



HONORS COLLEGE

COLUMBUS STATE UNIVERSITY

Transformative Learning

A.I. PANEL DISCUSSION

FEATURING

DR. RAMIA HOODOOD
COMPUTER SCIENCE

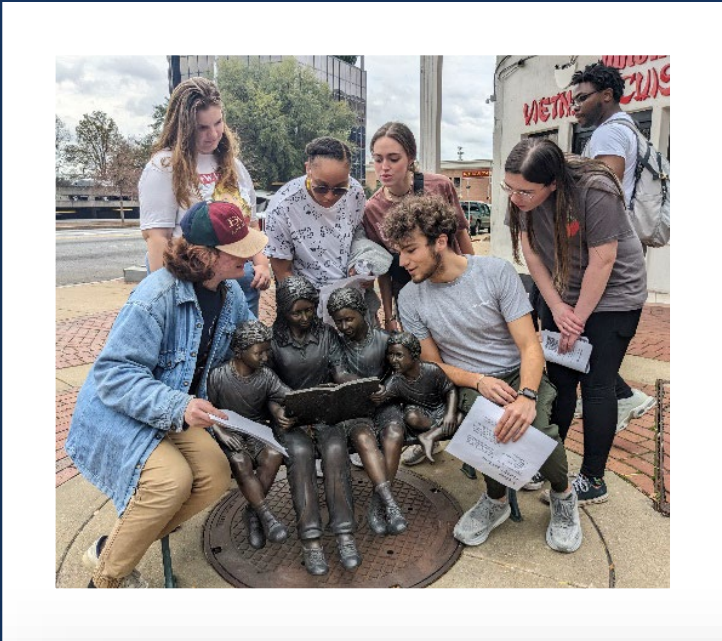
HANNAH ISRAEL
ART

DR. BRIAN LYNCH
HISTORY

HONORS COLLEGE
CRUCIAL CONVERSATIONS SERIES

TUESDAY
FEBRUARY, 27TH
6:30-8PM
CUNNINGHAM
CENTER

HONORS COLLEGE
COLUMBUS STATE UNIVERSITY

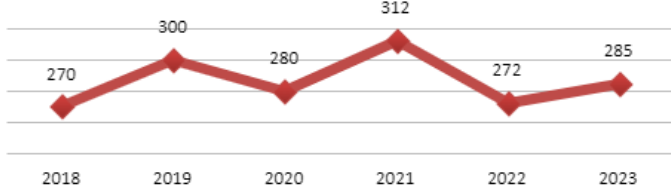


Community Connections

ANNUAL REPORT 2023-2024

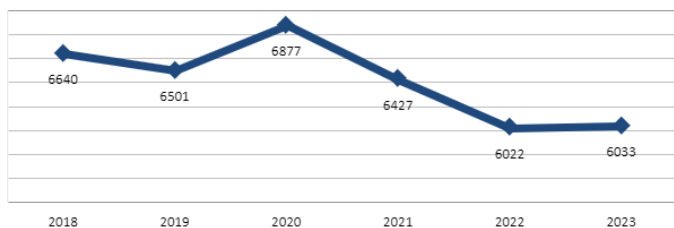
BY THE NUMBERS

Honors Enrollment



285 Honors UG Enrollment
4.7% of CSU UG Enrollment

CSU Enrollment

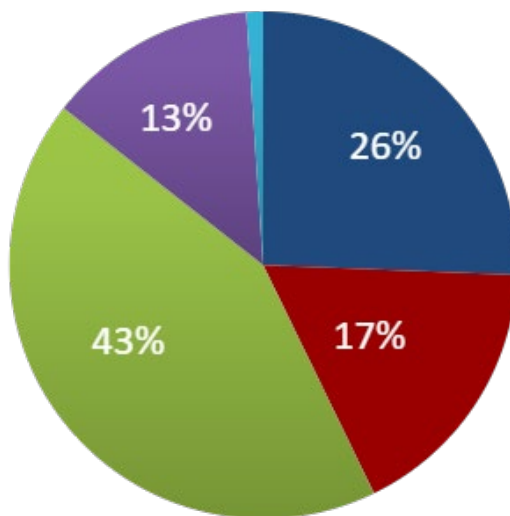


142 Majors in
 Interdisciplinary Studies

487 Students served
 by the Honors College

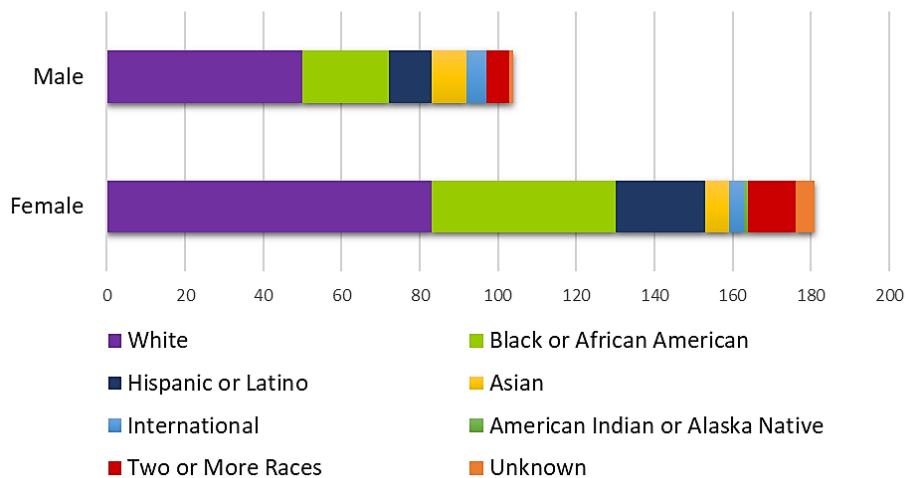
Degree Granting Colleges

25% Pursuing Minors
14% Double Majors



- Arts
- Business & Computer Science
- Letters & Sciences
- Education & Health Professions
- Interdisciplinary (Honors College)

Diversity by Race & Gender



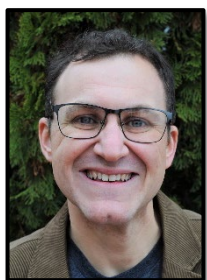
Fall 2023 **86%** Retained
 Six-year graduation rate
 of Fall 2018 cohort **75%**

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HIGHLIGHTS FROM 2023-2024

At its formation, our campus and community stakeholders envisioned the Honors College as the university's champion for interdisciplinary studies and undergraduate research. This year, we now serve 487 students by providing transformational learning experiences for our highest achieving students and all students who like to "think outside the box" in our new degree program, Interdisciplinary Studies.



In July 2023, the Honors College team expanded to include two associate deans to lead interdisciplinary studies and undergraduate research. Dr. Ryan Lynch was appointed as our new Associate Dean of Interdisciplinary Studies to lead in the development of the Honors College's first academic program for undergraduates, the **Bachelor of Science in Interdisciplinary Studies**. This exciting degree program has attracted over 140 students who are designing their majors beyond traditional academic fields while directly connecting their education to their career goals.

