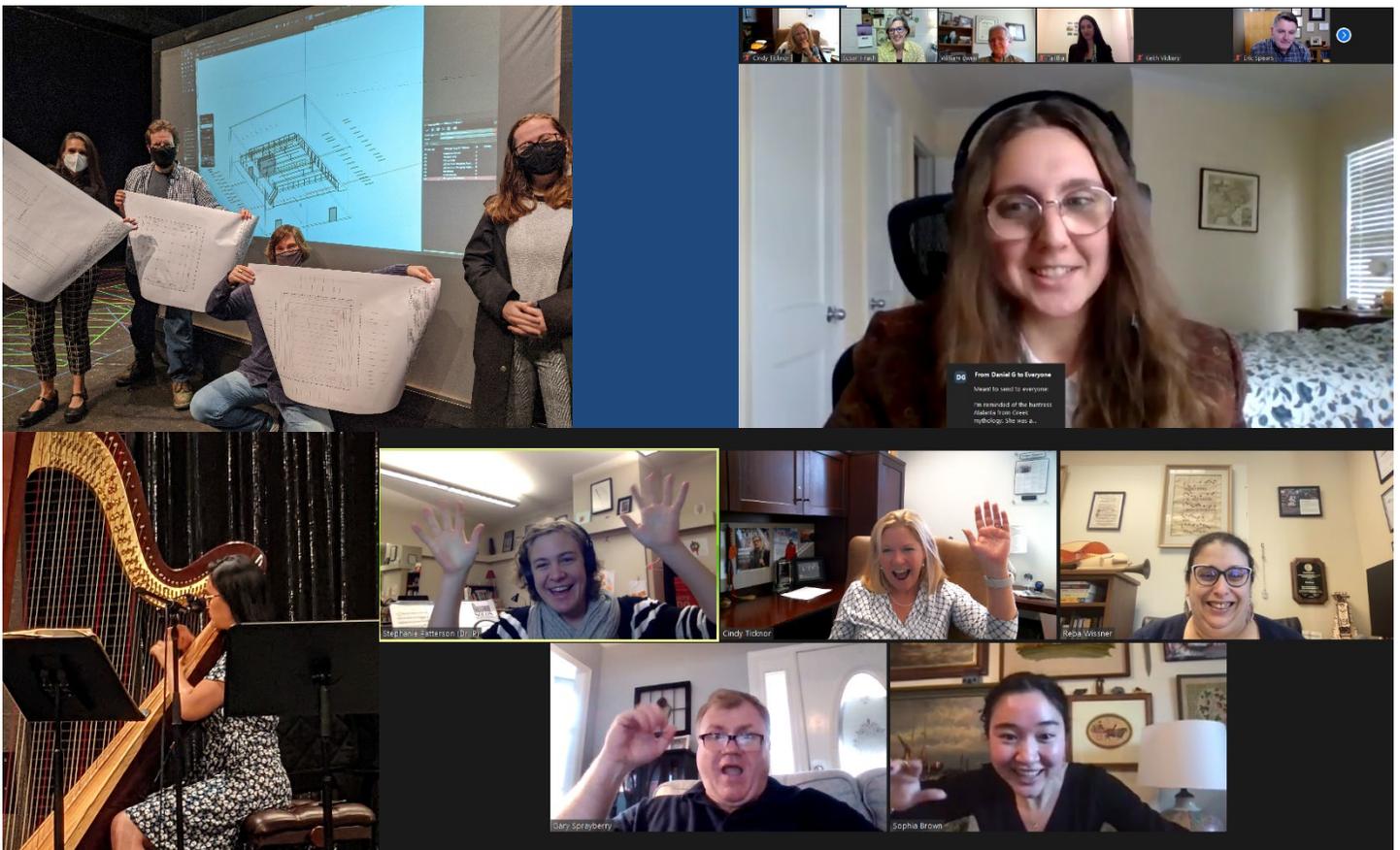
[Student name] has consistently sought to create opportunities to go above and beyond course assignments by further engaging in concepts, theories, and applications via honors contracts. He has been an exemplary student.

Thirty-nine members of the CSU faculty mentored projects. Their mentorship was time donated to the Honors College, and 100% of the faculty felt it was worth their time to work with an honors student. While excellent mentoring is critical to student success, current budgetary constraints do not allow for compensation, and therefore, faculty agree to work with students in addition to their normal teaching load as service to the university and the college.

Because of our faculty's efforts, 23% of our students in the Honors Community as of May 2021 have completed a contract, conducted an independent study, or solved a field-based problem. Completed contracts reflect the ability of honors students to work independently, conduct creative inquiry, and think critically. These contracts also have the potential to inspire senior projects, build the skills needed to complete those projects, and get them thinking broadly about their future career options.

Senior Projects & Theses

In 2021-22, the creativity of our twenty-four graduating seniors was impressive. It was a pleasure to listen to lecture recitals, such as Maria Paula Loria Valerin's demonstration of techniques on her harp, and to walk the studio theatre suspended catwalk to understand the complexity of Emma Wigington's virtual mapping layout for lighting design. Our graduates also leveraged synchronized defenses when necessary, especially when a member of your committee is faculty at the University of Oxford!



HONORS COLLEGE GRADUATES

creative to the core



Samuel Belisle – B.A. History, Fall 2021

Thesis: *Look at the Past: Rephotography in Person*

Mentored By: Dr. Ryan Lynch

Notes: Samuel is continuing his GIS career in the Pacific Northwest, working for the State of Washington as a GIS historian.



Savannah Bridges – B.S. Biology, Concentration in Pre-Medical Studies, Fall 2021

Thesis: *Liver Histopathology Evaluation as a Biomarker of Fish Health in Largemouth Bass (*Micropterus salmoides*) from Warm Springs National Fish Hatchery and the Chattahoochee River, Georgia, USA.*

Mentored By: Professor Elizabeth Klar

Notes: Savannah is attending the Edward Via College of Osteopathic Medicine (VCOM)

Sophia Brown – B.A. History, Spring 2022

Thesis: *The Girls and The Gays Own God: The Christian Right, Queer Community, and Religious Reclamation*

Mentored By: Dr. Stephanie Patterson

Notes: Sophia was awarded the Honors College Scholarly Activities in Social Science Award and the University's highest award, The Faculty Cup! Sophia is attending graduate school at UNC Chapel Hill





Cassi Caughey – B.S. Earth & Space Science, Spring 2022

Thesis: *Hydrological analysis of Hymenocallis coronaria through inundation monitoring*

Mentored By: Dr. Troy Keller

Notes: Cassi's future plans are to continue working in the Horticultural Department at the Columbus Botanical Gardens while working on a Master of Natural Resources (MNR) degree in The School of Forestry and Wildlife Sciences at Auburn University.

Meredith Cohen – B.A. Modern Language and Culture (Spanish), Fall 2021

Thesis: *A Study of Distortion in Translation Using "Hombres Necios" By Sor Juana Ines De La Cruz*

Mentored By: Dr. Alyce Cook

Notes: Meredith plans to be a freelance translator. She would like to work in medical translation.



