

*Honors Student  
Handbook*

*For Students Entering  
Fall 2020  
University Honors Program*



# Table of Contents

|   |            |
|---|------------|
| Provost’s Welcome.....  | 3          |
| Message from the Director.....                                | 4          |
| The Honors Program Faculty Members.....                       | 5          |
| Honors Peer Mentors .....                                     | 5          |
| The Honors Program Office Staff.....                          | 6          |
| Goals and Philosophy .....                                    | 7          |
| Statement of Purpose .....                                    | 8          |
| Assessment Rubric .....                                       | 9          |
| Track 1: University Honors Seminar Path .....                 | 11         |
| Integration of the AUCC into the Honors Core Curriculum ..... | 12         |
| Track 2: Discipline Honors Seminar Path .....                 | 13         |
| Continuation in the Honors Program.....                       | 14         |
| Good Standing in the University Honors Program.....           | 15         |
| Honors Advising and Registration .....                        | 16         |
| Common Registration Error Messages .....                      | 17         |
| The Senior Honors Thesis .....                                | 18         |
| Honors Residential Learning Community .....                   | 19         |
| Academic Information .....                                    | 20         |
| Traditional Grading – Plus/Minus.....                         | 22         |
| Academic Integrity .....                                      | 23         |
| Campus Information .....                                      | 25         |
| Campus Resources.....   | 27         |
| Honorary Societies .....                                      | 30         |
| Special Learning Opportunities .....                          | 31         |
| Honors Enrichment Award Program .....                         | 32         |
| Scholarship Opportunities .....                               | 33         |
| Graduating with University Distinction .....                  | 35         |
| Contact Information.....                                      | back cover |



## **Welcome from the Provost and Executive Vice President**

**Welcome to Colorado State University and to the Honors Program!** I am pleased you have selected Colorado State to continue your education, and I hope the opportunities and challenges that await you exceed your expectations. I am confident that you will contribute to the long-standing tradition of Honors students becoming campus leaders and exemplary university citizens.

At Colorado State University, we are proud to offer a program that presents exceptional students an opportunity for a broad and unique educational experience. The Honors Core Curriculum is an innovative program of study that offers students the opportunity to take small classes and specialized seminars with the University's most outstanding scholars. These classes enable you to make personal connections with talented faculty and other bright and enthusiastic students. In addition, you will have many wonderful opportunities beyond the classroom such as study abroad, independent research, and co-curricular activities.

The Honors Program is among the University's top academic priorities and is developing into a program of national prominence. The high caliber of Honors students that we are attracting clearly signals that we are moving toward the next level of excellence.

I hope you share my excitement about the Honors Program and your opportunity to receive an outstanding education. I encourage you to take advantage of all the University has to offer. Best wishes for a successful career at Colorado State University.

Yours sincerely,

Mary Pederson  
Provost and Executive Vice President



## Message from the Director

I am pleased to welcome you to the Honors Program community. We are delighted that you will join the growing ranks of motivated, talented students who take advantage of the many opportunities CSU offers while you complete your undergraduate education and prepare for your future career.

Our program offers you a challenging and enriching program of studies and personalized attention and support from the Honors Program staff, faculty, and peers. We call this experience a *public ivy education* because you receive a world class education, participate in small learning communities typically found at liberal arts colleges, and benefit from the resources and diversity of an outstanding national university.

The University Honors Program (UHP) was founded in 1957 by Professor Willard Eddy with a class of 15 students. The hallmarks of the early program persist—excellent students, outstanding faculty, small classes, and interdisciplinary seminars. There are now almost 1,800 students in the program. This planned growth and development reflects our program's status as a highly prized area of excellence, its role in recruiting and retaining high ability students, and the support we have received from President Joyce McConnell and Provost and Executive Vice President Mary Pedersen, the college deans, department chairs, faculty and others.

The UHP provides a flexible curriculum involving Honors Seminars and courses. All first-year students enter as Track 1, which fulfills a majority of their general education requirements through 5 interdisciplinary seminars. Students with at least 30 incoming transfer credits may opt for Track 2, which focuses on upper-division Honors experiences in their majors. Students who complete the requirements for these programs receive the University Honors Scholar designation on their transcript and diploma.

The UHP strives to develop well-rounded individuals through the optional residential learning communities in the Academic Village and Edwards Residence Hall, and by encouraging participation in areas such as leadership, service, study abroad, and University activities. CSU offers this flexible, personalized approach to undergraduate education to encourage you to seek initiatives that allow you to excel beyond the classroom. Please use this handbook to familiarize yourself with the information you need to successfully complete the University Honors Program at CSU.

Best wishes for a successful and rewarding first year at Colorado State University.

Sincerely,

Donald L. Mykles, Director  
Professor of Biology



## **The Honors Program Faculty Members**

The key to an outstanding education and a superb program is to maximize the professional interactions among faculty and students. The University Honors Program is fortunate to have excellent faculty and students who create a world class learning environment. Most of the faculty members who teach Honors courses, including Honors seminars, have appointments in academic departments. They are exceptional teachers, many of whom have made significant contributions to their fields in research, project design, and artistry. Some also serve as academic advisers or mentor Honors students' senior theses.

In addition, there are special faculty members, including emeritus faculty, who have appointments in the University Honors Program and teach several Honors seminars. They are outstanding teachers and also serve as thesis advisers and committee members on occasion. Find more information on the Honors Faculty at [www.honors.colostate.edu/faculty](http://www.honors.colostate.edu/faculty).

## **Honors Peer Mentors**

The Honors Peer Mentors are a select group of 56 Honors students who lead the orientation component of the Honors First-Year Seminar, HONR 192. They are responsible for helping first-year Honors students transition successfully to Colorado State University and the Honors Program by introducing them to campus resources, showing them ways to get involved with different student organizations, and teaching them about campus life.



## The Honors Program Office Staff

The Honors Program office staff consists of faculty, support staff, and student assistants who work to create a challenging and supportive learning environment for students. The main goals of the Honors staff are to serve students well through quality advising, mentoring, and enriching out-of-class learning experiences.



**Dr. Don Mykles, Director**, joined the Biology faculty in 1985. He became the director of the Honors Program July 2012, after serving eight years as Associate Dean in the College of Natural Sciences. He teaches an Honors seminar and involves undergraduates in his research on the hormonal control of growth and limb regeneration in crabs and lobsters. Don can be reached at 491-5679 or by email at [Donald.Mykles@ColoState.edu](mailto:Donald.Mykles@ColoState.edu).

**Diane Burton, Assistant Director** This fall, Diane Burton is beginning her sixteenth year as the Assistant Director of the Honors Program. Her major areas of responsibility are recruiting and retaining high ability students. She is the Program's primary academic adviser and coordinates Ram orientation. Diane can be reached at 491-2225 or by email at [Diane.Burton@ColoState.edu](mailto:Diane.Burton@ColoState.edu).



**Melanie Smith Nichols, Program Coordinator** Melanie is responsible for the recruitment and training of peer mentors, developing and implementing new programs for the Honors residential learning communities, advising the Honors Student Association, coordinating review of Honors scholarships, teaching Honors courses, and Track 2 recruitment and advising. Her phone number is 491-2318 and her email is [Melanie.Nichols@ColoState.edu](mailto:Melanie.Nichols@ColoState.edu).

**Shivon Pontious, Advising, Student Success, and Special Projects Coordinator** Shivon joined the Honors Program staff in 2016, and is currently a graduate student at CSU. Her areas of responsibility include student recruitment, advising, Honors engagement activities, assisting with summer orientation, and coordinating Honors events. She can be reached at 491-1746 or [Shivon.Pontious@ColoState.edu](mailto:Shivon.Pontious@ColoState.edu).



**Lori Williams, Program Assistant** Lori is working on her Economics degree here at CSU and has worked on campus since December 1999. She joined the Honors staff in Fall 2016. She is primarily responsible for coordinating the budget and human resources aspects of the Honors program. Her phone number is 491-6200; email is [Lori.Williams@ColoState.edu](mailto:Lori.Williams@ColoState.edu).

**Kimberly Ross, Administrative Assistant** Kimberly joined the Honors Program staff in 2020. Her areas of responsibility include providing administrative support to staff, AV classroom support, event coordination, and updating the Honors website. She can be reached at 491-5679 or [Kimberly.Ross@ColoState.edu](mailto:Kimberly.Ross@ColoState.edu).



Also aiding the Honors Program with his many talents is our fabulous student assistant:

**Shlok Gondalia**



## Goals and Philosophy

The goal of the Honors Program is simple: to challenge you to excel in and beyond the classroom. The University Honors Program encourages you to create an academic experience that is fully aligned with your educational, personal, and professional goals.

As an Honors Student you will:

- Enroll in small interdisciplinary seminars designed and taught by the Honors faculty.
- Join a dedicated community of motivated students and faculty who share your commitment to academic excellence.
- Be encouraged to participate in research, significant community service, and leadership activities throughout your college career.
- Enhance your knowledge of your major through independent study and/or study abroad programs.
- Utilize your creative energy and imagination to pursue your own interests through a senior year capstone project– your senior Honors thesis.

We hope that the program will help you to:

- Begin thinking about effective ways to explore goals and objectives, establish a career path, and discover ways to serve others as you learn and mature.
- Encourage self-reflection and the exploration of options and resources.
- Challenge you to explore possibilities, develop new skills, and broaden educational experiences (within and outside the classroom).
- Encourage you to consider academic and personal alternatives, limitations, and consequences of your choices.
- Develop the confidence to accept new challenges and opportunities with enthusiasm .