Complementing his role is Dr. Andrea Frazier, our Associate Dean of Undergraduate Research, who mentors the Honors Faculty Fellows and honors seniors. Adding new energy to develop an undergraduate research community, we were thrilled when two of our **Honors College Graduates**, Campbell Eubanks (Art) and Zachary Griffith (Biology), won 1st and 2nd place awards at Tower Day, CSU's Celebration of Undergraduate Research. There was much to celebrate that day: two honors alumni, Ms. Jacquelynne Jordan Regan, J.D. and Dr. Joshua Fields, served as keynote speakers, and we also came together for our 25th Anniversary Alumni Reunion which helped raise **\$25,000 for our new scholarship endowment!**



While advancing both interdisciplinary studies and undergraduate research, we continued to provide transformational learning opportunities to our 285 honors students, including our **Honors in Quebec** program. International education not only broadens our students' perspectives of the world, but it also changes how they view our local community. It also reveals hidden potential.

In her junior year, Bailey Melton was selected for the prestigious Boren Scholarship to travel to Amman, Jordan to learn Arabic before she then studied religion, history, and culture at the University of Oxford her senior year. Graduating with a major in history, a minor in digital humanities and a GIS certificate, **Bailey Melton won the CSU Faculty Cup** for her outstanding accomplishments. She is the perfect example of the power of coupling transformational educational experiences with interdisciplinary studies and undergraduate research.

OUR FIRST MAJOR: INTERDISCIPLINARY STUDIES

In July 2023, the Bachelor of Science in Interdisciplinary Studies became the first academic degree program housed in the Honors College. It not only gives honors students the opportunity to design their majors, but it also serves all students who are eager to complete their degrees.

Ami and Ari Poveda, a mother and daughter who walked across the stage together during our May graduation ceremony, illustrate the impact of our new degree program. Ari was an Eagle Scout with a black belt in Taekwondo who had earned her associate's degree at age 16. She joined the Honors College and graduated *summa cum laude* with a degree in history and a minor in art. After her mother completed Ari's homeschooled education, Ami decided it was her time to finish her degree alongside her daughter. She was able to combine her transfer credits with courses in the liberal arts and completed her capstone in interdisciplinary studies to graduate *magnum cum laude*.

*You are never too old to set another goal
or to dream a new dream.*
— C.S. Lewis



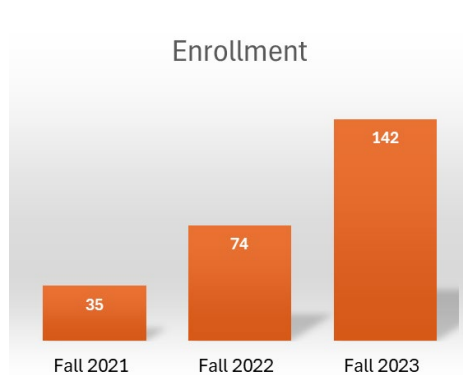
Interdisciplinary Studies Major

We redesigned the curriculum by making it more flexible and appealing with stackable courses. Each student designing their major chooses from two disciplinary pathways.

Interdisciplinary Pathways



Students design their pathways and articulate the value of their degree program in three foundational courses. Each course is one-credit hour, with the first course devoted to selecting courses that directly meet the student’s professional and personal goals. The second course develops critical thinking skills essential for any academic degree, while the final course bolsters the value of interdisciplinary studies through the exploration of cross-disciplinary research and careers. After students complete their self-designed pathways, they plan and execute a senior project that leverages what they learned in their pathways and connects their major to their career goals. To ensure quality and coherence of student pathways and curriculum, faculty from across campus have joined our Interdisciplinary Studies Governing Board, which provides oversight and feedback on the program. The newly revised program and Governing Board members are listed in Appendix A.



Since the Honors College took leadership of Interdisciplinary Studies, the program has grown from enrolling 74 students in Fall 2022 to 142 in Fall 2023; the year-over-year growth more than doubled in the spring semester. In total, 41 students graduated from Columbus State University, including Ami Poveda, because of the opportunities provided by the Interdisciplinary Studies program

Interdisciplinary Studies Community Advisory Board. Our new program is a key strategy for workforce development in our region, and we formed a board representing our community industrial partners who could help us identify workforce needs, barriers to professional growth of employees, and troubling workforce trends that our program might be able to address. We are grateful for the input of our new board members.

- Mr. Kevin Clarke, Director of Emergency Services, Ft. Moore
- MG Patrick Donahoe, Ret., Special Assistant to the President
- Mr. Andrew Kelly, Valley Hospitality
- Mr. Conner Miller, Chamber of Commerce
- Ms. Kelli Parker, Community Foundation of the Chattahoochee Valley
- Ms. Jan Woodham, Columbus Regional Healthcare System
- Mr. Chris Woodruff, CSU Trustee
- Dr. Ryan Lynch, Associate Dean for Interdisciplinary Studies
- Dr. Cindy Ticknor, Dean of the Honors College

TRANSFORMATIONAL LEARNING EXPERIENCES



Studying Columbus & Québec

This summer, honors students had the opportunity to study two cities through an affordable study abroad program that used *City-as-Text* pedagogy. This teaching method is much like a book club, but instead of reading a piece of literature and analyzing it, you observe and experience the city around you. An important part of *City-as-Text* is to allow students to explore and notice everything from art, architecture, to restaurant menus, people, and historical markers. They then share their observations.

Columbus City-as-Text. Beginning with a spring semester enrichment course, *Columbus City-as-Text*, the students explored the city that many have lived in since birth but never studied. Just like many of us, we pass by sculptures without noticing and rarely treat ourselves to museums. The students spent the weeks noticing, reflecting, and wondering what the city of Columbus was trying to communicate to residents and outsiders. Our students bicycled on the RiverWalk, toured Ft. Moore with MG Patrick Donahoe, Ret., visited Green-Book sites and the Linwood Cemetery, tried the ropes course and ziplining, and sampled scramble dogs and the Dinglewood Pharmacy by meeting Mayor Skip Henderson, Columbus 2025's Betsy Covington, and the Director of the Columbus Museum, Marianne Richter.

"I was born and raised in Columbus, but I realized I don't know much about my own city. I made a journal entry after our Fort Moore experience stating that I really don't know what it means to be *from* a city, or to be at home in its culture."

~ a student reflection



Our students, each having their unique perspectives causing them to notice and tune in to different experiences, came together and exchanged their ideas about the culture and history of Columbus. Students admired those they called “role models” who made our historic mill city distinctive, including Elizabeth Lunsford, E. E. Farley, W. C. Bradley and Ernest Woodruff.



Our students learned about Columbus through unique observations, and many who had lived in that city discovered a rich history and commitment to the arts.