Jessica Demarco-Jacobson – B.A. English Literature, Spring 2022

Thesis: *Mine Own Country: Christina Rossetti and the Italian Risorgimento*

Mentored By: Dr. Susan Hrach

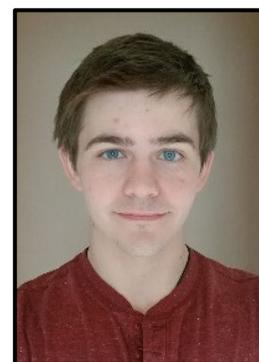
Notes: Jessica was the recipient of the 2021 Faculty Cup and proudly worked for CSU's student-run, award-winning newspaper, *The Uproar*, for all of her undergraduate career. She has been accepted to UGA and Auburn, but will be taking a gap year to pursue other endeavors

Samuel Dixon – B.S. Biology, Spring 2022

Thesis: *The Effects of Ammonium Bitrate on Larval Amphibian Response to Predation Cues and Stimuli*

Mentored By: Dr. Clifton Raul

Notes: Sam served as the SGA Honors College senator in the Fall of 2020, and the Vice President of Tri-Beta from 2021 – 2022. He was accepted into Nova Southeastern University's Masters of Science in Anesthesia program to become an Anesthesiologist's Assistant.





Carlie Dollar – B.A. Biology, Spring 2022

Thesis: *An analysis of the antibacterial properties of the Indian Tulip Tree, Thespesia populnea, on clinical isolates of Acinetobacter baumannii*

Mentored By: Dr. Julie Ballenger

Notes: Carlie served as the President of Honoris Causa for two years and was a mentor to STEM undergraduates for three years. She plans to attend the Basic Medical Science (medical science research) PhD program at the University of South Alabama in Mobile, Alabama, to become a medical scientist/researcher and professor.

Alexis Eubanks – B.M. Music Performance, Spring 2022

Thesis: *A Comparative Study of Toro Takemitsu's Toward the Sea and Kazuo Fukushima's Mei*

Mentored By: Dr. Andree Martin

Notes: Alexis won the 2021 Schwob Concerto Competition, first prize in the GCC Music of 19th Century and GCC Music of 18th Century Competitions, and honorary mention in the 2020 MTNA Competition. She will begin graduate school on a full ride to the University of Michigan, pursuing a Master of Music in flute performance.



Ariadna Gastou – B.A. Theatre, Fall 2021

Thesis: *Anne of Green Gables Honors College Research Project*

Mentored By: Professor Molly Classen

Notes: Ariadna plans to pursue an internship within the theatre industry.

Spencer Gilland – B.A., Communication, Spring 2022

Thesis: *Media in Modern Business*

Mentored By: Dr. Bruce Getz

Notes: Spencer plans to pursue a career in voice acting or professional video editing. He is considering pursuing a Master's Degree in Communications at Columbus State University.



Jali Hoehn –B.M. Music Education, Spring 2022

Thesis: *Diversity in Elementary Music*

Mentored By: Dr. Michelle Folta

Notes: Jali worked as the assistant to the concert and facilities coordinator at Schwob for three years, and also served as a board member of CSU's Collegiate National Association for Music Education chapter for multiple years. She has accepted a teaching position in Muscogee County for the fall of 2022.



Kailey Katzfey – B.A. English Language/Literature, Spring 2022

Thesis: *A Perspective of Mental Health as Represented in Poetry and Prose*

Mentored By: Dr. Nick Norwood

Notes: Kailey earned the President's List each semester at CSU, receiving the Columbus State University Honors College Tower Scholarship, the Donald L. Jordan Scholarship for Creative Writing Majors, and the Susan M. Cochran Memorial Endowment for Faulkner Studies. After graduation, she plans to go into the book publishing industry via the University of Denver. She was also accepted into the Columbia Publishing Course in New York, as well as NYU.

Nameera Khan – B.S. Biology, Concentration Premedical Studies, Spring 2022

Thesis: *A Comparison of Liver Histopathological Features Between Spotted Bass (*Micropterus punctulatus*) and Largemouth bass (*Micropterus salmoides*) from Lake Oliver*

Mentored By: Professor Elizabeth Klar

Notes: Nameera served as the Secretary and President of the American Medical Student Association (AMSA) and was an active member of the Competitive Pre-Medical Studies Program. She was accepted by early decision to the Edward Via College of Osteopathic Medicine (VCOM) as a Rocovich Scholar, and began her medical studies in July.



Maria Paula Loria Valerin – B.M. Music Performance, Spring 2022

Thesis: *Carlos Salzedo: The Innovator of the Harp*

Mentored By: Dr. Andree Martin

Notes: Maria Paula served as principal harpist of the Schwob Philharmonic, Schwob Wind Ensemble, Schwob Wind Orchestra, Schwob Contemporary Ensemble, and Schwob Opera. She was principal harpist at the Springer Opera House. She was accepted to the Frost School of Music at the University of Miami with a full-ride to pursue her Master of Music degree in Harp Performance with Dr. Laura Sherman.

Katherine Lovern – B.A. English Language/Literature, Spring 2022

Thesis: *What makes a good film adaptation?*

Mentored By: Professor Natalia Temesgen

Notes: Katherine earned 2nd place in playwriting with "Phoenix" at the Carson McCullers Literary Awards in 2021. After graduation, she will pursue an internship at a publishing company, and plans to work as a screenwriter for TV and film.





Chelsea Nguyen – B.S. Biology, Concentration in Pre-Medical Studies, Spring 2022

Thesis: *The Role of the YHR078W Gene in the Osmotic Stress Response*

Mentored By: Dr. Brian Schwartz

Notes: Chelsea is pursuing her PhD in Graduate Biomedical Sciences under the Genetics, Genomics, and Bioinformatics track and the University of Alabama at Birmingham with 11 other candidates.

Jessica Odum – B.S. Biology, Concentration in Pre-Medical Studies Fall 2021

Thesis: *Genetic Annotation and Bioinformatic Analysis of the lin-28, Dsor, and rictor Genes in Drosophila willistoni*

Mentored By: Dr. Kathleen Hughes

Notes: Jessica plans to attend medical school after graduation.



Heidi Parsons – B.S. Criminal Justice, Spring 2022

Thesis: *A Comparative Study: The Causes of Police Brutality in America and Brazil*

Mentored By: Professor Bridget Downs

Notes: Heidi was the Outstanding Student in International Education 2020 (Awarded by Phi Beta Delta). She earned an International Studies Certificate and was a Global Ambassador for two semesters. Heidi's plan for the future is to be a Special Agent for the FBI, and she has been accepted into the police academy here in Columbus. She also has dreams of traveling the world once her time at the academy is complete.

Dillon Power – B.A. English Creative Writing, Spring 2022

Thesis: *The Sunflower Search: A College Life Novel*

Mentored By: Dr. Allen Gee

Notes: Dillon won the Lavender Alliance Community Award at the 2022 Legacy Awards. He also received the English Department Award in Creative Writing for the 2020-2021 year. He intends to continue working at his local job until he reaches a point in his writing career to focus on writing full-time.



Sneha Rajeev – B.S. Biology, Concentration in Pre-Medical Studies, Spring 2022

Thesis: *Analysis of the HSP33 Gene Function in Saccharomyce cerevisiae.*

Mentored By: Dr. Brian Schwartz

Notes: Sneha received the Flora M. Clark Foundation Research Scholarship in addition to the Student Research and Creative Endeavors grant to support her

yeast genetics research. After graduation, Sneha will attend the Edward Via College of Osteopathic Medicine (VCOM) with the goal of being a physician.