Honors faculty, staff and advisers enjoy working with students. They will welcome opportunities to interact with you and will take great pride in your academic and personal accomplishments throughout your undergraduate career. We hope that you will make lifelong friends among the students, staff , and faculty in the University Honors Program.



## Statement of Purpose

The University Honors Program guides the intellectual and emotional development of our students and instills in our students a lifelong love of learning. Students are encouraged to continually strive for excellence in all areas and we expect that our students have the highest intellectual and ethical principles. In short, our purpose is for all participants to achieve “an alert and growing personality, with a balanced system of values; a deep-seated purpose in life; a sense of responsibility for the future; and a dedication to good citizenship.”\*

There are four skill categories that are used to guide and assess the Honors curriculum and program:

**Critical thinking.** The student advances a position with specific theses or hypotheses and can conceptualize ideas or lines of thought. Conclusions and related outcomes acknowledge the complexities of an issue (implications and consequences) and recognize differing points of view. The student formulates and develops claims with sufficient support, including reasoning, evidence, and persuasive appeals, and proper attribution where necessary. The student uses written and oral communication effectively in persuasive arguments.

**Interdisciplinary learning** that is integrated with global and/or cultural viewpoints. The student integrates diverse knowledge, perspectives, and/or skills into arguments and/or strategies. The student is aware of and can clearly incorporate global and/or cultural perspectives to an argument or issue.

**Creativity and problem solving.** The student creatively applies discipline-based and/or cross-discipline-based knowledge to design a variety of forms often using a problem-solving strategy.

**Professionalism, interpersonal skills, and emotional intelligence.** The student acts ethically and positively to foster a supportive group dynamic to advance group work. The student has the emotional intelligence (i.e. ability to perceive, evaluate, and manage emotions) and interpersonal skills to work effectively with others.

\*From a March, 1985 report by former Honors Program Director Dr. Murray Nabors.

# Assessment Rubric

| Assessment Category   | Mastered  | Proficient  | Developing   | Basic  |
|---|---|---|--|--|
| <p><b>1. Critical thinking:</b><br/>Student advances a position with specific theses or hypotheses &amp; can conceptualize ideas or lines of thought. Conclusions and related outcomes acknowledge complexities of an issue (implications and consequences) and recognize differing points of view. Formulates &amp; develops claims with sufficient support, including reasoning, evidence, &amp; persuasive appeals, &amp; proper attribution where necessary. Uses written and oral communication effectively in persuasive arguments.</p> | <p>Position is imaginative &amp; takes into account the complexities of an issue. Limits of position are acknowledged &amp; others' points of view are synthesized within position. Conclusions &amp;/or outcomes are logical &amp; reflect student's informed evaluation &amp; ability to place evidence &amp; perspectives discussed in priority order. Formulates &amp; develops insightful claims with compelling reasoning, evidence, &amp; persuasive appeals, using professional standards of attribution. Highly effective use of written and oral communication in persuasive arguments.</p> | <p>Position takes into account complexities of an issue; others' points of view are acknowledged. Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences &amp; implications) are identified clearly. Formulates clear &amp; coherent claims either directly (thesis statements) or indirectly, with sufficient reasoning &amp; evidence, &amp; with proper attribution where necessary. Effective use of written and oral communication in persuasive arguments.</p> | <p>Position acknowledges different sides of an issue. Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences &amp; implications) are identified clearly. Identifies &amp; appraises support provided for claims made by writers &amp;/or speakers; understands conventions used in proper attribution. Adequate use of written and oral communication in persuasive arguments.</p> | <p>Position is stated, but is simplistic &amp; obvious. Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences &amp; implications) are oversimplified &amp; not well developed. Identifies &amp; understands claims made either directly (thesis statements) or indirectly by writers &amp;/or speakers. Basic written and oral communication skills used in persuasive arguments.</p> |
| <p><b>2. Interdisciplinary learning integrated with global &amp;/or cultural viewpoints:</b><br/>Integrates diverse knowledge, perspectives, &amp;/or skills into arguments &amp;/or strategies; is aware of and can clearly incorporate global &amp;/or cultural perspectives to an argument or issue.</p>   | <p>Independently creates whole arguments or strategies out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or disciplinary perspective &amp; from a global or cultural perspective.</p>  | <p>Independently connects examples, facts, or theories from more than one field of study or perspective in developing an argument or strategy. Provides a global or cultural perspective, but lacks sophistication or nuance.</p>   | <p>When prompted, connects examples, facts, or theories from more than one field of study or perspective in an assignment aimed at argumentation. When prompted, can provide an appropriate global or cultural perspective to an argument or issue, but it may be oversimplified.</p>  | <p>When prompted, connects examples, facts, or theories from more than one field of study or perspective as part of an argumentative work. Has only a basic or naive understanding of global &amp; cultural perspectives regarding a particular argument or issue.</p>   |

|   |   |  |   |  |
|---|---|--|---|--|
| <p><b>3. Creativity &amp; problem solving:</b><br/>Creatively applies discipline-based and/or cross-discipline-based knowledge to discover and design a variety of forms often using a problem-solving strategy.</p>  | <p>The formation process reflects comprehensive &amp; sophisticated familiarity with the discipline(s) &amp; is well thought out, complex, &amp; very applicable. Fully engaged in the creative process by designing a format for a project as a response to flexible guidelines &amp; goals.</p>   | <p>The formation process is adequate for the task, reflected by sufficient familiarity with the discipline(s), &amp; is applicable &amp; useful. Begins to experience the creative process by constructing a project within specific parameters for format &amp; content.</p>  | <p>The formation process is somewhat inadequate for the task, revealed gaps in knowledge central to the discipline(s), or is marginally applicable or useful. Encourages others to interact creatively by offering imaginative ideas in a group setting.</p>  | <p>The formation process is clearly inadequate for the task, large gaps in knowledge central to the discipline is apparent, or is not applicable or useful. Demonstrates a creative approach by finding quick, clever solutions in class discussions &amp; assignments.</p>  |
| <p><b>4. Professionalism, interpersonal skills, &amp; emotional intelligence:</b><br/>Acts ethically &amp; positively to foster a supportive instructional or work environment. Has the emotional intelligence (ability to perceive, evaluate, &amp; manage emotions) &amp; interpersonal skills to work effectively with others.</p> | <p>Seeks consensus with others with differing points of view. Sees new &amp; alternative options. Can handle complexity &amp; ambiguity. Helps the group/class move forward by articulating the merits of alternative ideas or proposals. Resolves conflict in a way that strengthens group cohesiveness. Can manage &amp; respond to emotions in a constructive way. Can put aside biases to relate to others.</p> | <p>Supports &amp; assists in building consensus with others with differing points of view. Offers alternative solutions or courses of action that build on the ideas of others. Identifies &amp; acknowledges conflict &amp; stays engaged with it. Understands the meaning of emotions in others, but may not know how best to manage them. Aware of biases, but makes an effort to relate to others.</p> | <p>Mediates disagreements &amp; understands other perspectives. Offers new suggestions to advance the work of the group or class. Redirects conflict toward task at hand. Understands how emotions promote thinking &amp; cognitive activity; can interpret emotions, but does not always know the best way to respond. Aware of biases, but makes no effort to relate to others.</p> | <p>Can articulate wants &amp; needs and participates in class discussions. Thinks dichotomously (black &amp; white). Shares ideas but does not advance the work of the group or class. Avoids conflict; passively accepts alternate opinions. Perceives emotions in others, but cannot effectively interpret &amp; respond to those emotions; lacks sympathy. Unaware of biases that affect how student relates to others.</p> |



# Track 1: University Honors Seminar Path

Track 1 fulfills over half of the University’s general education requirements (All-University Core Curriculum or AUCC) and is well suited for incoming first-year students without significant college credits. Track 1 is a 26-credit program of studies that consists of five interdisciplinary Honors seminars, two Honors courses in the student’s major, the Honors pre-thesis, and the senior Honors thesis or creative activity. Track 1 fulfills 18 of the 31 credits of the All-University Core Curriculum (AUCC), 9 credits in the student’s major, and 1 elective credit. The diagram below shows the AUCC and major requirements fulfilled by Track 1. Students who complete Track 1 with at least a 3.5 cumulative GPA receive the designation of University Honors Scholar on their diplomas and transcripts.