Québec City-As-Text. When we arrived in Canada, it was the first time most of our students had traveled internationally. Our goal was to give students the tools they would need to navigate a foreign country without understanding the language. We immediately challenged our nascent travelers to explore the old walled city with a scavenger hunt that included finding menus, statues, architecture, and art.

I felt very inspired by the constant art and highlighting of the various people who helped to shape and mold the area. It gave me a new appreciation for the city as I moved through it.

-a student reflection in Québec

So, to say being nervous going into Quebec would be an understatement...The city is French and that became quite clear while trying to navigate it.

-a student reflection in Québec



Students share their observations at the Chateau Frontenac.

We visited a longhouse of the First Nations, the monastery of Augustinian Sisters, the museum of the Beaux Arts, and the site of the famous Battle of Québec. Throughout their journey, students compared their observations of Québec with their experiences in Columbus, each studying a particular aspect of the culture such as how the cities represented their complex histories and the treatment of indigenous people, or the importance of food to a culture. That of course included everything from southern grits to poutine (which is surprisingly served locally at Ruth Ann’s Restaurant)!

I wanted to learn how to truly experience a city, and I believe this class has truly allowed me to. I’ve already created a list of places I’d like to visit in Columbus.

-a student reflection in Québec



Our students learned just as much about their hometown as they did about Québec, and they learned how to explore urban spaces with a rich lens. Thanks to our generous donors, our students were able to have this transformational experience for under \$1000. Because of this program, international education is well within reach for all students. The support of our donors directly impacts what our students can accomplish in the Chattahoochee Valley through these experiences.

Studying in Oxford

During the Fall 2023 semester, three Honors College students and two Honors College staff had the opportunity to study and work abroad in Oxford at the CSU Spencer House in the United Kingdom. For the students, Bailey Melton (History), Mary Claire Buchanan (Music), and Sabrina Fisher (Geology), it was an honor to be able to study at the prestigious Regent's Park College at the University of Oxford. Our Honors Advisors, Jasmine Reid and Kristi Rehrauer, shared the semester working as the Site Director at the Spencer House, which was an excellent professional development opportunity to experience Oxford



and support our students as they complete rigorous studies. Impressively, our advisors also completed all their advising duties with their students back in the United States despite the five-hour difference in the time zones. The Honors team is accomplishing incredible things.

The Oxford Visiting Student program is so often the impetus for students to attend prestigious universities for graduate schools, and our three ladies were studying with an alumna, Cailee Davis '17, who is finishing her doctoral dissertation at the University of Oxford.

Upon returning to the states, we learned that Bailey Melton (History Major, GIS/Geography Minor) won the Faculty Cup Award at Columbus State. The Faculty Cup is the highest student award we have at CSU, and joined the growing list of our Honors graduates who have been chosen for the honor over the past decade. Bailey was also CSU's undergraduate recipient for the University System of Georgia's Student Celebration Day in addition to having won the prestigious Boren language scholarship.

Nothing is impossible, the word itself says 'I'm possible.'

— Audrey Hepburn



HONORS COLLEGE CURRICULUM

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

First-Year 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 2023-24, and a full listing of the honors curriculum can be found in Appendix B.

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 2024, 70% of our honors community completed their first-year seminar; 24% 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 (6%), independent studies or honors contracts (15%), community service (17%), and campus leadership (12%).

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 2023-24, students in our different sections investigated problems related to technology and engagement with the local community or making our campus more sustainable.

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.



A character drawn by art major Delta Fouquet.

As one of the university's core values, sustainability is often popular among students and has been offered many times in recent years. Our Riverpark students, who are often studying the fine and performing arts, tackled problems that included creating a sustainable theatrical production. They imagined using secondhand clothing for costume design and using tablets to display music rather than using sheet music that is printed and thrown away. Another group taught us about the toxicity of paint used in art education and proposed transitioning our art classrooms to use Casein and architectural paints.

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

- A Thrift Shop – Combatting Fast Fashion
- Reducing Food Waste at CSU
- A Sustainable Theatrical Production
- Art Education Resource Room
- Mental Health Fair
- Zen Gardening
- Cougar Games – Sustaining Physical Health



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 in-depth 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. Students produced papers that were rated as "Exemplary" or "Competent" with respect to selecting credible sources (96-98%) and writing effectively (93%). However, some struggled a bit more and were rated as "Developing" or "Weak" with analyzing or evaluating the sources (38%) and adhering to a citation style (25%).

HONORS CORE COURSES		Capacity	Actual
Summer 2023			
ITDS 1145H	Comparative Arts (Online)	18	16
Fall 2023			
EDUC 2120H	Diversity in Education	18	8
HIST 2112H	U.S. History since 1865	18	17
ITDS 1779H	Scholarship Across the Disciplines (RiverPark)	18	17
ITDS 1779H	Scholarship Across the Disciplines (Main)	18	24
ITDS 1779H	Scholarship Across the Disciplines (Online)	18	18
SOCI 1101H	Introduction to Sociology	18	18
Spring 2024			
ITDS 1145H	Comparative Arts	18	18
ENGL 2136H	Language and Culture	18	18
ITDS 1779H	Scholarship Across the Disciplines (RiverPark)	18	14
ITDS 1779H	Scholarship Across the Disciplines (Main)	18	18
PSYC 1101H	General Psychology	18	13

In 2023-24, we served 91 in our first-year seminars, and overall, we enrolled 199 students in core classes filling 89% of all overall seats available when excluding cross-listed courses and over-enrolled 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 CSU students with a GPA greater than a 3.0. We overenrolled in our first-year seminar to accommodate new students in one section.

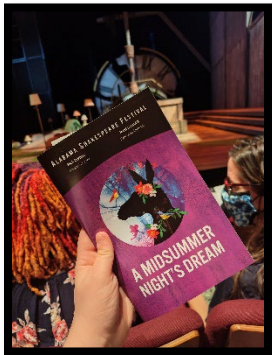
89% Efficiency
199 Enrolled

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, in addition to our study abroad course in Québec, we offered three sections of HONS 3555 serving 29 students. We held a course during both the Fall and Spring semester, and some students took advantage of our summer computer science course, too. Our students were intrigued by the following courses and material:

Dreams and Dreaming in Literature and Philosophy, Fall 2023

by Dr. Shannon Godlove and Dr. Scott Wilkerson



This class proposed an interdisciplinary exploration of the twin concepts of dreams and dreaming from remote antiquity through the Middle Ages and Early Modern period and reaching finally toward a more recent understanding of the dream's role in our shared experience. Touching as they do on questions of history, fate, faith, reason, identity, creativity, and philosophical conjecture, dreams created a space of provocation and discovery for this Honors adventure into what Shakespeare called the "shadow realms of human imagination." What names can we discover? What dreams?

This deep-dive into dreams culminated in a trip to the Alabama Shakespeare Festival in Montgomery. At the festival, students were able to watch a production of Shakespeare's *A Midsummer Night's Dream* while thinking more broadly of everything they had learned.