Brianna Sattinger – B.S. Biology, Concentration in Pre-Medical Studies, Spring 2022

Thesis: *The Relationship between BfmRS Two Component System and Biofilm Associated Genes in Acinetobacter baumannii*

Mentored By: Dr. Lauren King

Notes: During her time at CSU, Brianna was a four-year collegiate track and cross-country athlete, a PROWL leader, and a volunteer at Mercy Med. Brianna was also a "Girls in the Game" Scholar. After graduation, she plans to take a gap year while applying for medical school. She's been offered a full-time position as a medical assistant at Mercy Med and also plans to travel.

Dwija Shah – B.S. Biology, Concentration in Pre-Medical Studies, Spring 2022

Thesis: *Identifying the role of AIM29 in biofilm formation in yeasts*

Mentored By: Dr. Brian Schwartz

Notes: After being accepted to all 5 programs she applied for, including the University of Pennsylvania, Dwija will attend the University of Pittsburgh School of Dental Medicine starting August 2022.



Gabby Story – B.A. Communication, Communication Studies Concentration, Spring 2022

Thesis: *Simple, but Not Easy: The Comparison of the Meisner Technique in Film/Television v. Live Theatre*

By: Professor Larry McDonald

Notes: Gabby has been a member of the Diversity, Equity, Inclusion, and Belonging Task Force and Standing Committee - and was also a Presidential Scholarship Recipient and Ambassador for the Honors College. After graduation, she plans to pursue film, television, and voice acting.

Adriana Tenorio-Zelada – B.S. Kinesiology, Summer 2022

Thesis: *Exploring the Effects of Previous Injuries on Future Soccer Performance*

By: Professor Jose Perez

Notes: Adriana was the Student of Excellence in the Kinesiology Department of Health Sciences (2022), on the President's List (2021-2022), and a Diversity Peer Educator (2021-2022). She plans to attend Georgia State University to pursue a doctorate in occupational therapy and eventually specialize in pediatric occupational therapy.





Stephanie Thompson – B.S. Earth & Space Science, Spring 2022

Thesis: *Quantifying Deformation using Feldspars as a Strain Marker*

By: Dr. Clinton Barineau

Notes: Stephanie plans to work for a geological engineering company out west for a couple of years before continuing on to finish her geotechnical engineering degree. She plans to become a fully licensed Geotechnical Engineer.

Emma Wigington – B.F.A. Theatre Design & Technology, Spring 2022

Thesis: *Redrafting the Riverside Theatre Complex's Studio Theatre*

By: Professor Krystal Kennel

Notes: After graduating, Emma will be working as a stage electrician in Maine and hopes to continue similar work in the future.



Honors Pins, Regalia, & Ceremonies

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



Graduates receive their Honors Regalia at each event and are able to take a moment to share what they learned from their thesis as well as thank those who helped them complete their project. In addition to the regalia, all students who have reached 80% of the honors college requirements receive their Honors Pin. As an interdisciplinary college, the Honors Pin allows us to acknowledge and connect with alumni whose long-term goals may not require the completion of an undergraduate degree at CSU, such as engineers and pharmacists, and all who

have made commitments to support the Honors College. It is a milestone that students achieve as they begin their thesis work, and we like to acknowledge that accomplishment and give our students something that they can always wear proudly. This helps students remember their commitment to life-long learning, looking at the world through multiple lens, 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

We were happy to be back in person for the annual Black & White Ceremony. This event was hosted on Wednesday, December 1, 2021 at The Loft on Broadway. It was wonderful to be back together again!



Spring Awards Ceremony

The Annual Awards Ceremony was hosted at Green Island Country Club on May 7, 2022. Over 100 students, faculty, students, and guests were in attendance. The Annual Awards Ceremony is our biggest award event of the year as we honor our graduates and several Honors Faculty. This year was especially important because it marked the first time we had gathered together since before the pandemic began, which included the families of many graduates. We honored twenty-three graduates at this year's event.

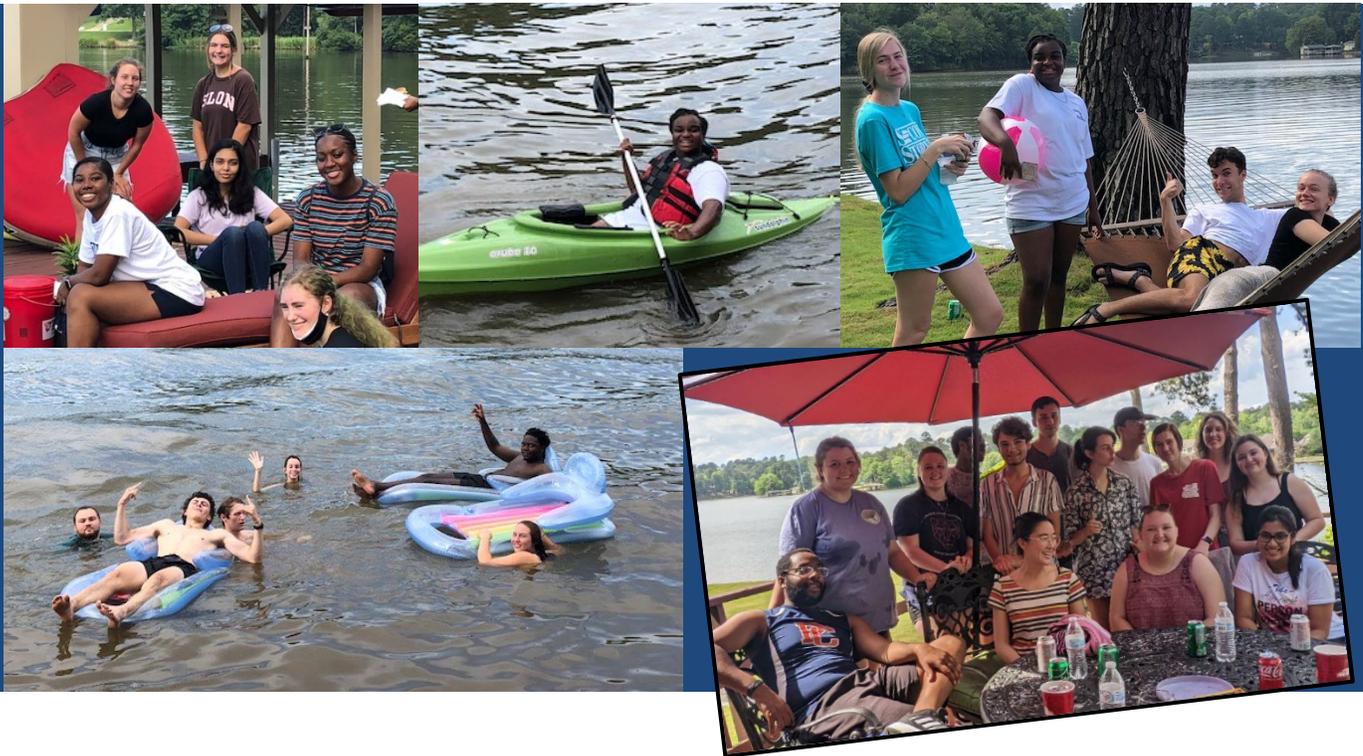


STUDENT ACTIVITIES ~ SERVING & LEADING

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

Honoris Causa Traditions

As the pandemic waned, Honoris Causa once again hosted a welcome back party outdoors at Lake Oliver. The invitations were limited to new students for safety, but they enjoyed the lake until a thunderstorm chased the brave remaining students into the garage. By the end of the year, the officers and seniors enjoyed a final May Day together, remembering their four years at the lake.