- Track 1: University Honors Seminar**
- ◆ HONR 192, Honors First Year Seminar
  - ◆ HONR 193, Honors Seminar
  - ◆ HONR 292A, B, or C, Honors Sophomore Seminar
  - ◆ HONR 392, Honors Junior Seminar
  - ◆ HONR 492, Honors Senior Seminar
  - ◆ Honors course in the major (200 or 300 level)
  - ◆ Honors course in the major (300 or 400 level)
  - ◆ HONR 399, Honors Pre-Thesis
  - ◆ HONR 499, Senior Honors Thesis

*Fulfills*

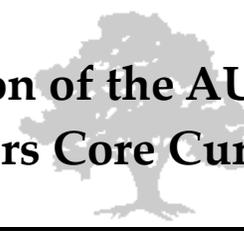
- All-University Core Curriculum  
Category Requirements\***  
(18 credits)
- ◆ Intermediate Writing (1A)
  - ◆ Arts/Humanities (3B)
  - ◆ Social/Behavioral Sciences (3C)
  - ◆ Historical Perspectives (3D)
  - ◆ Diversity and Global Awareness (3E)

- Electives**  
HONR399  
(1 credit)

- Major Requirements**  
(9 credits)
- ◆ 200 or 300 level course in the major
  - ◆ 300 or 400 level course in the major
  - ◆ HONR 499, Senior Honors Thesis

*\*The Honors curriculum for Track 1 fulfills five of the eight AUCC categories. Students must fulfill the remaining three categories to complete the University’s general education requirements (AUCC): Additional Communications (Advanced Writing, 2), Quantitative Reasoning (1B), and Biological/Physical Sciences (3A). Special Honors sections of regular courses are offered in most of these categories. In addition, many majors that require Public Speaking (SPCM 200) will accept the Honors Core to satisfy this departmental requirement.*

# Integration of the AUCC into the Honors Core Curriculum



General education requirements (AUCC) are integrated into the four one-semester Honors seminars required in Track 1. Honors students in Track 1 will study these areas from their first semester through their senior year. Table 1 shows the integration of the AUCC into each of the four Honors seminars and Table 2 explains which AUCC requirements are fulfilled by each Honors seminar.

**Table 1. Integration of AUCC Requirements into the Honors Seminars**

|   |  |
|---|--|
| <p><b>HONR 192:</b></p> <ul style="list-style-type: none"> <li>• Arts/Humanities</li> <li>• Historical Perspectives</li> <li>• Intermediate Writing</li> <li>• [Oral Communication]*</li> </ul> <p><b>HONR 193 (prerequisite, HONR 192):</b></p> <ul style="list-style-type: none"> <li>• Arts/Humanities</li> <li>• Diversity and Global Awareness</li> <li>• Historical Perspectives</li> <li>• Intermediate Writing</li> <li>• [Oral Communication]*</li> <li>• Social/Behavioral Sciences</li> </ul> <p style="margin-left: 20px;">* May satisfy a requirement for specific majors.</p> | <p><b>HONR 292A, B, or C (prerequisite, HONR 193)</b></p> <ul style="list-style-type: none"> <li>• A = Biological and Physical Sciences</li> <li>• B = Arts/Humanities</li> <li>• C = Diversity and Global Awareness</li> </ul> <p><b>HONR 392 (prerequisite, HONR 193):</b></p> <ul style="list-style-type: none"> <li>• Arts/Humanities</li> <li>• Diversity and Global Awareness</li> <li>• Historical Perspectives</li> <li>• [Oral Communication]*</li> <li>• Social/Behavioral Sciences</li> </ul> <p><b>HONR 492 (prerequisite, HONR 392):</b></p> <ul style="list-style-type: none"> <li>• Diversity and Global Awareness</li> <li>• Historical Perspectives</li> <li>• [Oral Communication]*</li> <li>• Social/Behavioral Sciences</li> </ul> |
|---|--|

**Table 2. AUCC Requirements Fulfilled By the Honors Seminars**

| <u>Course</u>                             | <u>AUCC Requirement Fulfilled*</u>  |
|---|---|
| HONR 192 and HONR 193                     | <i>Intermediate Writing (1A)</i>  |
| HONR 292A or<br>HONR 292B or<br>HONR 292C | <i>Biological and Physical Sciences (3A, 3 of 7 credits)<br/>Arts/Humanities (3B, 3 of 6 credits)<br/>Diversity and Global Awareness (3E)</i> |
| HONR 392                                  | <i>Arts/Humanities (3B, 3 of 6 credits)</i>   |
| HONR 492                                  | <i>Social/Behavioral Sciences (3C)</i>  |

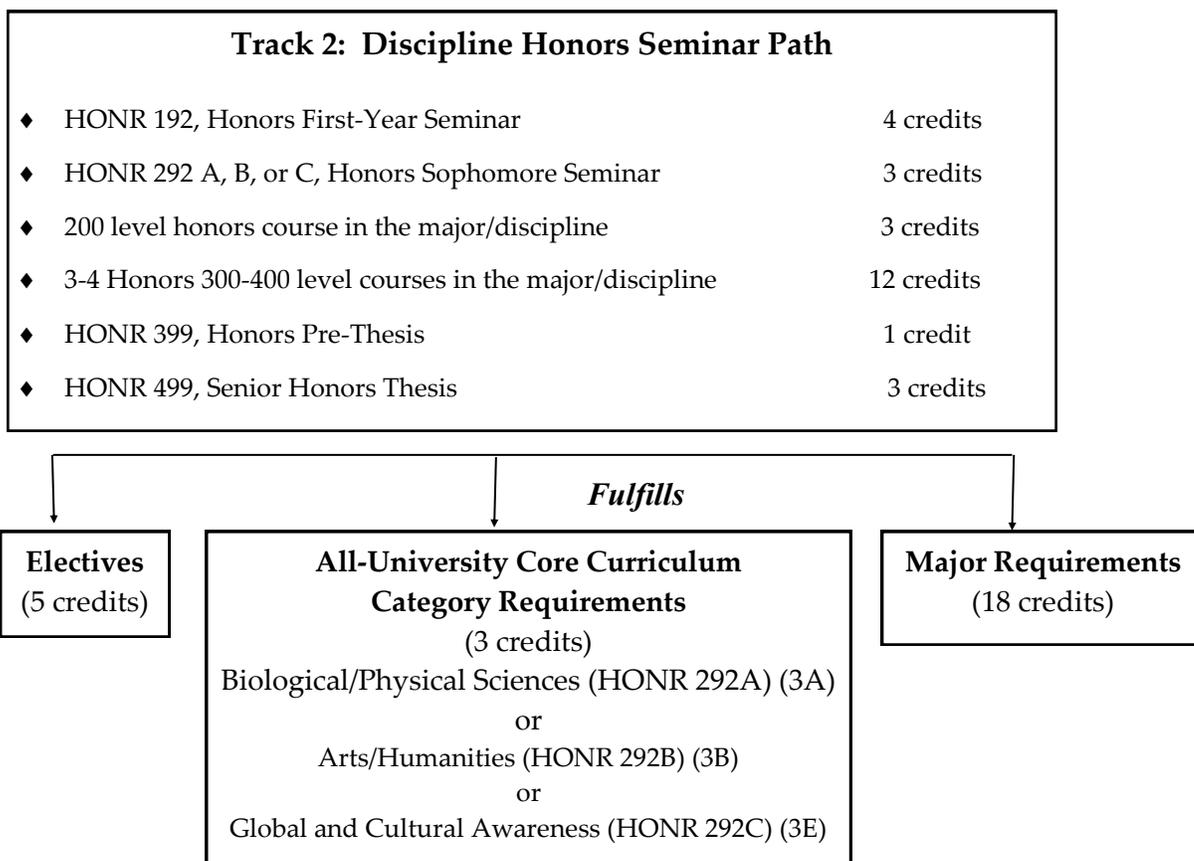
\*Students must complete the remaining Track 1 requirements (two Honors courses in the major, the Honors pre-thesis, and senior Honors thesis) to fulfill the AUCC requirements in Historical Perspectives (3D) and Diversity and Global Awareness (3E). Also oral communication (SPCM 200) is fulfilled as a requirement for some majors upon completion of the Honors track 1 core.



## Track 2: Discipline Honors Seminar Path

Track 2 is designed primarily for transfer students and CSU continuing students who have a significant number of college credits that fulfill the University's general education requirements (All University Core Curriculum or AUCC) in Intermediate Writing, Arts/Humanities, Social/Behavioral Sciences, Historical Perspectives, and Diversity and Global Awareness. It also accommodates first year students with at least 30 AP, IB, or college credits.

Track 2 is a 24-credit program of studies that consists of a 4-credit Freshman Honors seminar (for freshman students), a 3-credit second-year seminar, 3 credits of 200-level Honors courses in major/discipline, 12 credits of upper-division Honors courses in the major/discipline, and 4 credits for the Honors pre-thesis and senior Honors thesis. The diagram below depicts Track 2 requirements.



Students who complete Track 2 with at least a 3.5 cumulative GPA receive the designation of University Honor Scholar on their transcripts and diplomas. Track 2 Honors students receive the same benefits as Track 1 students. They are eligible for the Honors scholarship, to live in the Academic Village or Edwards Residence Hall (as freshmen), to join the Honors Student Association (HSA), to attend and participate in all Honors events sponsored by the Honors Program and HSA, to enroll in special Honors sections of regular courses, to apply for Honors Program enrichment awards, to receive advising in the Honors Program office, and to register early for courses.

# Continuation in the Honors Program and Good Standing

To continue participation in the University Honors Program, students must make satisfactory progress toward fulfilling the requirements of the *Honors Scholar (Track 1 or Track 2)*, which includes completing the specified curriculum and maintaining a cumulative GPA of 3.0. Students must have a grade of “C” or above in all honors seminars and courses. A cumulative GPA of 3.5 or higher is required at graduation for the Honors Scholar designation to appear on the final transcript and diploma.

## SATISFACTORY PROGRESS IN THE HONORS PROGRAM

### Track 1

#### FIRST YEAR

- By the end of the first year, students must complete the Honors first-year seminar (HONR 192) and have a cumulative 3.0 GPA or higher.