Book Banning, Spring 2024

by Dr. Aaron Gierhart and Dr. Cameron Williams

During the spring, our "Great Conversations" class was on the topic of book banning, co-taught by Dr. Gierhart (Education) and Dr. Williams (Sociology). They engaged students with the issues by using the type of interdisciplinary approach that makes these Honors experiences so valuable. Throughout their time in the course, students were tasked with analyzing both the content and context on why certain titles were banned. They then used their research to develop arguments on whether the title ban should be repealed.



Honors Enrichment

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

HONS 3000 Academic Enhancement		HONS 3010 Global Perspectives	
Making Medieval Manuscripts	16	Korean Culture in a Global World	18
Through the Curator's Lens	9	International Foods	14
Columbus City-as-Text	11		
HONS 3020 Personal Enrichment			
Perfecting Grad School, Law School, and Medical School Applications			9
Mindfulness-Based Stress Reduction for College Students			8
The Art of Card Games			16



HONS 3000: Through the Curator's Lens

by Professor David Owings

Professor Owings led a seminar of nine students to explore how history, art, and culture are preserved and remembered in public spaces. The seminar provided a broad overview of the fundamental philosophies and techniques of museums and archives, including preservation and exhibit design. It also included discussions on historical interpretation and the construction of memory - along with advice on career opportunities and graduate school options.

Students also had the opportunity to visit six local area museums! Through these trips, students received special behind-the-scenes tours of the National Infantry Museum, the National Civil War Naval Museum, the Columbus Museum, Historic Fort Mitchell, the Coca Cola Space Science Center, and the Bo Bartlett Center.

HONS 3020: Perfecting Grad School Applications by Dr. Ryan Lynch

Our associate dean, an Oxford alumnus, shared his expertise in evaluating graduate, medical, and professional school applications. Through a workshop-style format, students drafted their personal statements and resumes for graduate school applications, learned interview strategies, and became better prepared for the application process more generally.



HONS 3010: International Foods by Ms. Gail Greenblatt & Dr. Cindy Ticknor

Dr. Ticknor once again taught our popular International Foods course! This course revolves around the examination of different international cuisines while giving students a chance to prepare two different dishes. To hone their talents and widen their horizons, students visit local restaurants where they try new foods and get first-hand insight into how they are prepared.



HONS 3010: Korean Culture in a Global World by Kisum Kim

As part of this Honors seminar, students went on two trips to deepen their understanding of Korean culture and to learn to make connections between different cultures and their own. For their first gathering, they went to a Korean festival in Atlanta, where they were exposed to Korean traditions. This included learning about and participating in Korean games, art, food, and music. Students also gathered in early November for a group viewing of Bong Joong-Ho's Oscar winning film, *Parasite*. After watching and discussing the contents of the film, they visited local restaurant Koreana and indulged in Korean cuisine here in their own community.



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

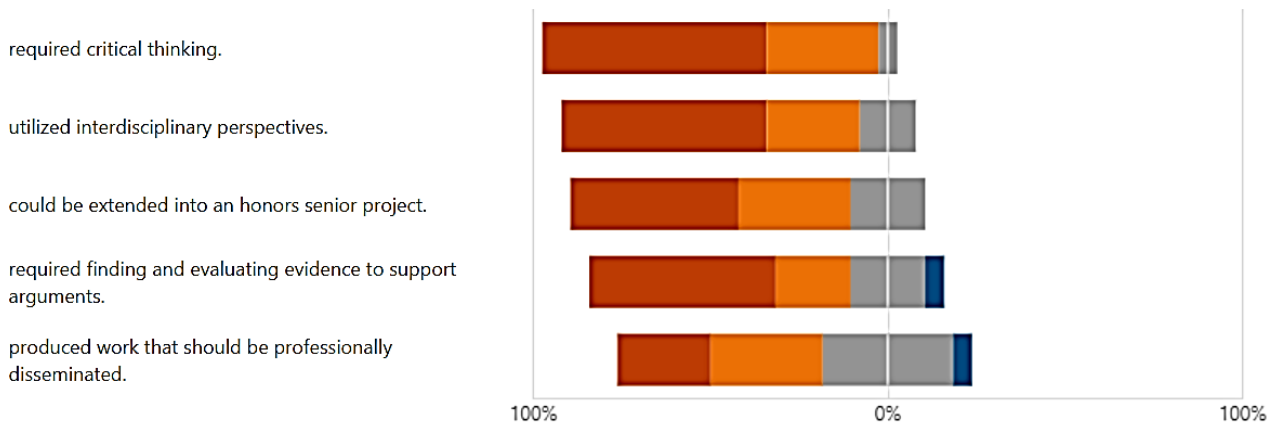
The Honors College requires all students to complete at least one honors contract to help prepare students to engage in undergraduate research. Honors contracts are agreements between students and faculty members to complete a project within any upper division course in their major. Students use contracts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

During 2023-24, our students completed 26 contracts to delve deeper into their fields. Contracts varied from field work, laboratory analyses, leading class discussions, participating in book clubs, and the most common, producing a written document or creative piece demonstrating more depthful engagement than what happens in the typical classroom. The contract titles and mentors are listed in Appendix C.

Assessing Honors Contracts

To evaluate the effectiveness of the honors contract process, faculty completed a post-contract faculty evaluation, and this year 20 of the faculty responded. Faculty evaluated the quality of the proposed honors contract on several dimensions:

■ Strongly Agree ■ Agree ■ Neutral ■ Strongly disagree ■ Disagree



Impressively, the respondents indicated the contracts required critical thinking (95%), utilized interdisciplinary perspectives (84%), and could be extended into a senior project (79%).

On our new 5-Star rating system, faculty also appear very satisfied with the honors contract process and the quality of student work, with the average rating for each of the following statements:

- 4.75: The efficiency of proposing, approving and completing the contract.
- 4.55: The level of quality of the student work.
- 4.83: The response time of the Honors College to any inquiries.



26 Contracts
21 Mentors

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

Senior Projects & Theses

In 2023-24, the following twelve students graduate from the Honors College.



**Les Anderson – B.A. Communication, Degree in Film Studies
Summer 2023**

Thesis: *Mise en Scène: Healing through a Cinematic Lens*

Mentored by: Professor Christopher Robinson

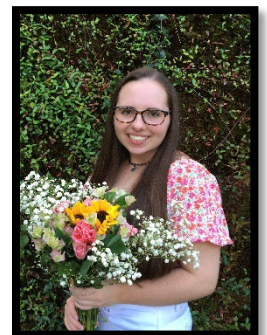
Notes: Les intends to move to Quebec, Canada and continue her studies there.

**Sabrina Fisher – B.S. Earth & Space Science - Geology Concentration with a
certificate in GIS, Fall 2023**

Thesis: *Tectonic Significance of the Western Blue Ridge Marble Hill Hornblende Schist, Southern Appalachians (USA)*

Mentored by: Dr. Clinton Barineau

Notes: Sabrina is attending Texas Tech for her master's degree with a focus in rare earth elements and hopes to work as an exploration geologist for a critical mineral mine.