Honoris Causa also continued the tradition of an induction for its new members, and added a new tradition this year with their "Campfire Conversations" series. This series brought together Honors College students in a very informal atmosphere to discuss what was going right in the Honors College and things that could be improved. They plan to continue the series each semester along with their monthly meetings in Illges Hall.

Community Service Events

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



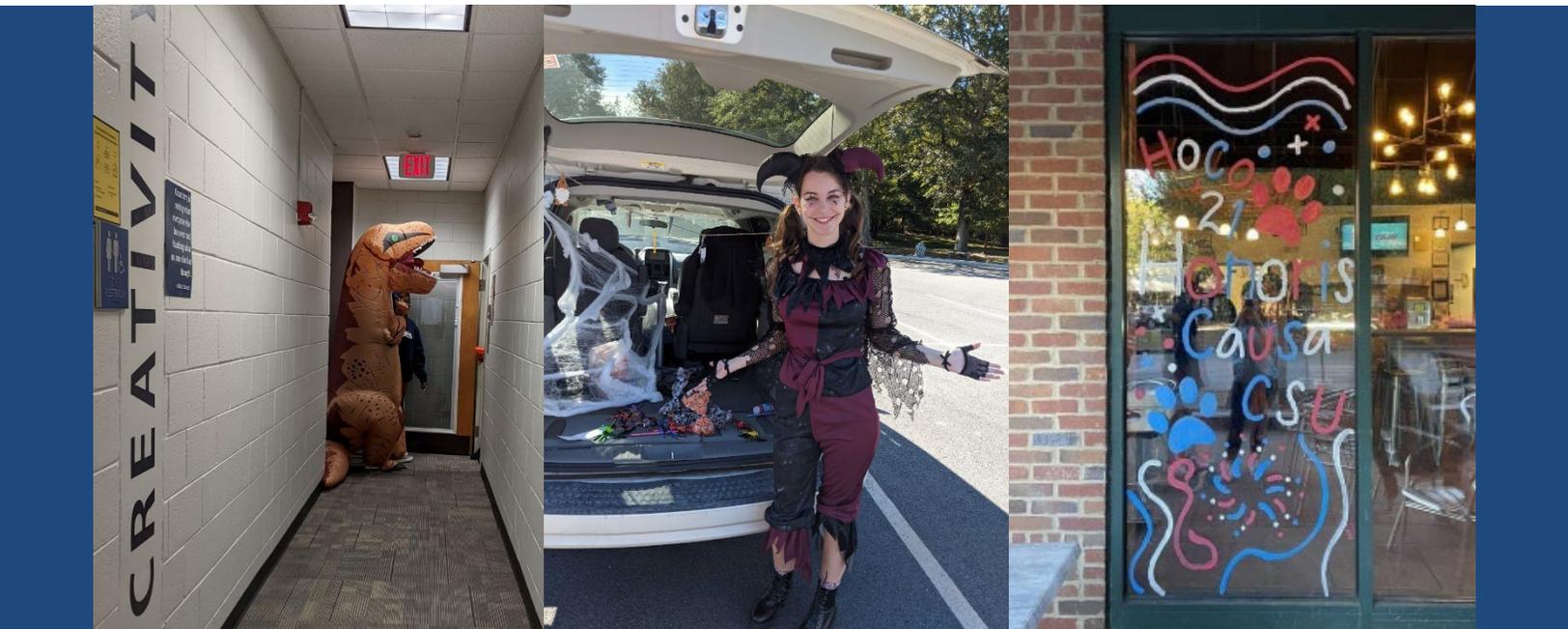
Honoris Causa members sorting food at the Salvation Army and cleaning the Ronald McDonald House, inside and out!



EVENTS FOR 2021-2022

CSU Day of Service
 Bowling
 Study Hours
 Feeding the Valley
 Super Bowl Party
 Uptown Tree Trail
 Trunk or Treat

Homecoming: Paint the Paw
 Columbus Road Runners Volunteering
 Ice Cream Social
 In Person Among Us
 Clean Up Columbus
 Friendsgiving
 Back to School Picnic
 Study Abroad Fair



Honoris Causa Officers 2021 -2022

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

Carlie Dollar, President

Ian Becerra, Vice President Main Campus
Maddie Duke, Secretary Main Campus
Andrew Holmes, Treasurer
Sierra Barlow, Social Event Coordinator

Marc Pierre, Vice President RiverPark
Rajvi Desai, Secretary RiverPark
Chelsea Nguyen, SGA Representative
Molly Foster, Social Media Coordinator



We are also grateful to the open and honest discussion of the Student Advisory Council. Their input has already improved the programming the Honors College provides to its students.

Honors College Student Advisory Council 2021 - 2022

Les Anderson
Courtney Anderson Davis
Madelynne Appleton
Hannah Dickerson
Carlie Dollar

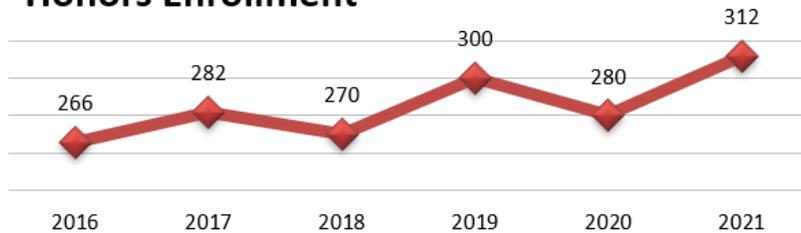
Jarrett Huckaby
Nicole Paul
Aaliyah Phillips
Jaxson Trammell
Matthew Woods

HONORS COLLEGE ENROLLMENT TRENDS

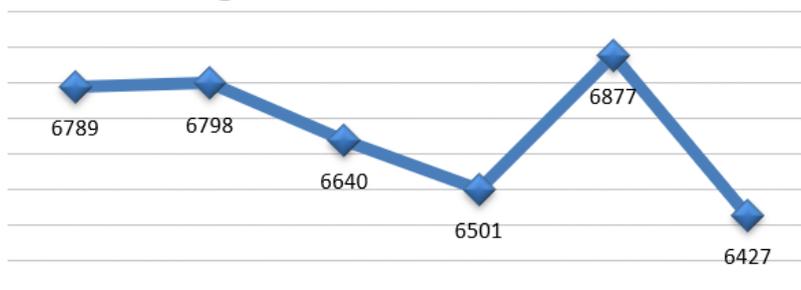
In Fall 2021, we enrolled a record 312 students, which has increased 17% over the last five years. We reached 4.9% of CSU Undergraduates and met the National Collegiate Honors Council (NCHC) recommendation of enrolling 3-5% of total undergraduate enrollment. Our first-year retention rate was 83%, which means that 83% of our first-time, full-time students who enrolled in Fall 2020 enrolled as sophomores at CSU in Fall 2021. Only 65% remained in the Honors College, which is the lowest rate we have seen since 2015. However, our retention rates are always significantly higher than CSU's retention rate, which was 60.3% last year for the same cohort. The retention rate at CSU dropped from 75.3% the prior year. As noted in last year's report, CSU's large undergraduate enrollment increase in Fall 2020 was attributed to increases in learning support enrollment, which grew from 180 students to 430 students.