#### SECOND YEAR

- By the end of the second year, students must complete HONR 193 and HONR 292, and have a cumulative 3.0 GPA or higher. (Note: most students complete HONR 193 in the Spring semester of their first year.)

#### THIRD YEAR

- By the end of the third year, students must complete the first Honors course in the major, the fourth Honors seminar (HONR 392), and have a cumulative 3.0 GPA or higher.

#### FOURTH YEAR

- By the end of the fourth year, students must complete the second Honors course in the major, the Honors senior seminar (HONR 492), and the Senior Honors Pre-thesis (HONR 399) and Thesis (HONR 499). To graduate as a University Honors Scholar, students must have a cumulative 3.5 GPA or higher.\*

Exceptions to satisfactory progress will be considered for special circumstances such as study abroad and completion of a second major and must be approved by the Honors Director.

*\*Students who complete the Honors Track 1 curriculum with less than a 3.5 cumulative GPA fulfill 18 credits of the AUCC requirements and at least six credits in their major as listed on Page 13. They do not receive the “University Honors Scholar” designation on their diploma or transcript, although all completed Honors coursework will be listed on the student’s transcript. They are recognized at commencement and wear the Honors regalia at graduation.*

### Track 2

To continue participation in Track 2, a student must have at least a cumulative 3.0 GPA, and complete HONR 292A, B, or C, Honors courses in the major, the Honors Pre-Thesis, and the Honors Thesis on schedule with graduation plans at the end of each academic year. A cumulative GPA of 3.5 is required for the designation of University Honors Scholar to appear on the final transcript. (Exceptions to satisfactory progress will be considered for special circumstances and must be approved by the department of the student’s major and the Honors Director.)



## Good Standing in the University Honors Program

The CSU Honors Program selects students for participation in the program based on several factors: (1) academic achievement as evidenced by high school grade point average, national test scores, class rank, and rigor of the high school curriculum; (2) a teacher recommendation that addresses the student's potential to enrich the undergraduate experience at CSU; and (3) extra-curricular activities that provide opportunities for leadership, service, and other contributions to their school and/or communities. When these students are enrolled at CSU, they are expected to be among the very best students in terms of academic achievement and communication skills, to participate in co- or extra-curricular activities ranging from student clubs and government to study abroad, and to exhibit personal integrity and good behavior with respect to University regulations.

Good standing in the Honors Program requires maintaining at least minimum standards for academic achievement and minimum academic progress toward completing Honors and University curriculum requirements. Under current standards, to continue in the Honors Program students must maintain at least a 3.0, typically maintain a full-time academic course load of 12 credits per semester and 24 credits for the academic year, and make at least minimally acceptable progress in completing either Track 1 or Track 2 Honors requirements. Students who do not meet at least minimal standards can be dismissed, lose their Honors scholarship(s), and be removed from the Honors Residential Learning Community. Honors students must receive at least a grade of "C" (or "S" in HONR 399, pre-thesis) in each required honors course in the honors seminars and honors sections in order to remain in good standing and complete the program. If a student receives a grade lower than "C", the repeat/delete option can be used.

Honors students are expected to exhibit personal integrity, behaviors that are consistent with a "top character building university," and abide by University regulations. Students may be dismissed if they violate University regulations on academic integrity or classroom behavior, or "prohibitive conduct" as described in the Student Conduct Code.

When the University Honors Program has been notified by Conflict Resolution and Student Conduct Services that an Honors student has lost good standing (disciplinary probation/loss of good standing), the Assistant Director of the Honors Program will inform the student in writing that they are dismissed from the Honors program. The student will lose their Honors scholarship and be removed from the Honors Residential Learning Community. The Honors student may appeal this action to the Honors Hearing Panel. The panel consists of an Honors faculty member appointed by the Honors Director, the President of the Honors Student Association or his/her designee, and the Honors Program Coordinator. The hearing panel will either sustain dismissal of the student or determine that the Honors student may remain in good standing with the Honors Program. The student may appeal the decision to the Honors Director. The decision of the Honors Director is final.



# Honors Advising and Registration

Academic advising is an integral part of college students' success, and Colorado State University and the Honors Program puts great emphasis on giving students high quality advising. All Honors students are assigned an academic adviser in their major. In addition to major advising, the Honors staff welcomes you to drop by, call, or email if you have advising questions. Honors students with a 3.0 cumulative GPA or higher have access to **priority registration** allowing them to register for classes on the first day of registration.

## Honors Advising and Registration Process

### Step 1

Check the Honors website. Early each semester before registration begins, the Honors Program will post a list of Honors classes and seminars, along with seminar descriptions and times. Course information is posted and updated frequently on the Honors website.

### Step 2

At least two weeks before the first day of registration (November 17 for Spring registration and tentatively April 5 for Fall 2021 registration), contact your major adviser to schedule an appointment. During your meeting, discuss course selections and obtain your advising code if one has been assigned to you. The advising code changes each semester, so you must meet with your adviser to receive the updated code. This information is necessary for registration.

### Step 3

You will also need to complete the Registration Ready section on RAMweb. Be sure to take care of any HOLDS that may prevent you from registering. HOLDS can be checked by logging on to RAMweb.

### Step 4

After constructing a class schedule, register on-line through RAMweb ([ramweb.colostate.edu/](http://ramweb.colostate.edu/)). To register, you will need your CSU Ename and password, advising code, and the five-digit course registration numbers (CRNs) of your classes. If you encounter any problems with registration, please contact the Honors office!



## Common Registration Error Messages

| <b>Error message</b>                             | <b>What it means</b>   | <b>When you might get it</b>  | <b>What to do</b>  |
|--|--|---|--|
| <b><i>Class Level restriction</i></b>            | Only students in a certain class level (fr/so or jr/sr) can register for the class .   | If you try to take a course before you have enough credits to qualify as a junior or a senior.  | If you absolutely NEED the course, contact the instructor and ask for a class level restriction override.  |
| <b><i>Multiple Components Required</i></b>       | You have selected only one component in a class that has at least two (example: LIFE102, or PH141)   | This often occurs when you are registering for science classes. There may be more than one component (usually a lab or recitation).                           | First, check the CRN for the lecture to see if there are specific labs or recitations connected to that lecture. If not, then you can register for any of the recitations or labs that have seats. |
| <b><i>Major or Concentration Restriction</i></b> | This class is restricted to specific majors or concentrations.   | Some classes are restricted just to students in that major (Business and Art classes for example). Some classes will open to non-majors after a certain date. | Click on the CRN for details about major restrictions—if the class opens to non-majors at a certain date, you can register at that time.   |
| <b><i>Prerequisite Not Met</i></b>               | You have not met at least one prerequisite needed to sign up for the class. For example, you need to take organic chemistry before you can register for BZ310. | This usually occurs if you are trying to take a class before you are ready.   | You'll need to take the prerequisite courses prior to registering for the course. Make sure that all completed courses appear on your transcript.  |
| <b><i>Dept./Instructor Approval Required</i></b> | Registration for a certain class is limited for some reason, and the instructor needs to approve your registration.  | There are lots of reasons why a department may require this. Sometimes the department wants to explain what the course involves before you sign up for it.    | If you seek access to a class requiring dept/instructor approval, contact the instructor listed or the department.   |
| <b><i>Stop enrollment</i></b>                    | A department has stopped enrollment so that no one can register for the class until a problem is resolved.   | Often this means the class time or location is changing or the department may not have an instructor for the class  | Try registering for a different section of the same class, or contact the department to find out more information.   |
| <b><i>Maximum Hours Exceeded</i></b>             | All students have a credit limit of 18 credits and you are trying to register for more than 18.  | If you are trying to register for too many credits.   | Ask your honors or academic adviser for a credit limit override.   |
| <b><i>This section is full.</i></b>              | This section has reached its enrollment capacity.  | You are trying to register for a class that is already full.  | If there is a wait list, add yourself to it. You will be notified if a seat opens up and you are next on the wait list. You will then have 24 hours to register.                                   |



# The Senior Honors Thesis

The senior Honors thesis (HONR 499, 3 credits) provides students the opportunity to work one-on-one with a faculty mentor/adviser to complete original research, creative scholarship, artistry, or design projects. The senior Honors thesis gives undergraduate students the freedom to select a topic area, create and complete an original project, and present their creative activities to a faculty committee. To prepare for the senior Honors thesis, students take the Honors Pre-Thesis (HONR 399, 1 credit) where they choose a thesis topic, select a faculty thesis adviser, develop a preliminary proposal, and plan their creative activities. [Refer to the [Honors Thesis Guide](#) posted on the Honors website, <http://www.honors.colostate.edu>.]

## Steps to Completing the Senior Honors Thesis Requirement

### 1. Enroll in the Pre-thesis course, HONR 399 (one credit)

Students will enroll in the one-credit Pre-Thesis course, HONR 399, one or two semesters before graduation. (It is recommended that students enroll two semesters before graduation.) The purpose of HONR 399 is to prepare students for the thesis by covering the following areas: topic and thesis adviser selection, the role of the thesis committee, library research and other resources, and the thesis presentation.

### 2. Complete the preliminary and formal proposals

Students will submit their preliminary proposals in HONR 399. The formal proposal is the more complete statement of intent about students' thesis plans, and it must be submitted to and approved by the Honors Director early in the semester in which they are registering for Honors Thesis (HONR 499).