Campbell Eubanks – B.F.A. Art, Spring 2024

Thesis: *What Does it Mean to be a Human in the Age of Artificial Intelligence?*

Mentored by: Professor Yuichiro Komatsu

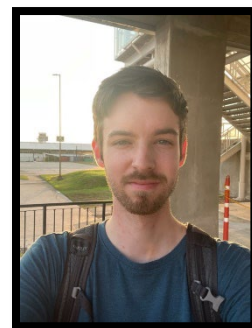
Notes: Campbell plans to grow her business creating and selling ceramic artwork. She hopes to attend a master's program and teach college-level arts in the future.

Zackary Griffith – B.S. Biology, Competitive Pre-Medical Concentration, Spring 2024

Thesis: *An Investigation into Splicing Variation and Expression Patterns of Insulin-like Peptide 4 (ILP4) within the Drosophila Genus*

Mentored by: Dr. Brian Schwartz

Notes: Zachary plans to apply to medical school shortly following graduation to pursue a career as a physician.



Rakaiya Martin – B.S. Biology, Competitive Pre-Medical Concentration, Spring 2024

Thesis: *An Exploratory Study of the Effects of Bis-substituted Triazolium Bromide Salts on the Proliferation of WI-38 Lung Cells and H-1299 Cancer Cells*

Mentored by: Dr. Monica Frazier

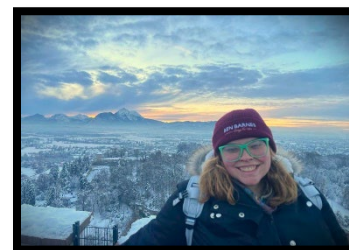
Notes: After graduation, Rakaiya plans to attend medical school to become a physician.

Bailey Melton – B.A. History, Spring 2024

Thesis: *From Victorian Doubt to American Deconstruction: Exploring Faith Crises Across Time and Geography*

Mentored by: Dr. Ryan Lynch

Notes: Bailey plans to pursue graduate school in a few years, with the goal of becoming a professor specializing in American cultural and religious history.



Mia Padilla – B.A in Guitar Performance, Minor in Psychology and Certification in Musicology, Fall 2023

Thesis: *The Five Bagatelles of Sir William Walton*

Mentored by: Dr. Andrew Zohn

Notes: Mia plans to start her graduate studies in the next semester and keep growing musically.

Arianna Poveda – B.A. History, Spring 2024

Thesis: *Sacred screens: Hinduism, Buddhism, Shintoism, and Islam in Popular Culture.*

Mentored by: Dr. Bryan Banks

Notes: At just twenty years old, Arianna does not have any immediate plans after graduation other than taking a much-deserved breather.



Jonathan Robertson – B.S. Political Science, Summer 2024

Thesis: *An Anatomy of the Muscogee County Judicial System*

Mentored by: Professor Edward Berry

Notes: Jonathan is dedicated to public service and our legal system. He plans to enter the police training next fall with the ultimate goal of pursuing a career in criminal law in Columbus.



Elise Snow – B.A. Chemistry, Biochemistry Concentration, Spring 2024

Thesis: *Biochemical Analysis of Secondary Metabolites in Eupatorium Seritonum*

Mentored by: Dr. Wade Holley

Notes: After graduation, Elise will be a yearlong intern at the National Renewable Energy Lab (NREL) to enhance bio-fuel extraction from wood. Her overarching career goal is to conduct meaningful chemical research associated with helping society, the environment, and population health.



Don'ya Truesdale – B.S.N. Nursing, Spring 2024

Thesis: *Reducing Mortality Among Black Mothers Related to Postpartum Hemorrhage: Implementing Early Education and Risk Assessments*

Mentored by: Dr. Chandler Padgett

Notes: After graduation, Don'ya will be traveling back to her hometown in Baltimore, MD to pursue a career in nursing.

Eli Woods – B.A. English, Professional Writing Concentration Fall 2023

Thesis: *Girl Interrupted: A Second-Wave Analysis*

Mentored by: Dr. Carey "Scott" Wilkerson

Notes: After graduation, Eli will continue at Columbus State to complete her master's, pursuing a degree in Higher Education leadership.



Honors Pins, Regalia, & Ceremonies

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



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

CSU, such as engineers and pharmacists, and all who have made commitments to support the Honors College. It is a milestone that students achieve as they begin their thesis work, and we like to acknowledge that accomplishment and give our students something that they can always wear proudly. This helps students remember their commitment to life-long learning, looking at the world through multiple lenses, striving for excellence, and supporting each other as they take risks and make our community and our world a better place.



The Black & White Ceremony

This event was hosted on Tuesday, November 28th, 2023 at the Loft on Broadway. The Black & White Ceremony is always one of our favorite events! During this event we honored two Honors College graduates and seven students who received their Honors College pin. We also honored Dr. Eric Spears from the Center for Global Engagement as our Honors Global Faculty Fellow. Dr. Stuart Rayfield, CSU President, was also in attendance to present the Honors College graduation cords.

Spring Awards Ceremony

The annual Awards Ceremony was hosted at Green Island Country Club on May 4, 2024. Over 50 students, faculty, and guests were in attendance. The annual Awards Ceremony is our biggest award event of the year as we honor our graduates and their committed faculty.



STUDENT ACTIVITIES ~ SERVING & LEADING

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 regularly to provide feedback on Honors College programming and makes suggestions for improvement.

Honoris Causa Traditions

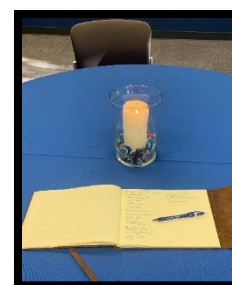
Back to School Picnic

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



Induction

Honoris Causa also held an induction, a traditional welcome 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 Girl Inc., inside and out!

EVENTS FOR 2023-2024

- CSU Day of Service
- Study Hours
- Uptown Tree Trail
- Trunk or Treat
- Homecoming: Paint the Paw
- Columbus Road Runners Volunteering
- St. Patrick's Day Scavenger Hunt
- Clean Up Columbus
- Friendsgiving
- Back to School Picnic
- Study Abroad Fair
- Ice Cream Social
- Six Flags
- Honors Crucial Conversations Series



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



Honoris Causa Officers 2023 -2024

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

Jarrett Huckaby, President

Elise Snow, Vice President Main Campus

Lauren Katzfey, Secretary Main Campus

Megan Brenner, Treasurer

Taylor Wicklund, Social Event Coordinator

Charlie Hearn, Vice President RiverPark

Lilly Patterson, Secretary RiverPark

Sam Kimball, Social Media Coordinator

We are also grateful for 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 2023 - 2024