Our six-year graduation rate was impressive, with 88% of the 2016-17 cohort of first-time, full-time honors students graduating from CSU. Of that cohort, 20% graduated with their honors seal.

Honors Enrollment



CSU Undergraduate Enrollment



4.9% of
Undergraduate
Enrollment

Student Diversity & Inclusion

The Honors College strives to bring together diverse students and to enhance the academic environment with unique perspectives and an array of interests and experiences. In addition, we are committed to serving underrepresented students in the Honors College (especially males and all Black and Latinx students) to ensure all students have access to an education that is commensurate with their abilities. In 2021-22, our students were pursuing majors in all academic colleges, with the largest representation from the Department of Biology and the Schwob School of Music.

Enrollment by Degree-Granting Colleges

College of the Arts		College of Letters & Science	
College of the Arts	26%	College of Letters & Science	44%
Art Department	7	Biology Department	46
Communication Department	16	Chemistry Department	10
Schwob School of Music	32	Criminal Justice & Sociology	10
Theatre Department	27	Earth and Space Science	12
Turner College of Business		College of Letters & Science	
Turner College of Business	16%	English Department	14
Accounting & Finance	16	History & Geography Dept.	12
Marketing & Management	13	Mathematics Department	8
TSYS School of Computer Science	20	Modern & Classical Languages	1
College of Educ. & Health Prof.		College of Letters & Science	
College of Educ. & Health Prof.	13%	Liberal Arts & Core Curriculum	4
Kinesiology & Health Sciences	16	Political Science	7
School of Nursing	17	Psychology Department	13
Teacher Education Department	9	Dual Enrollment	2
Grand Total			312

In addition to their first declared majors, which are listed above, 12% are pursuing a second major, and 25% are pursuing minors.

25% Pursuing Minors

14% Double Majors

The efforts we have made in our diversity research and marketing have been a worthwhile investment, as our demographics are steadily moving toward a fuller representation of CSU's undergraduate population. In Fall 2021, 49% of our students identified as white, and 67% identified as female. Our more diverse demographics are attributable to our work with focus groups and the revision of our marketing materials to be more inclusive. We strive to attract all high achieving students regardless of their backgrounds.

**Improved
Diversity**

Undergraduate Demographics	CSU	Honors College
Female	60%	67%
Male	40%	33%
Black or African-American	39%	28%
White	45%	49%
Asian	3%	7%
Two or More Races	3%	4%
Hispanic or Latino	8%	10%

Attracting High Achieving Students

The Honors College recruits and supports high-achieving students, offering a rigorous curriculum that helps them achieve their academic, personal, and professional goals. Raising the level of academic discussions in all classes by recruiting students, we also have the goal to improve the overall retention and graduation rates of Columbus State University. Historically, honors students have higher retention and graduation rates, which means they tend to persist in their studies much longer than traditional students. Not only does recruiting high-achieving students benefit the academic environment and institutional reputation, it also contributes to tuition revenue and formula funding for CSU.

Recruiting Students To CSU

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

First Year Applications. In Fall 2022, 79 first-time full-time students applied to the Honors College, and as of August 1, 2022, 68% of the 73 students we admitted have enrolled for classes in Fall 2022. Our applications fell by 25%, which may be attributable to budget cuts that caused the loss of the administrative coordination position. Admissions are now handled by the Honors Advisors, who were also serving our record enrollment this year. Despite these challenges, the new class of first-year students arrive with the highest average high school grade point average in five years and highest SAT composite score on record. Admission criteria is listed in Appendix C.

Applications Trends for Fall 2018 to 2021

Term	Total	Not Local	Perfect 4.0 GPA	Admitted	Admission Rate	GPA	SAT	ACT	Yield
Fall 2022	79	N/A	30	73	92%	3.86	1255	27	68%*
Fall 2021	105	59%	35	100	95%	3.78	1240	26	66%
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 2021, 52% of students enrolled in the Honors College entered as first year; 2% entered through our high school dual enrollment program; while the remaining students entered as CSU undergraduates (35%) or transfer students (11%). Any student who has earned a grade point average at or above 3.4 after completing fifteen credit hours is eligible to enroll in the Honors College. Our Honors Community Point System is ideal for undergraduate and transfer students who can apply for credit based on exemplary educational activities they completed prior to enrolling in the college. Since the point system is competency based, participation in internships, study abroad, or research prior to enrolling can result in points earned. 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 commitment to successfully completing the Honors College curriculum. (See Appendix D for scholarship policies and procedures).



SCHOLARSHIPS AND HONORS COLLEGE ADVANCEMENT

The Honors College would not be successful without the financial investment of our community, the Laureate Society, and our Honors Advisory Board. The majority of the funds raised go directly to students through tuition scholarships and grants, with funds supporting educational activities such as study abroad and conference travel. Last year, we provided \$193,704 in direct student support which was an 8% increase in funds expended, but with the increased enrollment, our spending per student decreased from \$630 to \$621 per student,

Incoming First Year Scholarships: Funded by sixteen restricted endowments and the state scholarship fund listed in Appendix E, 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 earn a Presidential and Tower scholarship may use up to \$3,200 for one study abroad experience once they reach their junior year. Students utilizing these stipends can be found in Appendix F.

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

Honors Educational Activity Grants: Students can apply for these funds to compete in regional and national conferences, support international internships and study abroad, or offset the costs for research. With the pandemic, activities requiring travel and lab supplies were restricted.

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

FY 2021-22 Scholarship & Grant Expenditures		
	First Year	Undergraduate
Presidential Scholarship	\$20,000	
Tower Scholarship	\$65,000	
University Scholarship	\$44,750	
Tower Study Abroad	\$11,753	
Meritorious Students with Need Awards	\$6,250	\$23,906
Undergraduates Two-Year Awards		\$13,900
Honor Education Activity Grants		\$5,445
One-Time Awards	\$1,000	\$600
First Generation Student Awards		\$1,100
	\$148,753	\$44,951
Total		\$193,704

Investing in the Honors College

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

THE LAUREATE SOCIETY

Cornerstone Partners (\$50,000.00+)

Bruce & June Howard*

University Partners (\$25,000.00+)

Walter Alan Richards
Foundation

Platinum Circle (\$10,000)

Mrs. Richard R. Hallock
Kelsey L. & Barbara B.
Kennon*
Greg & Linda Siddall

Silver Circle (\$5,000.00)

Jimmy & Ruth Yancey

Bronze Circle (\$2,500.00)

William & Susan Brogdon

Copper Circle (\$1,000.00)