### 3. Register for Honors thesis credit, HONR 499 (three credits)

Students will register for HONR 499 either the first or second semester of their year of graduation. (It is recommended that students enroll in HONR 499 the semester before their planned graduation semester.) The final grade for HONR 499 will be assigned by the faculty thesis adviser and will be based upon the quality of the research or creative activities, the quality of writing, and the formal thesis presentation.

### 4. Presentation on the Honors thesis

Students must give the presentation on their thesis to their faculty committee. The thesis presentation normally takes place by the fifteenth week of the semester in which the student is taking HONR 499.

### 5. Submit the final thesis copy

Students must submit an electronic copy of their thesis to the Honors office by the last week of the semester. The format of the final copy will depend upon the type of project completed. See the [Honors Thesis Guide](#) for more information on the thesis.



## Honors Residential Learning Communities

The Academic Village and Edwards Residence Hall house the Honors Residential Learning Communities (RLC), an educational initiative that links in-class and out-of-class learning experiences for Honors students. The goals of the Honors RLC are to supplement in-class learning experiences with co-curricular programming and develop community among Honors students, faculty, and staff. Honors students who choose to live outside of the Honors RLC have access to all of the resources and experiences provided in the Honors RLC.

**Co-Curricular Programming** Much of your learning in college occurs outside of the classroom, and the RLC provides access to these co-curricular learning experiences through cultural events, service opportunities, and social activities in the Academic Village and Edwards Hall.

- > The **Honors Student Association** coordinates group activities such as hiking trips, presentations about students' study abroad experiences, service projects, and leadership opportunities. All programs and activities serve to bring Honors students together for learning, fun, and relaxation.
- > **Honors Resident Assistants** co-sponsor activities with the Honors office that address students' needs and interests, such as workshops on creating a four-year academic plan and researching careers.
- > **Faculty Firesides** are informal gatherings in the Academic Village where Honors faculty share their career paths, specific research interests, and life experiences with students.

**Developing Community** A special feature of Colorado State University and the Honors Program is its emphasis on developing community among students, faculty, and staff. The Honors Program builds community through activities, classes, and the proximity of its offices and seminar rooms to students.

- > The **Honors Fall Welcome**, which took place on August 19th, was a great opportunity for new students to meet each other and their peer mentors and attend a virtual lecture presented by Professor Temple Grandin. Hosted by the Honors staff, the Honors Fall Welcome is a wonderful time to make new friends and learn more about the Honors experience at Colorado State University.
- > The **Honors First-Year Seminar** (HONR 192) has two components: the academic component taught by faculty and the orientation component, which is led by upper-class Honors students who serve as peer mentors to the first-year students. The orientation component focuses on creating a sense of community among the first-year students through class discussions about college issues, team-building activities, and group projects.
- > **Honors First-Year Seminars** are normally held on the first floor of the Honors Building (Building B) in the Academic Village and in Edwards Hall, which makes it easier for students to connect with faculty before and after class. The **Honors Program offices** are located on the first floor of Academic Village-Honors Building and staff members are available for questions and advising. Students are always welcome to stop by the office to say hello between classes.



## Academic Information

Over the course of the summer, you have accumulated a great deal of information about Colorado State University and the Honors Program. We have brought together some of the most important points, summarized them here for your reference, and added a few things that may be new to you. Also, please remember that if you have any questions, Honors related or not, we encourage you to call the Honors office (491-5679) or stop by our office (B102 Academic Village) for help.

### Helpful Hints

#### Changing your major

You should make an appointment with an adviser in your proposed major to review the requirements and discuss the transition from your old major. If you want to change your major, pick up the *change of major* form from the Honors office or your adviser's office. There is a list of majors at: [admissions.colostate.edu/majorsandprograms](http://admissions.colostate.edu/majorsandprograms).

#### Repeat/Delete Policy

Repeat/Delete is a one-time per course grading option that may be used by undergraduate students who repeat a course. The most recent grade received in the repeated course will be used in calculating the student's GPA, regardless of whether the repeated grade is higher, the same as, or lower than the initial grade received. The original grade will remain on the transcript, but will not be used in calculating the cumulative GPA when the Repeat/Delete option is applied. The Repeat/Delete option may be used for a maximum of twelve [12] credit hours and no more than three courses over the course of your undergraduate career. It is the student's responsibility to submit the Repeat/Delete form for the course to the Registrar before the course withdrawal deadline date during the semester in which the course is being repeated. To find out more about Repeat/Delete procedures, visit the Registrar's website at: <http://registrar.colostate.edu/academic-resources/repeat-delete/>

#### Add/Drop and Withdrawing from a Class

The period for adding classes without instructor approval is about a week after class starts, September 2nd, for most classes. For most classes, the drop date for Fall 2020 is September 9. The specific Add/ Drop dates for each class can be found by checking the Course Reference Number (CRN) for the class in the class schedule. Courses dropped during the Add/Drop period are not reflected on the student's transcript and tuition and fees may be adjusted.

After this point and until the eighth week of the term, you can still withdraw from a class, but a W (withdrawal) grade will be recorded on the transcript. The course withdrawal period for Fall 2020 ends on Monday, October 19, 2020. No course withdrawals may be processed after this period, but a student can request a University withdrawal from all classes up until the last day of classes.

### Full-Time Status

To be considered a full-time student, students must be registered for a minimum of 12 academic credits. (Half-time students must have between 6-11 academic credits.) There are many benefits to being a full-time student including the opportunity to live in the residence halls, receive financial aid, access the Recreation Center, ride the Transfort bus for free, and receive free tickets to CSU sporting events. There is no additional base tuition charge for students taking between 12 and 20 credits.

### Academic Overrides

Overrides are used when a student wants to register for a course that has a time conflict with another course, wants to enroll in a course that is full, or is restricted from taking a course due to major restrictions, class level restrictions, or prerequisites. Approvals can be given by the instructor or department through which the course is offered. The student can register via the registration screen in RamWeb after the override has been granted. There is a wait list for classes that are full. Wait-listed students are notified when a seat becomes available and have 24 hours to enroll in the class.

### Credit Overloads

Honors students may register for up to 18 credits per semester without special approval. To register for 19 or more credits requires Credit Overload approval from an academic adviser. You may request a credit overload through the Honors Program office.

### Challenging a Course for Credit

Students may challenge some courses when they want to receive course credit without actually taking the course. When students wish to challenge a course, they ask the department if it is possible to test out of the course. If this option is available, the student will coordinate the test with the University Testing Service and the department.

### Honors Option

Regular courses may count as Honors courses if an additional enriching educational component is approved by the professor of the course and the Honors Director. An extra enriched experience (project), negotiated between the student and professor, converts the non-Honors course to an Honors course. The course will be designated as Honors on a student's transcript. The Online form to Honors Option a class is available on the Honors website: [honors.colostate.edu/honors-option](https://honors.colostate.edu/honors-option) and must be submitted by the end of the second week of class.



## Traditional Grading-Plus/Minus

Terms grades are reported using the scale below.

Faculty use of +/- grading is optional. Course instructor(s) should indicate on the course syllabus their policy regarding the grading system used in the course.

| Grade                  | Grade Points Per Credit |
|------------------------|-------------------------|
| A+                     | 4.000                   |
| A (Excellent)          | 4.000                   |
| A-                     | 3.667                   |
| B+                     | 3.334                   |
| B (Good)               | 3.000                   |
| B-                     | 2.667                   |
| C+                     | 2.334                   |
| C (Satisfactory)       | 2.000                   |
| D (Poor, but passing)  | 1.000                   |
| F (Failure)            | 0.000                   |
| I (Incomplete)         | *                       |
| W (Withdrawal)         | *                       |
| S (Satisfactory)       | **                      |
| U (Unsatisfactory)     | *                       |
| AU (Audit)             | *                       |
| Ng (No Grade Reported) | *                       |

\* Credit not used to compute grade point average (GPA) and not counted toward graduation.

\*\* Credits not used to compute GPA and counted toward graduation.



## Academic Integrity / Misconduct

*The following information is taken directly from the 2020-2021 Colorado State University General Catalog, available online at <http://catalog.colostate.edu/general-catalog/policies/students-responsibilities/#academic-integrity>*

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity.

Faculty/instructors shall work to enhance a culture of academic integrity at the University.

Each course faculty member/instructor shall clearly state in his or her course syllabus that the course will adhere to the Colorado State University General Catalog Academic Integrity Policy and Student Conduct Code. In addition, by the end of the second week of classes and/or in the syllabus, the faculty member/instructor shall address academic integrity as it applies to his or her course by providing guidelines about course elements for the students.

Each course faculty member/instructor shall provide the opportunity for students to sign an affirmative honor pledge on any course components of the faculty/instructor's choosing. The honor pledge shall include one of the following statements and may be expanded according to faculty/instructor's, department, or college practices and policies:

HONOR PLEDGE: I have not given, received, or used any unauthorized assistance.

HONOR PLEDGE: I will not give, receive, or use any unauthorized assistance. A course faculty member/instructor may offer the student the opportunity to write out the pledge if deemed practicable. Students may be given the opportunity to include an honor pledge along with electronic submissions of their work. A student's decision to forego signing the honor pledge shall not be used as evidence of academic misconduct and shall not negatively impact a student's grade. Academic misconduct (see examples below) undermines the educational experience at Colorado State University, lowers morale by engendering a skeptical attitude about the quality of education, and negatively affects the relationship between students and faculty/instructors.