Jarrett Huckaby

Jessica Cegarra Arraiz

Tyler Sierra

Katelyn Williams

Erin McEntyre

Izannah Bailey

Aaliyah Phillips

Sonya Mahon

Matthew Woods

Vincent Ficalore

Jenifer Castillo

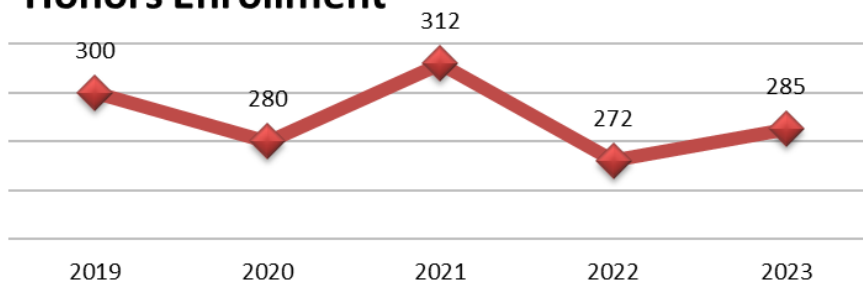
Reed Castrejon

HONORS COLLEGE ENROLLMENT TRENDS

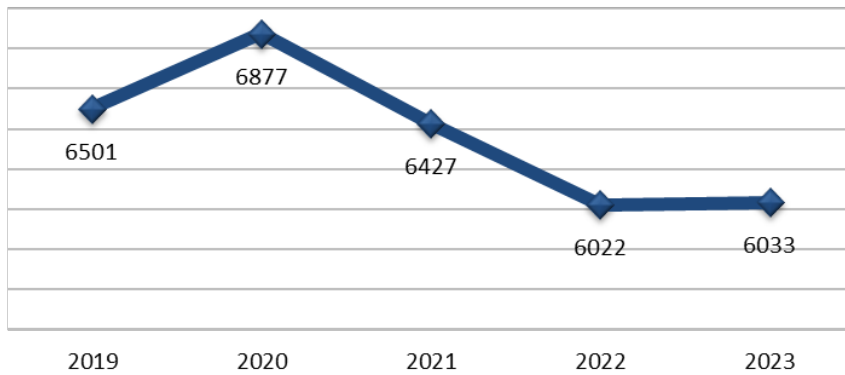
In Fall 2023, we enrolled 285 students, which was a 4.8% increase over the previous year. We reached 4.7% of CSU undergraduates and met the National Collegiate Honors Council (NCHC) recommendation of enrolling 3-5% of total undergraduate enrollment. Our first-year retention rate was 86%, which is the percentage of our first-time, full-time students who enrolled in Fall 2022 who returned as sophomores at CSU in Fall 2023. 71% remained in the Honors College.

Our six-year graduation rate was impressive, with 75% of the 2018-19 cohort of first-time, full-time honors students graduating from CSU. Of that cohort, 23% graduated with their honors seal.

Honors Enrollment



CSU Enrollment



4.7% of CSU
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. Not only are we committed to attracting all majors, but we are dedicated to ensuring that all students have access to an education that is commensurate with their abilities. In 2023-24, 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	26%	College of Letters & Science	43%
Art Department	13	Biology Department	32
Communication Department	10	Chemistry Department	11
Schwob School of Music	27	Policy, Justice & Public Safety	10
Theatre Department	23	Earth and Space Science	25
Turner College	17%	English Department	12
Accounting & Finance	10	History & Geography Dept.	9
Marketing & Management	21	Mathematics Department	9
Computer Science	18	Society, Culture & Languages	2
College of Education & Health Professions	13%	Psychology Department	12
Kinesiology & Health Sciences	14		
School of Nursing	18	Dual Enrollment	1
Teacher Education Department	6		
		Grand Total	285

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

12% 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 2023, 46% of our students identified as white, and 63% 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.



Undergraduate Demographics	CSU	Honors College
Female	58%	64%
Male	42%	36%
White	41%	47%
Black	36%	25%
Asian	3%	6%
Two or More Races	5%	8%
Hispanic or Latino	10%	12%

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 fall, we invited applicants to our Presidential Scholars Interview Day, and hosted a second interview day in the spring for our Tower Scholarships. Students were provided opportunities to meet department chairs and the dean online before they interviewed with our panelists. In Fall 2023, 107 first-time full-time students applied to the Honors College, and 63% of the 102 students we admitted have enrolled for classes in Fall 2023. Our applications grew by 35% and our average grade point average and test scores remain strong, but slightly lower as we have added class rank to our criteria. Admission criteria is listed in Appendix D.

Applications Trends for Fall 2018 to 2023

	Total	Not Local	Perfect 4.0	Admitted	Admission Rate	GPA	SAT	ACT	Yield
Fall 2023	107	59%	30	102	95%	3.8	1187	25	63%
Fall 2022	79	62%	30	73	92%	3.8	1185	27	84%
Fall 2021	105	59%	35	100	95%	3.78	1240	26	66%
Fall 2020	75	60%	27	64	85%	3.85	1232	28	72%
Fall 2019	103	25%	21	87	84%	3.81	1161	26	72%
Fall 2018	111	57%	24	92	83%	3.78	1164	26	66%

Recruiting Undergraduates to the Honors College

In Fall 2023, 61% of students enrolled in the Honors College entered as first year; 1.4% entered through our high school dual enrollment program, while the remaining students entered as CSU undergraduates (35.4%) or transfer students (2.5%). 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 E 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 \$226,600 in direct student support with our spending per student increased to \$795 per student.

Incoming First Year Scholarships: Funded by sixteen restricted endowments and the state scholarship fund listed in Appendix F, 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.

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

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

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

FY 2023-24 Scholarship & Grant Expenditures		
	First Year	Undergraduate
Presidential Scholarship	\$15,000	
Tower Scholarship	\$87,650	
University Scholarship	\$29,750	
Tower Study Abroad*	\$33,700	
Meritorious Students with Need Awards		\$26,000
Undergraduates Two-Year Awards		\$17,500
Honor Education Activity Grants		\$3,400
One-Time Awards	\$11,000	
First Generation Student Awards		\$1,100
	\$177,100	\$48,000
Total		\$226,600