Gary & Kathy Allen
Peggy Batastini
Mr. & Mrs. Robert L. Cardin
Ms. Beverly Mack Davis
Mrs. Diane Dana & Mike
Goodman
John Hargrove
Mr. Paul L. Holmer-Monte
Edgar & Anne F. Hughston
Dom & Hildagine Manio
Tim & Mariana Money
Frank & Debbie Deal Moody
Vincent & Dian Naman
Dr. & Mrs. Robert M. Patton
John & Linda Shinkle*
Cindy & Kirk Ticknor
Torrey Wiley*

Gateway Club (\$500.00)

Jim & Nancy Buntin
Clark & Barbara Gillett
Ms. Patty Kimbrough Taylor

Anniversary Club (\$250.00)

Allen & Tracy Pettis
Mike & Geri Regnier
Michael & Shara Smith

Century Club (\$100.00)

Susan Dolan
Richard & Jennifer Joyner
Stephen & Sandy Lewack
Grace Pippas

Half Century Club (\$50.00)

Robert Anness &
Katharine Cannella
Laura Pate
Eric Spears
Kevin Stanford

Other Donations

Sharon Caldwell

**Members of the Honors College Advisory Board are listed on page 39.*

HONORS COLLEGE STAFF & FACULTY



Dr. Cindy Ticknor, Dean

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



Dr. Susan Tomkiewicz, Associate Dean

Dr. Tomkiewicz is Professor of Oboe at the Schwob School of Music and joined the Honors College in 2012. She holds degrees from the University of Texas at Austin *summa cum laude*, University of New Mexico and University of New Hampshire. Dr. Tomkiewicz has commissioned and premiered many new solo, electronic, and chamber works for both oboe and English horn, and has performed all over the world. She was the co-host of the 2016 International Double Reed Society's Annual Conference at Columbus State University.



Dr. Ryan J. Lynch, Honors Faculty Fellow in-Residence

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



Ms. Jasmine Reid, Advisor

Ms. Jasmine Reid has worked in higher education since 2015 and has been with Columbus State since 2009. During her time at Columbus State, she has gained experience in financial aid, and new student orientation, and university advancement. She graduated from Columbus State with a Bachelor of Science in Health Science in 2015 and completed the Master of Education Leadership degree in the Higher Education Track at Columbus State University in 2017.



Mrs. Kristi Rehrauer, Advisor

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

Honors Faculty Fellows

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



Dr. Lauren King
Faculty Fellow Fall 2020-Spring 2022
Associate Professor
Department of Biology

Dr. Patrick Jackson
Faculty Fellow Fall 2020-Fall 2022
Professor
Department of English



Dr. Daewoo Lee
Faculty Fellow Fall 2021-Spring 2023
Assistant Professor
Political Science

Dr. Reba Wissner
Faculty Fellow Spring 2021-Fall 2022
Assistant Professor
Schwab School of Music



Dr. Shannon Godlove
Faculty Fellow Spring 2022 – Fall 2023
Associate Professor
Department of English



Our Faculty Fellows create a core team that supports every aspect of honors education. In total, 105 faculty members from every degree-granting college on campus provide teaching, mentorship, and advising by working directly with students or serving on committees that advocated for the Honors College in 2021-21. You can find a listing of all faculty who taught or mentored in the college in Appendix G, and more information about the Faculty Fellows program is in Appendix H.

*Dr. Jackson will complete his final semester in Fall 2022 in place Spring 2022, when he is needed in the English department for staffing.

ADVISORY BOARDS & COMMITTEES

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

Honors Advisory Board

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

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

The Honors College is pleased that the following members served during 2021-22.

Mr. Bruce Howard, Chair
Mr. Torrey Wiley, Past Chair
Ms. Janet Davis
Mrs. Dian Naman
Mr. Russ Carreker

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

Honors Education Committee

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

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

Dr. Shannon Lewis, *COEHP*
Dr. Aisha Adams, *Member-At-Large*
Dr. Cindy Ticknor (ex officio)
Dr. Susan Tomkiewicz (ex officio)
Ms. Kristin Williams (ex officio)
Ms. Stephanie Lawrence (ex officio)
Mr. Gabe Bello, *Alumnus*
Ms. Carlie Dollar, *Student*
Mr. Marc Pierre, *Student*
& Honors Faculty Fellows

National Scholarship & Awards Committee

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

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

The membership for 2021-22 was:

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

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

APPENDICES 2021-22

Appendix A: Learning Outcomes & Curricular Requirements

Learning Outcomes

When a student graduates from the Honors College, they know how to:

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

Honors Curricular Requirements

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

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

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

The Point System – How to Earn the Honors Seal

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

- Incentivizes scholarly publications, dissemination of work, and applications for national recognitions.
- Incorporates honors level internships, practicums, and other field experiences through problem solving.
- Prioritizes cultural awareness and developing global perspectives.
- Improves the alignment of requirements with learning outcomes. This not only benefits program assessments, but also enables students to effectively communicate the skills and richness of their honors experience to future employers and graduate schools.
- Adds flexibility for transfer students and undergraduates who 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 a senior project. They will also earn points in three areas:

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

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

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

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

HONORS MODULE: PERSONAL ENRICHMENT

Required Points in this Category: 10 Honors Points

Required Capstone: Submission of a Curriculum Vita

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

By completing this area, honors students will:

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

Earning Points in Personal Enrichment

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

Leadership Development (0-4 points)

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

Community Engagement (0-4 points)

Students may earn 1 point for every 15 hours of community service documented in CSU Involve, 1/2 of a point for participating in Honors Day of Services, and 1 point for each year of active engagement in Honoris Causa.

Career Readiness (0-4 points)

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

National Awards & Recognitions (0-2 points)

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

Honors 3020 Personal Enrichment (0-4)

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

HONS 3025 Service Learning (0-2 points)

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

HONORS MODULE: ACADEMIC ENHANCEMENT

Required Points in this Category: 10 Honors Points

Required Capstone: HONS 3555 Great Conversations

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

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

By completing this module, honors students will:

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

Earning Points in Academic Enhancement

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

Honors Core Courses (3-8 points)

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

International Education (2-7 points)

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

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

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

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

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

HONS 3000: Academic Enhancement Seminars (0-5)

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

Other Academically Enhanced Courses (0-5)

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

- HONS 3500 Honors Study Trips (3 points per course)
Students travel away from campus to study a topic. Topics might include Civil War Battlefields and Burial Grounds, Antebellum Southern Architecture, Music of the South (Memphis, Nashville, New Orleans), Historic Air and Naval Sites of the Southeast, Caverns of Appalachia, a week on Broadway, etc.

- Extended field-based courses outside of the local region (3 points per course)
Faculty have led 3-6 week programs studying the geology of sites such as Yellowstone and the Appalachian Mountains, or arts in New York City
- HONS 3555 (If repeated for credit)

HONS 3555 Great Conversations

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

HONORS MODULE: RESEARCH & INDEPENDENT INQUIRY

Required Points in this Category: 10 Honors Points

Required Capstone: Honors Senior Project Course Sequence

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

By completing this module, honors students will:

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

Earning points in research & independent inquiry

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

Contracts: Faculty Directed Projects (3-9 points)

Each completed honors contract is worth three points, and all students must complete at least one honors contract to complete this area of Research & Independent Inquiry. Honors contracts are proposed by students in any upper-division course (3000 level or above) and completed under the direction of a faculty member. All honors contracts should enrich the quality of a student's educational experience in their course rather than simply increasing their workload.