Faculty/Instructors are expected to use reasonably practical means of preventing and detecting academic misconduct. Any student found responsible for having engaged in academic misconduct will be subject to academic penalty and/or University disciplinary action.

Students are encouraged to positively impact the academic integrity culture of CSU by reporting incidents of academic misconduct.

Examples of academic misconduct include (but are not limited to):

1. Cheating – Cheating includes using unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work or engaging in any behavior specifically prohibited by the instructor in the course syllabus or class presentation. Examples include copying the work of another student on an exam, problem set, or quiz; taking an exam or completing homework for another student; possessing unauthorized notes, study sheets, answer codes, programmed calculators, or other materials during an exam; and falsifying exams or other graded paper results.
2. Plagiarism – Plagiarism includes the copying of language, structure, images, ideas, or thoughts of another, and representing them as one's own without proper acknowledgment, and is related only to work submitted for credit. Examples include the failure to cite sources properly (sources must always be appropriately referenced, whether the source is printed, electronic or spoken); submission of purchased research papers or homework as one's own work; and paraphrasing and/or quoting material without properly documenting the source.
3. Unauthorized Possession or Disposition of Academic Materials – Unauthorized possession or disposition of academic materials includes the unauthorized selling or purchasing of examinations, term papers, or other academic work; stealing another student's work; and using information from or possessing exams that an instructor did not authorize for release to students.

4. Falsification – Falsification encompasses any untruth, either verbal or written, in one’s academic work. Examples include receiving unauthorized assistance or working as a group on a take-home exam, independent exam, or other academic work without authorization, or lying to avoid taking an exam or turning in other academic work. Furthermore, falsification of any University document is a violation of academic integrity. Examples include student identification numbers, transcripts, grade sheets, credentials, University status, or letters of recommendation. Forging a signature is another specific example of falsification.

5. Facilitation of any act of Academic Misconduct – Facilitation of any act of academic misconduct includes knowingly assisting another to commit an act of misconduct. Examples include knowingly discussing specifics of the content of a test or examination you have taken with another student who has not yet taken that test or examination or facilitating, by sharing one’s own work, a student’s efforts to cheat on an exam or other academic work.

### **Procedures for Dealing with Academic Misconduct**

Faculty/Instructors are expected to use reasonably practical means of preventing and detecting academic misconduct. If a faculty member/instructor has evidence that a student has engaged in an act of academic misconduct in his or her course, prior to assigning any academic penalty, the faculty member/instructor shall notify the student of the concern and make an appointment with the student to discuss the concern. The student shall be given the opportunity to give his or her position on the matter. After being given the opportunity, if the student admits to engaging in academic misconduct, or if the faculty member/instructor judges that the preponderance of evidence supports the allegation of academic misconduct, the faculty member/instructor may then assign an academic penalty. Examples of academic penalties include assigning a reduced grade for the work, a failing grade in the course, removing the Repeat/Delete option for that course, or other lesser penalty as the faculty member/instructor deems appropriate. The faculty member/instructor shall notify the student in writing of the infraction and the academic penalty to be imposed. A copy of this notification shall be sent to Student Resolution Center.

Faculty/instructors have a responsibility to report to Student Resolution Center all cases of academic misconduct in which a penalty is imposed. Incidents which the faculty member/instructor considers major infractions (such as those resulting in the reduction of a course grade or failure of a course) should be accompanied by a recommendation that a hearing be conducted to determine whether additional university disciplinary action should be taken.

If the student disputes the decision of the faculty member/instructor regarding alleged academic misconduct, he or she may request a hearing with Student Resolution Center. The request must be submitted or postmarked, if mailed, no later than 30 calendar days after the first day of classes of the next regular semester following the date the grade for the course was recorded. If no appeal is filed within the time period, the decision of the faculty member/instructor will be final.

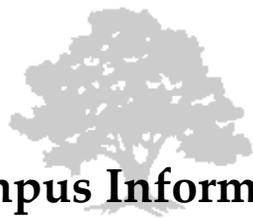
If, after making reasonable efforts, the faculty member/instructor is unable to contact the student or is unable to collect all relevant evidence before final course grades are assigned, he or she shall either:

1. Assign an interim grade of Incomplete and notify the student in writing of the reason for this action; or
2. Refer the case to Student Resolution Center for a hearing before deciding on a penalty.

A hearing will be conducted with Student Resolution Center to determine whether a preponderance of evidence exists in support of the allegations of academic misconduct. If the Hearing results in a finding of insufficient evidence to support the allegation or clears the student of the charges, the faculty/instructor will determine a grade based on academic performance and without reflection of the academic misconduct charge and change any previously assigned grade accordingly. If the Hearing results in finding of academic misconduct, the Hearing Officer and faculty member/instructor will confer regarding appropriate sanctions. The faculty member/instructor will make the final determination regarding academic penalties, which may include, among other options, assigning a reduced grade for the course, assigning a failing grade in the course, removal of the Repeat/Delete option for that course, or other lesser penalty as the course faculty/instructor deems appropriate. The Hearing Officer will make the final determination regarding University disciplinary sanctions.

In a case of a serious incident or repeat offense of academic misconduct that is upheld through a hearing, the Hearing Officer and the faculty member/instructor shall decide whether the student’s transcript will be marked with a notation of “AM,” which will be explained on the student’s transcript as a “finding of Academic Misconduct.” A notation of “AM” will be made on the student’s transcript only if the Hearing Officer and the faculty member/instructor agree that this penalty should be imposed. Grades marked on the student’s transcript with the designation “AM” will not be eligible for the Repeat/Delete Policy.

Information about incidents of academic misconduct is kept on file in the Student Resolution Center office. No further action is initiated unless the incident constitutes a major infraction, the student has a prior record of University infractions, or there are subsequent reports of misconduct.



## Campus Information



### History of Colorado State University

#### The Beginnings

In 1862 the Morrill Act was passed and provided land grants to states to help subsidize the cost of establishing a state college "...where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the Legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life." A year after statehood, Colorado Agricultural College was established in 1870 and opened its doors in 1879 to its first five students. By the turn of the century, the college had broadened its academic studies to include veterinary medicine, music, and political economy.

*Founded in the late 1800's, the Rocky Mountain Collegian and Silver Spruce Yearbook are two of the oldest student publications on campus.*

#### Name Changes

In the 1930's, Colorado Agricultural College changed its name to **Colorado State College of Agriculture and Mechanic Arts (Colorado A & M)** and the "Aggies" nickname. (The "A" on the mountainside behind Hughes Stadium stands for "Aggies.") Another name change occurred in 1957 when President Morgan of Colorado A & M wanted a name to reflect the comprehensive nature of the institution. **Colorado State University** ushered in a new image for the institution and fostered a greater emphasis on liberal arts and sciences.

#### Colorado State People and Places

Ever wonder how your residence hall got its name? Many of the buildings at Colorado State are named after specific people who have contributed significantly to the university.

- > Edwards residence hall is named after the first president of the university, Elijah Evan Edwards.
- > Morgan Library, the Lory Student Center, and Newsom residence hall are named after past university presidents.
- > Eddy Hall is named after Professor Willard Eddy, the founder of the University Honors Program and the Philosophy Department.



## The University Today

Today, Colorado State University has more than 27,835 students, including about 4,556 freshmen, and is classified as a Carnegie Doctoral/ Research University– Extensive. The University has more than 160 degree programs, 15 residence halls, 500+ student organizations, and boasts more than 200,000 living alumni. Included in this list are state governors, heads of corporations, Olympic gold medalists, teachers, researchers, artists, astronauts, and many other leaders in society.



*The University Honors Program began in 1957 when Willard Eddy, a professor of Philosophy, gathered scholars to offer several colloquia to spark interest in the liberal arts.*

## Student Profile

In Fall 2020, Colorado State had more than 23,590 undergraduate students representing many backgrounds. The following statistics from *Office of Institutional Research (Fall, 2020)* will help you understand the diversity that surrounds you at Colorado State University.

- > Colorado residents: 16,390
- > Nonresidents: 7,200
- > Women: 12,515
- > Men: 11,075
- > Asian American: 651
- > Black: 512
- > Hispanic: 3,706
- > Native American: 136
- > Hawaiian/ Pacific Islander: 32
- > Multiracial: 1,172
- > White/ Caucasian: 16,506
- > International: 749
- > No response: 126

## The All-University Core Curriculum

The highlights of the All-University Core Curriculum (AUCC) include a focus on student outcomes in addition to course content, an emphasis on lifelong learning to supplement knowledge in a discipline, and core themes integrated throughout a student's entire program of study. In the AUCC, students will be required to complete the following:

- > Basic Competencies (e.g., intermediate writing and quantitative reasoning)
- > Advanced Writing
- > Foundations and Perspectives (e.g., biological and/or physical sciences, arts/humanities, historical perspectives, Diversity and Global Awareness, and social/behavioral sciences)
- > Depth and Integration (including a capstone experience)

For more information about the AUCC requirements, please refer to the 2016-2017 [Colorado State University General Catalog](https://catalog.colostate.edu/general-catalog/all-university-core-curriculum/aucc/#Basic-Competencies), [catalog.colostate.edu/general-catalog/all-university-core-curriculum/aucc/#Basic-Competencies](https://catalog.colostate.edu/general-catalog/all-university-core-curriculum/aucc/#Basic-Competencies)



# Campus Resources



For every need that you may have, there is a University office to help you! Deciding on a major? Visit your academic adviser or the Career Center. Feeling sick? Check out the services offered by CSU Health Network. Having problems with your landlord? Student Legal Services is the place for you. Check out these resources so you'll know where to go on campus for information, advice, and assistance.