* Estimate includes Summer 2024

Investing in the Honors College

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

THE LAUREATE SOCIETY

Mr. & Mrs. Gary Allen	Dr. Lauren King
Mrs. Peggy Batastini	Mr. Tyler Krug
Dr. & Mrs. James Buntin	Ms. Rachel Lambert
Ms. Sharron Caldwell	Mr. & Mrs. Stephen Lewack
Ms. Verna Campos	Dr. & Mrs. David Lewis*
Mr. Robert Anness & Mrs. Katarine Cannella	Dr. Ryan Lynch & Mrs. Jacqueline Lynch
Mr. & Mrs. Larry Cardin	Mr. & Mrs. Dominador Manio
Ms. Stephanie Carney	Mrs. Rayonna McGregor
Mr. Kenneth Couture, Sr.	Mr. & Mrs. Timothy Money
Ms. Joan Cramer	Mr. & Mrs. Frank Moody
Mrs. Diane Dana	Ms. Abby Moore
Ms. Beverly Mack Davis	Dr. & Mrs. Vincent Naman*
Ms. Jessica Demarco-Jacobson	Dr. And Mrs. Eddie Obleton*
Ms. Ashlyn Dewberry	Dr. & Mrs. Robert Patton
Mrs. Susan Dolan	Dr. Lydia Ray
Mr. and Mrs. James Feighner, Jr.	Mr. & Mrs. Michael Reinier
Dr. & Mrs. R. Clark Gillett, Jr.	Mr. Timothy Sabau
Mrs. Helen Green	Mr. & Mrs. Frank Schley
Mrs. Richard Hallock	Mr. & Mrs. John Shinkle
Ms. Amy Hamilton	Mr. & Mrs. Gregory Siddall
Dr. & Mrs. Ed Helton*	Mr. & Mrs. Michael Smith
Mr. John Hargrove	Dr. & Mrs. Eric Spears
Mr. & Mrs. Howell Hollis III	Ms. Patty Kimbrough Taylor
Mr. Paul Holmer Monte*	Ms. Maryah Thompson
Mr. & Mrs. Bruce Howard*	Mr. Lealava'a Tuiolosega
Mr. & Mrs. Stephen Howard	Mr. Michael Tullier
Ms. Jo Huffman	Mr. & Mrs. Richard Ussery
Mr. & Mrs. Edgar Hughston	Mr. & Mrs. Arthur Van Allen
Mrs. Lynn Jenkins	Mr. Ferrell Weatherman
Mr. & Mrs. Robert Richard Joyner	Mr. & Mrs. Torrey Wiley*
Mr. & Mrs. Kelsey Kennon*	Mr. & Mrs. James Yancey
Mr. & Mrs. Jack Key III	

**Members of the Honors College Advisory Board are listed on page 32.*

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. Ryan J. Lynch, Associate Dean of Honors and Interdisciplinary Studies

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.



Dr. Dawn Frazier, Associate Dean of Undergraduate Research

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



Ms. Jasmine Reid, 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 on the Higher Education track at Columbus State 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 and completed the Master of Education Leadership degree in the Higher Education Track at Columbus State University in 2022. She brings multiple years of higher education experience to the Honors College.

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. Aaron Gierhart

Faculty Fellow Fall 2023-Spring 2024
Assistant Professor
Department of Teacher Education,
Leadership, & Counseling

Dr. Kim Shaw

Faculty Fellow Fall 2024-Spring 2026
Professor
Department of Physics



Dr. Eric Spears

Honors Global Faculty Fellow Fall 2023
Associate Professor
Center for Global Engagement

Dr. Scott Wilkerson

Faculty Fellow Spring 2023-Fall 2024*
Associate Professor
Department of English



Dr. Cameron Williams

Faculty Fellow Fall 2023 – Spring 2025
Associate Professor
Department of Society, Culture, &
Languages

Dr. Shannon Godlove

Faculty Fellow Spring 2022 – Fall 2023
Professor
Department of English



Our Faculty Fellows create a core team that supports every aspect of honors education. You can find more information about the Faculty Fellows program in Appendix G.

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 2023-24.

Mr. Bruce Howard, Chair
Ms. Kathy Jones, Chair elect
Mrs. Dian Naman
Mr. Kelsey Kennon
Dr. David Lewis
Dr. Ed Helton
Dr. Shikha Shah

Mr. Torrey Wiley, Past Chair
Mr. Bob May
Dr. Eddie Obleton
Mr. Paul Holmer-Monte
Dr. Cindy Ticknor (ex officio)
Dr. Andrea Frazier (ex officio)
Dr. Ryan Lynch (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.

Dr. Susan Tomkiewicz, Chair, COLS
Dr. Joshua May, COA
Prof. Christopher Dills, COA
Dr. Parul Acharya, COEHP
Dr. Chandler Padgett, COEHP
Dr. Michel Dentzau, COLS
Dr. Shannon Godlove, COLS
Dr. Mahmut Reyhanoglu, COLS
Ms. Nancy Shore, Library

Dr. Ed O'Donnell, TCOB
Dr. Aisha Adams, Member-At-Large
Dr. Cindy Ticknor (ex officio)
Dr. Andrea Dawn Frazier (ex officio)
Dr. Ryan Lynch (ex officio)
Mr. Jarrett Huckaby, Student
Ms. Elise Snow 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 2023-24 was:

Dr. Joshua May Co-Chair, COA
Dr. Andrea Dawn Frazier Co-chair, COEHP
Dr. Guihong Fan, COLS
Dr. Steve Jessup, COLS
Dr. Kerri Taylor, COLS
Dr. Yi Zhou, TCOB
Dr. Lydia Ray TCOB

Dr. When Shi, TCOB
Ms. Laura Pate, Servant Leadership
Dr. Ryan Lynch (ex officio)
Dr. Cindy Ticknor (ex officio)
Dr. Eric Spears (ex officio)
Ms. Brooke Quarterman (ex officio)

APPENDICES 2023-24

Appendix A: Interdisciplinary Studies Curriculum

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

Major Requirements **78 credit hours**

Field of Study: 18 hours

ITDS 2791 Interdisciplinary Pathways 1 credit hour

ITDS 2792 Information Literacy and Critical Analysis 1 credit hour

ITDS 2793 Interdisciplinary Research and Careers 1 credit hour

Guided Electives 15 credit hours

Required for Major: 39 credit hours

ITDS 4901 Interdisciplinary Capstone Proposal 1 credit hour

ITDS 4902 Interdisciplinary Capstone 2 credit hours

Pathways 36 credit hours

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

General Electives: 21 credit hours

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

Total Requirements **123 credit hours**

Interdisciplinary Studies Governing Board. Since every student designs their degree plan, an interdisciplinary group of faculty members must provide oversight and feedback on the program quality and coherence. This year, we recruited a diverse group of faculty to serve on a governing board to support our new program.

Dr. Ryan Lynch, Chair
Dr. Wen Shi, Accounting & Finance
Dr. Ensaf Taha, Biology
Ms. Nancy Shore, Libraries
Dr. David Hahn, Music
Dr. Lydia Ray, Computer Science

Dr. Natalia Temesgen, English
Dr. Adam Bova, Communication
Dr. Natasha Hourel, Health Sciences
Dr. Tugce Gul, Teacher Education,
Leadership& Counseling

Appendix B: Honors Learning Outcomes & Curricular Requirements

Learning Outcomes

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

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

Honors Curricular Requirements

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

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

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

The Point System – How to Earn the Honors Seal

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

- Incentivizes scholarly publications, dissemination of work, and applications for national recognitions.
- Incorporates honors level internships, practicums, and other field experiences through problem solving.
- Prioritizes cultural awareness and developing global perspectives.
- Improves the alignment of requirements with learning outcomes. This not only benefits program assessments, but also enables students to effectively communicate the skills and richness of their honors experience to future employers and graduate schools.
- Adds flexibility for transfer students and undergraduates who never had the opportunity to participate in honors education before joining the university.
- Moves community engagement requirements from our honors society (Honoris Causa) into the curriculum.