Field-Based Problem Solving (0-6)

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

Independent Study (0-4 points)

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

HONS 3025 Service Learning (0-2 points)

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

Publications (0-5 points)

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

Examples of points awarded:

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

Regional Presentations & Performances (0-5)

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

Examples of points awarded:

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

Appendix B: Honors Completed Contracts 2021-22

Contracts Summer 2021

Facilitating a major class discussion and written evaluation on the discussion in HIST 3156
Completed by Jacklyn Brasher, mentored by Bryan Banks

Fish Farming: Current Sustainable Practices Across the Globe in GEOL 5135U
Completed by Dorothy Caughey, mentored by David Schwimmer

Translation of t"La muerte y la in SPAN 4555
Completed by Meredith Cohen, mentored by Alyce Cook

Contracts Fall 2021

An Analysis of the 21st Century Skill Gap, Automation, and AI in MGMT 3109
Completed by Robert Bayer, mentored by Hyeran Choi

Biochemistry Reading Circle and Book Report in CHEM 3141
Completed by Ian Becerra, mentored by Jonathan Meyers

Chicken Wings of Columbus, Georgia in GEOG 3828
Completed by Samuel Belisle, mentored by Jordan Brasher

Exploring Female Narrative Through Self-Portraiture (A Study in Oil Paints) in ARTS 3256
Completed by Sarah Cardin, mentored by Sara Bradley

Annotation of an Insulin-signaling Pathway Gene within a Species of Drosophila in BIOL 3216K
Completed by Simran Chhina, mentored by Brian Schwartz

Reading Circle - The Double Helix in CHEM 3141
Completed by Rajvi Desai, mentored by Jonathan Meyers

A review of botanical extracts use against antibiotic resistance in BIOL 5225U
Completed by Carlie Dollar, mentored by Lauren King

Multiple choice questions and their impact on student learning in ACCT 4155

Completed by Jorge Flores, mentored by Leslie Adah

Costume Construction in THEA 1345

Completed by Ariadna Gastou, mentored by Kimberly Garcia

Environment & Time And How They Affect Communication In Film in COMM 3136

Completed by Spencer Gilland, mentored by Andrew Donofrio

Biochemistry Book Club in CHEM 3141

Completed by Andrew Holmes, mentored by Jonathan Meyers

Determining the Temperature at which Phycobiliproteins Denature in BIOL 3215K

Completed by Haley Johnson, mentored by Monica Frazier

The History Informing Character Creation in Selected Works of Shakespeare in ENGL 4505

Completed by Kailey Katzfey, mentored by Susan Hrach

Analysis of The Double Helix by James Watson in CHEM 3141

Completed by Nameera Khan, mentored by Jonathan Meyers

Analysis The Double Helix by James Watson in CHEM 3141

Completed by Sana Khan, mentored by Jonathan Meyers

Furthered Research in Public Policy and Administration in POLS 4175

Completed by Nicole Kincaid, mentored by Daewoo Lee

Exploring Storytelling Without Plot in ENGL 4176

Completed by Katherine Lovern, mentored by Carey Wilkerson

Identify Encrypted Packets to Detect Stepping Stone Intrusion Across Operating Systems in CPSC 4157

Completed by Noah Neundorfer, mentored by Jianhua Yang

The Neuroscience of Brevetoxin as a Voltage-Gated Sodium Channel Activator in BIOL 5318U

Completed by Chelsea Nguyen, mentored by Kathleen Hughes

Writing and Publishing in Ecological and Conservation Genetics in BIOL 5287U

Completed by Jessica Odum, mentored by Kevin Burgess

Annual Report 2021-22

Biochemistry reading circle- The Double Helix by James Watson in CHEM 3141
Completed by Marc Pierre, mentored by Jonathan Meyers

Neuroscience Honors Contract in BIOL 5118U
Completed by Sneha Rajeev, mentored by Kathleen Hughes

IRB Proposal for Survey on Liberalism in POLS 3138
Completed by Timothy Sabau, mentored by Troy Vidal

The Double Helix Reading Circle in CHEM 3141
Completed by Brianna Sattinger, mentored by Jonathan Meyers

Ergogenic Aid Project in KINS 5212U
Completed by Adriana Tenorio-Zelada, mentored by Jose Perez

E.M. Forster and the Influence of Modernism in ENGL 3140
Completed by Destinee Williams, mentored by Patrick Jackson

Contracts Spring 2022

A Detailed Analysis on Durex Condoms' Reputation in China in COMM 4143
Completed by Les Anderson, mentored by Sarah Smith-Frigerio

Tissue Special Stains in BIOL 5216U
Completed by Olympia Badwan, mentored by Elizabeth Klar

Bahamas Study Abroad in BIOL 5535U
Completed by Rajvi Desai, mentored by Daniel Holt

Human Resources Article Reflection in MGMT 3135
Completed by Tasya Diaz, mentored by Hyeran Choi

Teaching Oboe in Woodwind Methods in MUSA 4321
Completed by Hannah Dickerson, mentored by Susan Tomkiewicz

Bahamas Study Abroad in BIOL 5535U
Annual Report 2021-22

Completed by Carlie Dollar, mentored by Daniel Holt

Salzedo Technique versus Grandjany Technique in MUSE 4899

Completed by LeAndra Douds, mentored by Susan Brady

Organizational Culture In Film Production in COMM 4145

Completed by Spencer Gilland, mentored by Andrew Donofrio

Core Podcasting Understanding in COMM 4555

Completed by Spencer Gilland, mentored by Bruce Getz Jr

Bahamas Study Abroad in BIOL 5535U

Completed by Andrew Holmes, mentored by Daniel Holt

How Metacognition Supports Giftedness in Leadership in PSYC 3565

Completed by Sana Khan, mentored by Aisha Adams

Furthered Research in Labor Economics: RN Labor Markets in ECON 3145

Completed by Nicole Kincaid, mentored by Tesa Leonce

Politics and Film: Religion in American Society in POLS 3256

Completed by Madison Miller, mentored by Masako Okura

Child Pornography Professional Powerpoint in CRJU 3555

Completed by Heidi Parsons, mentored by Bridget Downs

Should the mentally ill get the death penalty? in CRJU 4126

Completed by Heidi Parsons, mentored by Bridget Downs

Personalizing Shakespeare in THEA 4345

Completed by Keenan Pasqua, mentored by Lawrence McDonald

Bahamas Study Abroad in BIOL 5535U

Completed by Marc Pierre, mentored by Daniel Holt

Digital Treasure Island Exhibition in HIST 3126

Completed by Arianna Poveda, mentored by Bryan Banks

The Rapid Evolution of Galapagos Finches in BIOL 5248U

Annual Report 2021-22

Completed by Sneha Rajeev, mentored by Jennifer Newbrey

Annotated Bibliography in Parasitology in 26409 BIOL

Completed by Dwija Shah, mentored by Harlan Hendricks

Mental Health CSU Athletes in KINS 3107

Completed by Kaitlyn Shepherd, mentored by Erica Taylor

A Deeper Dive into Basic Stage Combat Choreography in THEA 4226

Completed by Gabrielle Story, mentored by David Turner

Individualized Exercise Plan in KINS 4133

Completed by Adriana Tenorio-Zelada, mentored by Kate Early

Comorbidity of Mental Disorders in PSYC 3125

Completed by Kierstin Wengryn, mentored by Michael Osborne

Ocular toxocariasis: A neglected parasitic disease in Egypt. in BIOL 5249U

Completed by Havahna Wilkes, mentored by Harlan Hendricks

Appendix C: Honors College Admission Criteria

Entering Freshmen

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

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

CSU & Transfer Student Admissions

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

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

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

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

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 D: Honors Scholarships Policies & Procedures

Entering First-Year Scholarships

Honors Scholarships for entering first-year students are competitively awarded each year to students who meet the minimum CSU Honors College admission requirements. The merit-based scholarship competition includes a formal application and an on-campus interview. Funds may be used in addition to other financial aid, including Georgia's HOPE scholarship program. First-year students are eligible for either the \$5,000 Presidential Scholarship or \$2,500 Tower Scholarships. Both are annual, renewable scholarships and may be renewed for up to four years if students are active participants in the CSU Honors College. 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. Scholarships may be up to \$1,250 per semester and may be renewed 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

Tower 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.