## Advocacy Offices

*Advocacy offices are open to all students.*

The Access Center (Student Services Building, Room 304, 970 491-6473): The Access Center programs provide outreach services and support to first-generation, low-income students in their pursuit of postsecondary education. Students receive academic advising; tutoring and support; academic, career planning and exploration; college and financial aid counseling; financial literacy; weekend study skills workshops; engagement in summer programs and institutes; and opportunities to visit colleges and universities. Students are engaged in educational, cultural, and social experiences that will help prepare them to enter and succeed in college. The Access Center provides services to students in grades 6th – 12th, and to adults that have an interest in preparing for college, completing high school equivalency programs, transferring between universities, or continuing their postsecondary education programs. The programs provide information on vocational, two and four-year colleges/universities and seek to make systematic changes in select communities by increasing the number of individuals with postsecondary degrees. The Access Center programs accomplish this by demystifying the importance, access, and attainability of higher education.

Asian Pacific American Cultural Center (333 Lory Student Center, 970 491-6154): The Asian Pacific American Cultural Center (APACC) provides programs and services to support the retention, graduation and success of students. APACC runs educational and volunteer programs to help spread awareness of Asian American culture and build community among Asian Americans, Pacific Islanders, and their allies. The Center welcomes all students and seeks to create a safe place for students of all backgrounds. The Center contributes to an inclusive campus environment by providing resources for Asian Pacific American awareness, education, and identity development.

Black/African American Cultural Center (335 Lory Student Center, 970 491-5781): When you are in this open environment, surrounded by diverse people, you know you're in a home away from home; you know you are in the Black/African American Cultural Center (B/AACC) office! Full of life and a sense of community, B/AACC provides educational programs, opportunities to socialize, mentorship, community service, leadership, professional development, and an academic environment. B/AACC helps you network while getting involved on campus, building strong relationships, and experiencing new things throughout your college career. Next time you're curious about visiting our office, do not walk on by – walk in! We are unique individuals with varying goals and different struggles: all destined for success.

El Centro (225 Lory Student Center, 970 491-5722): El Centro provides an energetic, welcoming, and inclusive environment. We have resources to support personal, professional, social, cultural, and academic needs of all students who want to become involved with El Centro. We offer a place for discovering and appreciating diverse heritages, traditions, and cultures. Student can visit El Centro to relax, socialize, laugh, engage in dialogue, and build life-long memories. El Centro is a family, a "home away from home," a place that provides a sense of belonging.



Native American Cultural Center (327 Lory Student Center, 970 491-1332): The office of Native American Cultural Center (NACC) was established in 1979. The four primary advocacy and service areas include recruitment, retention, graduation, and community outreach. The office embraces and encourages a supportive environment based on the traditions and cultures of Native American peoples. We embrace diversity and commit to improving the campus climate of inclusion. All students are welcome in our office.

PRIDE Resource Center (232 Lory Student Center, 970 491-4342): The Pride Resource Center supports and affirms the diverse identities and lives of lesbian, gay, bisexual, transgender, queer, questioning (LGBTQ), Two-Spirit, and same-gender loving people as individuals and as groups, especially as students, staff, and faculty of CSU and their families, friends, and allies, through the cultivation of safe space, educational outreach, advocacy, increased visibility of LGBTQ issues, information and referral resources, and academic and leadership opportunities.

Student Disability Center (TILT Bldg., Room 121; Lory Student Center, 970 491-6385): This office provides services that support the academic needs of students with permanent and/or temporary disabilities. Programs include counseling and advising, peer mentoring, priority pre-registration, alternative testing, taped textbooks or other course material, note takers and readers, sign language/oral interpreters, reserved parking, classroom rescheduling, and many other services.

Women and Gender Advocacy Center (234 Lory Student Center, 970 491-6384): The office provides information, services, and programs with women as the focus. Services provided include information, counseling, and referral. The Victims Assistance Team (VAT) is a 24-hour, on-call campus advocate team of trained volunteers who provide support for victims of sexual assault (970 492-4242).

## **Other Offices**

### **Career Center**

*120 Lory Student Center, 970 491-5707*

The Career Center provides services and resources for self-exploration and finding the perfect major and/or career. The office offers career counseling, career assessments, career workshops and fairs, assists in developing resumes, and provides information on internships.

### **CSU Health Network**

*151 West Lake Street, 970 491-7121*

The health center is available to all students and offers basic services such as physical exams, STD testing, women's health, and physical therapy, along with health education programs. Many services are free to fee-paying students. Some additional services such as x-rays and lab work are provided at an extra cost to CSU students. Students do not need health insurance to use the Hartshorn Health Service.

### **International Programs**

*Laurel Hall, 970 491-6342*

The Office of International Programs provides services to international students and intercultural programming for the campus and community. The office coordinates the Study Abroad program and provides information to students on international internships, the Peace Corps, and area studies at CSU. They also sponsor many cultural events across campus.

### **Off-Campus Life**

*274 Lory Student Center, 970 491-2248*

This office works to help students who currently live off campus or are trying to move off campus. The office lists off-campus apartments, helps students understand their rights and responsibilities as tenants, organizes a Housing Fair and Roommate Roundup, and helps with budgeting.

### **Student Employment Services**

*120 Lory Student Center, 970 491-5707*

Student Employment Services assists Colorado State University students to secure on-campus or off-campus employment while they are in school. This office also coordinates the Work Study Program, which is a part-time job opportunity with the wages being used to help pay for college expenses. You can access a listing of available jobs from your personal RAMweb homepage.

### **Student Legal Services (SLS)**

*284 Lory Student Center, 970 491-1482*

SLS staff includes four licensed attorneys who provide confidential legal advice to full fee-paying students. Consultations are free. Attorneys give advice on issues such as consumer complaints, misdemeanor criminal matters, tenants' rights, traffic violations, and family legal issues. SLS also has a notary public on hand.

### **CSU Health & Medical Center**

*151 West Lake Street, 970 491-7121 or 970 491-7111 for after hours emergency*

The CSU Health Network is a comprehensive mental health agency that assists students in acquiring the skills to succeed in college and life. It provides individual, couple, group, and family counseling; stress management; and help with adjustment to university life and its challenges. Services are free to full-time students.

### **Office of Financial Aid**

*Centennial Hall, 970 491-6321*

The Financial Aid Office provides assistance with financial aid, scholarships, billing, student employment, and residency. If you have questions about scholarships, grants, loans or your student bill, this office will help. The office also deals with financial aid appeals if the criteria for automatic renewal is not met.



## Honorary Societies



Honorary societies are organizations that recognize the outstanding achievements of college students in the areas of academics, leadership, and/or service. Many national honorary societies have chapters at Colorado State University and each has its own criteria for membership. Becoming a member of an honorary society has many benefits; it creates an automatic network for you, provides leadership opportunities, and, in some cases, makes you eligible for scholarships. For information about honorary societies for specific majors, contact your department, college office, or the CSU Student Organizations office. Check the Provost website for “approved” Honors Societies, <http://provost.colostate.edu/honorcsu/>

### **Golden Key [www.goldenkey.org](http://www.goldenkey.org)**

Honorary society for the top fifteen percent of university juniors and seniors.

### **Mortar Board <http://csumortarboard.wix.com/csu#!>**

National honorary society that recognizes college seniors for distinguished ability and achievement in scholarship, leadership, and service.

### **Phi Beta Kappa [www.colostate.edu/orgs/PhiBetaKappa/](http://www.colostate.edu/orgs/PhiBetaKappa/)**

The oldest (1776) and most respected honorary society in the nation. To be nominated for membership, students must be enrolled in a liberal arts or science major (no applied majors are eligible), have completed 100- semester hours (at least 50 of which must have been at Colorado State), have a demonstrated knowledge of mathematics (any 3-credit mathematics course) and a foreign language (9 or 10 semester credits of university courses in a single foreign language or transcript credit by placement), have a minimum grade point average of 3.5 (seniors) or 3.75 (juniors), and have taken 75% of all course work or 90 hours in approved liberal arts and science courses.

### **Phi Kappa Phi [www.phikappaphi.colostate.edu/](http://www.phikappaphi.colostate.edu/)**

One of the oldest and most respected national honorary societies. Membership is by invitation only to the upper 7.5 percent of second semester juniors and top 10 percent of seniors. Members are eligible for scholarships.

### **Sigma Xi [www.sigmaxi.colostate.edu](http://www.sigmaxi.colostate.edu)**

Honorary society for students in the pure or applied sciences who have demonstrated noteworthy achievements in research.

### **Graduation with Distinction**

In addition to honorary societies, students may receive recognition from their college for their outstanding academic accomplishments. The three levels of distinction are *summa cum laude*, *magna cum laude*, and *cum laude*.

Students who graduate *Summa cum laude* have a cumulative grade point average in the top one percent of the graduates in their academic college. *Magna cum laude* students are in the next three percent, and *Cum laude* graduates are in the following six percent. For GPA requirements see page 39.