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

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

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 shadowing to explore career options (1 point), completing internships (1-3 points), completing "soft skills" or "life skills" workshops, or completing test preparation programs for graduate entrance exams (GRE, MCAT, LSAT, etc.).

National Awards & Recognitions (0-2 points)

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

Honors 3020 Personal Enrichment (0-4)

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

HONS 3025 Service Learning (0-2 points)

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

HONORS MODULE: ACADEMIC ENHANCEMENT

Required Points in this Category: 10 Honors Points

Required Capstone: HONS 3555 Great Conversations

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

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

By completing this module, honors students will:

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

Earning Points in Academic Enhancement

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

Honors Core Courses (3-8 points)

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

International Education (2-7 points)

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

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

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

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

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

HONS 3000: Academic Enhancement Seminars (0-5)

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

Other Academically Enhanced Courses (0-5)

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

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

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

HONS 3555 Great Conversations

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

HONORS MODULE: RESEARCH & INDEPENDENT INQUIRY

Required Points in this Category: 10 Honors Points

Required Capstone: Honors Senior Project Course Sequence

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

By completing this module, honors students will:

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

Earning points in research & independent inquiry

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

Contracts: Faculty Directed Projects (3-9 points)

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

Field-Based Problem Solving (0-6)

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

Independent Study (0-4 points)

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

HONS 3025 Service Learning (0-2 points)

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

Publications (0-5 points)

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

Examples of points awarded:

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

Regional Presentations & Performances (0-5)

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

Examples of points awarded:

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

Appendix C: Honors Completed Contracts 2023-24

Contracts Fall 2023

An Analysis of Georgia Worker's Compensation

Completed by Lauren Katzfey, mentored by Thomas Tebeau

Set Theory

Completed by Felicity Acosta, mentored by Eugen Ionascu

Breaking the Binary: Gender Subversions in Toni Morrison's "Song of Solomon"

Completed by Yasmin Mezayek, mentored by Judith Livingston

An Analysis of Human Resource Management Practices for Employees with Disabilities

Completed by Lilly Patterson, mentored by Kevin Hurt

My Eyes Were Watching God: An Exploration of Generational Trauma in Toni Morrison's "Song of Solomon"

Completed by Kennedy Buckner, mentored by Judith Livingston

Biochemistry Book Club

Completed by Apoorva Kollaram, mentored by Jonathan Meyers

Barriers and Bridges

Completed by Jarrett Huckaby, mentored by Janice Hudson

Biochemistry Book Club

Completed by Rakaiya Martin, mentored by Jonathan Meyers

Biochemistry Book Club

Completed by Victoria Canedo, mentored by Jonathan Meyers

Mia's Guitar Recital

Completed by Mia Padilla, mentored by Andrew Zohn

Discussions of ethics, gender, and race in the scientific community

Completed by Josh Adams, mentored by Jonathan Meyers

Scientific Book Analysis

Completed by Cassidy Fine, mentored by Jonathan Meyers

Dumpster Diving Paper

Completed by Arianna Poveda, mentored by Douglas Tompson

Lesson Plan – Exploring Creativity in a Content Culmination Project

Completed by Celeste Grantham, mentored by Saoussan Maarouf

History's Greatest PR Scandals

Completed by Kamaron Freeman, mentored by Tiffany McBride

FBPS Music and Identity, 83449

Completed by Erin Fowler, mentored by Reba Wissner

Contracts Spring 2024

Experiment and Analysis of Splitting a Fingerprint for Toxicology and Arson

Completed by Alyssa Schmitz, mentored by Kerri Taylor

The Process Drama Extended Lesson Plan

Completed by Charlie Hearn, mentored by Brenda Ito

Impact of Heavy Metals on Fish Ecology

Completed by Collin Miller, mentored by Jennifer Newbrey

Exploration of Digital Systems Design using Vivado Design Suite

Completed by Dale Ploen, mentored by Mohammad Jafari

Communication|Non-Verbal Communication| Movie Analysis

Completed by James Tate, mentored by Gary Guffey

Qualitative and Quantitative Analysis of Lynnhaven Pond

Completed by Ma Lon Lane, mentored by Clifton Ruehl

The Legacy of Emperor Heraclius in Islamic and Byzantine Sources

Completed by Rico Mora, mentored by Ryan Lynch

Annual Report 2023-24

Spreading Safety Awareness on Campus and Off

Completed by Shawn'a Lee, mentored by Samantha Yoo

Tripping Through Triangles

Completed by Tamyia/Mya Talley, mentored by Eugen Ionascu

Additional Histological Staining Techniques

Completed by Zack Griffith, mentored by Elizabeth Klar

Appendix D: Honors College Admission Criteria

Entering Freshmen

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

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

CSU & Transfer Student Admissions

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

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

*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 E: 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: November 1
- ▶ Notify Interviewees: November 6
- ▶ Interview Day: November 17
- ▶ Award Letters Mailed: December 1 (All others will be waitlisted).
- ▶ Acceptance Required by: May 1

Tower Competition:

- ▶ Application Due Date: February 1
- ▶ Notify Interviewees: February 6
- ▶ Interview Day: February 23
- ▶ Award Letters Mailed: March 8
- ▶ 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 F: Scholarship & Grant Sources

In 2023-24, high achieving students in the Honors College received \$226,600 in scholarships and grants. The following endowments, restricted funds, annual restricted gifts, and state scholarship allocations provide funding for scholarships each year.

Community Scholarship
Frank Brown Scholarship
Gerald & Linnie Coady Scholarship
Greentree Scholarship
Bruce & June Howard Scholarship
Hollis Leadership Scholarship
James & Gladys Smith Scholarship
James W. Hunter Scholarship
John & Judith Satlof Scholarship

Leo & Florence Brooks Scholarship
Walter E. Haywood Scholarship
William Fort Scholarship
John & Betty Ruth Rogers Endowment for
Excellence
Richards Needs-Based Scholarship^{*A}
T. Hiram Stanley Scholarship^{*S}
T. Whitley Scholarship^{*S}
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 \$193,704 in 2021-22 to \$226,600 in 2023-24, up 17% as student travel and study abroad resumed.

Appendix G: Honors Faculty Fellows Program

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

Rationale

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

Policies

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

Honors College Workload and Expectations

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

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

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

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

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

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

Fall Semester Year 1

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

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

Faculty B1: Honors Core* (3)

Faculty B2: Honors Core* (3)

Spring Semester Year 1

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

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

Faculty A1: Honors Core* (3)

Faculty A2: Honors Core* (3)

Fall Semester Year 2

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

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

Faculty A1: Honors Core* (3)

Faculty B1: Honors Core* (3)

Spring Semester Year 2

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

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

Faculty A2: Honors Core* (3)

Faculty B2: Honors Core* (3)

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

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