Appendix E: Scholarship & Grant Sources

In 2021-22, high achieving students in the Honors College received \$193,704 in scholarships and grants. The following endowments, restricted funds, annual restricted gifts, and state scholarship allocations provide funding for scholarships each year.

Community Scholarship	John & Judith Satlof Scholarship
Frank Brown Scholarship	Leo & Florence Brooks Scholarship
Gerald & Linnie Coady Scholarship	Walter E. Haywood Scholarship
Greentree Scholarship	William Fort Scholarship
Bruce & June Howard Scholarship	Richards Needs-Based Scholarship ^{*A}
Hollis Leadership Scholarship	T. Hiram Stanley Scholarship ^{*S}
James & Gladys Smith Scholarship	T. Whitley Scholarship ^{*S}
James W. Hunter Scholarship	Merit Scholarship ^{*S}

^{*A} Annual Giving

^{*S} State funded scholarships

The funds above, along with annual operating funds, are used for direct student support, which includes tuition scholarships, study abroad stipends, and honors educational activities grants. Direct student support grew this year from \$178,900 to \$193,704 (8%) as student travel and study abroad resumed. Our per-student spending was \$621 per student below the \$630 per student spending of 2020-21.

Funding Sources for Direct Student Support 2021-22			
	Restricted Use	General Operations	
Endowed Scholarship Funds	\$ 121,800		
State Scholarship Funds	10,650		
Annual Restricted Gift	23,750		
Greentree Fund	20,100		\$ 176,300
Annual Giving to Scholarships		\$ 2,200	2,200
Total Allocated for Tuition Assistance			\$ 178,500
Escrowed Tower Study Abroad Grants	11,753		11,753
Annual Giving to Educational Activities Grants		\$ 1,951	
Student Activities Fees Allocation		\$ 1,500	3,451
Total Allocated for Educational Activities			\$ 15,204
Total Allocated for Direct Student Support	\$ 188,053	\$ 5,651	\$ 193,704

Appendix F: Study Abroad Programs Funded by Tower Scholarships

Study Abroad Tower Scholarship Utilized 2021-22				
Brianna	Sattinger	Andros Island, Bahamas	Ecology	\$ 2,818.00
Joshua	Mellman	Oxford, United Kingdom	Theatre	\$ 3,200.00
Kaitlyn	Shepherd	Quebec City, Canada	Honors	\$ 3,117.00
Andrew	Holmes	Andrew Holmes		\$ 2,618.00
				Total: \$11,753.00

Appendix G: 2021-22 Honors Faculty Instructors & Mentors

Leslie Adah	Susan Hrach	Jim Owen
Aisha Adams	Kathleen Hughes	Stephanie Patterson
Julie Ballendger	Talita Ilacqua (Oxford, UK)	Jose Perez
Brian Banks	Brenda May Ito	Kalynn Pistorio
Clint Barineau	Patrick Jackson	Jennifer Pitts
Tiffany Berzins	Mark James	Lydia Ray
Stacy Blersch	Kyongseon Jeon	Sam Renner
Jasmine Bordere	Kenneth Jones	Diana Riser
Sara Bradley	Amy Jones	Clifton Ruehl
Susan Brady	Troy Keller	Joe Sanders
Jordan Brasher	Kristal Kennel	Mark Schmidt
Joshua Brooks	Shamim Khan	Brian Schwartz
Kevin Burgess	Lauren King	David Schwimmer
Hyeran Choi	Ely Klar	Abiye Seifu
Molly Claasen	Daewoo Lee	Weh Shi
Alyce Cook	Tesa Leonce	Brandt Smith
Bruce Cotton	Yaojie Li	Sarah Smith-Figerio
Stephanie da Silva	Judi Livingston	Eric Spears
Andrew Donofrio	Ryan Lynch	Gary Sprayberry
Bridget Downs	Larry MacDonald	Erica Taylor
Kate Early	Andree Martin	Kerri Taylor
Michelle Folta	Matt McCabe	Nat Temesgen
Toni Franklin	Larry McDonald	Cindy Ticknor
Monica Frazier	Libby McFalls	Sue Tomkiewicz
A. Dawn Frazier	Michael McFalls	Dawn Troung
Tom Ganzevoort	Jonathan Meyers	David Turner
Kimberly Garcia	Jennifer Newbrey	Paul Vaillancourt
Allen Gee	Michael Newbrey	Troy Vidal
Courtney George	Caroline Newhall	Lixin Wang
Bruce Getz	Clay Nicks	Victoria Warnet
Shannon Godlove	Nick Norwood	Jeanine Wert
Harlan Hendricks	Rodrigo Obando	Carey Wilkerson
Mary Beth Hendricks	Lisa Oberlander	Reba Wissner
Rania Hodhod	Masako Okura	Jianhua Yang
Daniel Holt	Michelle Osborne	Jeff Zuiderveen

Appendix H: Honors Faculty Fellows Program

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

Rationale

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

Policies

- Eligibility: Tenure or tenure-track faculty in the tenure-granting college who are responsible for teaching at least one class in the core curriculum per term or are recommended by their Chairs and Dean.
- Length of Term: Appointed for a two-year term. Terms are renewable, but full applications must be submitted through the competitive selection process. Under special circumstances, such as unanticipated 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 faculty assume any workload assignments as overloads, they may be asked to withdraw from the Honors Faculty Fellows program.
- Honorarium: For participating in faculty development meetings and workshops during the program, faculty will receive \$500 per semester total of \$1000 per year. Participants would be eligible to apply for other university professional development grants.
- Recognition: Earn the title of "Honors College Faculty Fellow" upon entering the program and a certificate at the completion of the two-year term.

Honors College Workload and Expectations

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

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

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

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

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

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

Fall Semester Year 1

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

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

Faculty B1: Honors Core* (3)

Faculty B2: Honors Core* (3)

Spring Semester Year 1

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

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

Faculty A1: Honors Core* (3)

Faculty A2: Honors Core* (3)

Fall Semester Year 2

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

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

Faculty A1: Honors Core* (3)

Faculty B1: Honors Core* (3)

Spring Semester Year 2

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

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

Faculty A2: Honors Core* (3)

Faculty B2: Honors Core* (3)

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

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

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