## Special Learning Opportunities



### Study Abroad

The Office of International Programs provides numerous opportunities for Colorado State University students to study abroad throughout the world. You may select a program coordinated by CSU or another university or organization, or you can be approved to enroll directly in a foreign university. Programs are available for most majors on nearly every continent! Honors Seminars or courses are offered in Oxford, England; Rome Italy; Zambia; and Seoul, South Korea. In 2017-2018, over 1129 CSU students studied abroad in 50 countries. The top five destinations were Spain, Italy, United Kingdom, Czech Republic, and Australia. In choosing to study abroad, you will work with the CSU Education Abroad (EA) team to identify and evaluate programs that meet your academic goals and fit within your financial means. CSU-sponsored programs are usually the most affordable option for Colorado residents, and non-residents may even find that the cost of studying abroad is less than studying on campus. Scholarships are available but have early deadlines, so advance planning is important and necessary. The first steps in planning your study abroad experience are to become familiar with the Education Abroad website at [educationabroad.colostate.edu/gettingstarted](http://educationabroad.colostate.edu/gettingstarted) and to consult with peer advisors in 008 Laurel Hall (northeast corner of the Oval). The EA office is open for information and advice Monday-Thursday 9-12 & 1-4 and Friday 10-12 & 1-3. When you are ready to consult with a regional EA coordinator, you can make an appointment by telephoning the EA office at (970) 491-6342, or you can meet with the regional coordinator on a walk-in basis on Thursdays.



### Student Leadership, Involvement and Community Engagement

The Office for Student Leadership, Involvement and Community Engagement (SLICE) prepares students for leadership roles as engaged and community-minded citizens in the emerging global society through service learning, volunteerism, and civic based leadership opportunities. The wide range of curricular and co-curricular programs can be divided into three broad categories: **(1) Connecting Academics and Service**-Promoting and supporting courses and programs that integrate public and community service with academic instruction and research; **(2) Developing Student Leadership**-Preparing students to become leaders both as citizen participants in public service and in their career fields; **(3) Engaging with Communities**-Including volunteer activities and other sustainable collaborations with community-based , philanthropic, and governmental organizations. SLiCE is located in room 210 in the Lory Student Center. The phone number is (970) 491-1682.



### Office of Undergraduate Research and Artistry

If you are looking for the opportunity to participate in undergraduate research on campus, the central contact is the Office of Undergraduate Research and Artistry, located in the TILT building on the Oval. The office also sponsors the Celebrate Undergraduate Research and Creativity showcase which is held every year in April.



## Honors Enrichment Award Program

### Purpose

The Honors Enrichment Award Program is designed to provide funding for enhanced educational opportunities for Honors students. Funds are available to support group and individual opportunities that are academically enriching.

### **Examples of enriched learning opportunities:**

- Leadership development programs
- Cultural events
- Short-term study or research abroad (offered through official programs)
- Research, scholarship, and artistry activities
- Community service activities
- Participation in academic conferences

### Application Criteria

Students and groups may apply throughout the year for enrichment awards. The application forms for the *Honors Enrichment Award* (both individual and group) can be downloaded from the Honors website. Applications must include a complete description of the enrichment request and a statement about expected benefits and estimated costs. Students who are enrolled full-time at Colorado State University and currently in good academic standing with the Honors Program are eligible to apply. Applications for individual and group enrichment activities should fit within the following categories for each:

#### Individual Enrichment

Leadership, research, scholarship and artistry opportunities  
Travel to academic conferences or organizations  
Officially sponsored short-term study or research abroad  
Support for prestigious scholarships and awards applications

#### Group Enrichment

Community service  
Cultural events  
Speakers and presenters for clubs

### Value of Awards and Number of Applications per Year

The amount of the awards will range from \$100 to \$400 depending on the educational value and available funds. Students may request an enrichment award even if the total cost of the enriching activity exceeds \$400.

Individuals or groups (e.g., Honors Student Association) may receive one Honors Enrichment Award per year. However, if an application is not approved, another application may be submitted during the same academic year. Priority will be given to first time applicants.

### Award Criteria

Applications for enrichment awards (both individual and group) will be reviewed by the Honors Award Committee and they will be approved on the basis of educational merit, benefits in relation to cost, and the availability of funds. Requests for tangible items or equipment (like laptops, digital cameras or iPods), funding for personal vacations, tuition for courses, money for books, and application fees for medical school, vet school, or grad school are generally NOT approved.

### Post-Enrichment Report

All students and groups receiving an enrichment award are required to submit a post-enrichment report to the Director of the University Honors Program. The report shall describe and explain the benefits of the educational enrichment.



## Scholarship Opportunities

### Department and College Scholarships

Departments and colleges offer many undergraduate scholarships each year through the CSUSA (Colorado State University Scholarship Application). The FAFSA is required by Student Financial Services to document financial need for the Students First Scholarship and some scholarships awarded through the CSUSA. The CSUSA application deadline for the academic year 2015-2016 has passed. In December 2017, check the Student Financial Services website <http://sfs.colostate.edu/csu-scholarship-application-csusa> for information on the 2017-2018 application. The deadline is March 1.

### Honors Program Scholarships

#### Honors Scholarship

All incoming Honors freshmen receive an Honors scholarship (\$1000/year). The scholarship is renewable for three additional years assuming you meet the following requirements by the end of each academic year: satisfactory progress toward completion of Honors requirements, a minimum 3.0 cumulative GPA, successful completion of at least 75% of attempted credits, a minimum of 24 resident instruction credits, and continuous enrollment at CSU.

#### Eddy Scholar Award(s)

Purpose: Named for Professor Willard O. Eddy, founder of the University Honors Program at Colorado State, this award recognizes two senior Honors students who embody the ideals of the Honors Program.

Eligibility: Criteria for the award include enrollment in the University Honors Program, senior status, an outstanding record of academic achievement, progress towards completion of the University Honors Scholar requirements, intellectual curiosity and breadth of academic pursuits, co-curricular contribution to the University Honors Program, and a projected graduation date in the year of the award. Students are nominated by the Honors Program staff and applications are reviewed by a scholarship committee.

Awards and Benefits: The award is presented at the annual Eddy Reception and Lecture held in fall semester. Recipients are recognized at the reception, with his/her name engraved on the Eddy Scholar plaque in the Eddy Library, and they receive a scholarship of up to \$1,500 for the academic year.

#### Keller and Lawrence Honors Scholarship

Purpose: To provide scholarship support to participating Honors senior students with outstanding records of academic achievement.

Eligibility: Full-time senior with a minimum 3.7 GPA .

Award: Scholarship is up to \$12,000 per year.

## Scholarships Administered by the Honors Program

### **Gladys S. Eddy Scholarship**

Purpose: To provide scholarship support to students of any major who have demonstrated exceptional leadership, citizenship, and service.

Eligibility: Junior or senior undergraduate student with at least 60 credits completed, 3.5 GPA or higher at CSU, demonstrated leadership, citizenship, and service to the community and the University. The Gladys S. Eddy scholarship is not restricted to students in the Honors Program.

Award: Scholarship amount is determined each year by the Provost/Vice President for Academic Affairs, usually up to \$3,000.

### **Students First Scholarship**

Purpose: The scholarship recognizes the active participation of an Honors senior in campus and/or community service organizations.

Eligibility: Full-time Honors student with demonstrated financial need as demonstrated by the FAFSA and a record of active participation in community service.

Award: One annual award of up to \$3,000.

### **Spot's Scholarship**

Purpose: To provide scholarship support for undergraduate Honors students.

Eligibility: Honors students who are enrolled full time and making satisfactory progress toward Honors requirements. Preference will be given to students participating in a summer study abroad, research, internship, or service activity sponsored by a recognized program or organization.

Award: One award of up to \$1,200

### **Elizabeth and Louis Cilento Scholarship**

Purpose: To provide scholarship assistance to an outstanding Honors student of any major and participate in service and/or other co-curricular activities.

Eligibility: The recipient(s) of the scholarship shall be a full-time, undergraduate student enrolled in any college at Colorado State University and a participant in the University Honors Program, maintain excellent academic standing based on GPA, be in good standing in the UHP and participate in service and/or other co-curricular activities. Awards are usually \$4,000—\$5,000.



## Graduating with University Distinction

CSU recognizes outstanding scholarship by conferring the “Cum Laude,” “Magna Cum Laude,” and “Summa Cum Laude” designations on those students in each college who have achieved unusually high academic excellence in their undergraduate programs. Students who graduate in the top 1% of their college earn the Summa Cum Laude designation; students in the next 3% graduate as Magna Cum Laude, and students in the following 6% earn the Cum Laude designation.

The GPA requirement varies from college to college, but the current requirements are listed below:

| <b>College</b>                               | <b>Summa<br/>Cum Laude</b> | <b>Magna<br/>Cum Laude</b> | <b>Cum Laude</b> |
|--|----------------------------|----------------------------|------------------|
| Agricultural Sciences                        | 4.0                        | 3.919                      | 3.787            |
| Business                                     | 3.988                      | 3.911                      | 3.805            |
| Engineering                                  | 3.976                      | 3.899                      | 3.772            |
| Health and Human Sciences                    | 3.995                      | 3.920                      | 3.794            |
| Liberal Arts                                 | 3.986                      | 3.931                      | 3.828            |
| Natural Resources                            | 3.983                      | 3.904                      | 3.765            |
| Natural Sciences                             | 4.0                        | 3.957                      | 3.850            |
| Veterinary Medicine & Biomedical<br>Sciences | 4.0                        | 3.979                      | 3.882            |



*Live Learn Grow*

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