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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,

Rick Miranda
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 over 1,600 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 Tony Frank and Provost and Executive Vice President Rick Miranda, the college deans, department chairs, faculty and others.

The UHP provides the flexibility to accommodate students through two curricular paths. The University Honors Seminar path (Track 1) is designed for outstanding students who wish to fulfill a majority of their general education requirements through innovative interdisciplinary seminars. The Discipline Honors Seminar Path (Track 2) is offered in most departments and majors. Track 2 is well-suited for outstanding students who have already completed many general education requirements and wish to focus on upper-division Honors experiences in their majors. A student who completes the requirements for these programs receives the same University Honors Scholar designation on her or his transcript and diploma as students in Track 1.

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.

The following professors teach Honors seminars:

**Autumn Bernhardt** autumn.bernhardt@colostate.edu
**Jeff Boulter** jeff.boulter@business.colostate.edu
**Ellen Brinks** ellen.brinks@colostate.edu
**Mark Brown** m.brown@colostate.edu
**Carl Burgchardt** carl.burgchardt@colostate.edu
**Gerald Callahan** gerald.callahan@colostate.edu
**Lee Cooper** lee.cooper@colostate.edu
**Charles Elkins** charles.elkins@colostate.edu
**Mary Elkins** mary.elkins@colostate.edu
**Francie Glycenfer** frances.glycenfer@colostate.edu
**Aparna Gollapudi** aparna.gollapudi@colostate.edu
**Roze Hentschell** roze.hentschell@colostate.edu
**Keith Jaggers** keith.jaggers@colostate.edu
**Jen Krafchick** jen.krafchick@colostate.edu
**Anne Marie Merline** anne.merline@colostate.edu
**Don Mykles** donald.mykles@colostate.edu
**Patrick Plaisance** patrick.plaisance@colostate.edu
**James Pritchett** james.pritchett@colostate.edu
**Bill Timpson** william.timpson@colostate.edu
**Pam Vaughan Knaus** pam.vaughan_knaus@colostate.edu
**Cori Wong** cori.wong@colostate.edu
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.

Diane Burton, Assistant Director
This fall, Diane Burton is beginning her tenth 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 Preview. Diane can be reached at 491-2225 or by email at Diane.Burton@ColoState.edu.

Judi Bryant, Program Coordinator
Judi 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, and fostering connections with graduates. Her phone number is 491-2318 and her email is Judi.Bryant@ColoState.edu.

Cindy Adamy, Program Coordinator
Cindy is a graduate of CSU and has worked on campus since February 2005. She joined the Honors staff in Fall 2006. She is primarily responsible for coordinating the budget and human resources aspects of the Honors program. Her phone number is 491-6200; email is Cindy.Adamy@ColoState.edu.

Dr. Cori Wong, Academic Support Coordinator
Cori graduated from CSU and the Honors Program in 2008 and joined the Honors staff in 2014. She is primarily responsible for recruiting, advising, and programming for diverse, first-generation, low-income, and Track 2 Honors students; developing the Honors Program curriculum; and teaching an Honors first-year seminar. Cori can be reached at 491-3159 or by email at Cori.Wong@ColoState.edu.

Jordan Ervin, Administrative Assistant
Jordan joined the Honors Program staff in 2012 and is a graduate of CSU. She can be reached at 491-5679 or Jordan.Ervin@ColoState.edu.

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

Jacob Meacham
The Honors Peer Mentors are a select group of 44 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Hometown</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trey Ahern</td>
<td>Parker, CO</td>
<td>Civil Engineering</td>
</tr>
<tr>
<td>Alex Allbery</td>
<td>Omaha, NE</td>
<td>Business</td>
</tr>
<tr>
<td>Rachael Beattie</td>
<td>Rochester, NY</td>
<td>History</td>
</tr>
<tr>
<td>Kelli Boehrer</td>
<td>Edmond, OK</td>
<td>Fermentation Science</td>
</tr>
<tr>
<td>Danielle Brehm</td>
<td>Penrose, CO</td>
<td>Health &amp; Exercise Science</td>
</tr>
<tr>
<td>Shelby Breland</td>
<td>Colorado Springs, CO</td>
<td>Health &amp; Exercise Science</td>
</tr>
<tr>
<td>Megan Bush</td>
<td>Windsor, CO</td>
<td>Business</td>
</tr>
<tr>
<td>Christine Carnicello</td>
<td>Golden, CO</td>
<td>Environmental Health &amp; Radiological Sciences</td>
</tr>
<tr>
<td>Briana Chamberlain</td>
<td>Glen Carbon, IL</td>
<td>Chemical/Biological Engineering</td>
</tr>
<tr>
<td>Mary Collins</td>
<td>Littleton, CO</td>
<td>English</td>
</tr>
<tr>
<td>Jillian Ehrman</td>
<td>Highlands Ranch, CO</td>
<td>Biology</td>
</tr>
<tr>
<td>Michael Ferguson</td>
<td>Colorado Springs, CO</td>
<td>Business</td>
</tr>
<tr>
<td>Andres Flores</td>
<td>Fort Collins, CO</td>
<td>Applied Computer Technology</td>
</tr>
<tr>
<td>Dyllan Freeburg</td>
<td>Enumclaw, WA</td>
<td>Art</td>
</tr>
<tr>
<td>Bryan Goings</td>
<td>Castle Rock, CO</td>
<td>Equine Science &amp; Animal Science</td>
</tr>
<tr>
<td>Sarah Glajch</td>
<td>Buffalo, NY</td>
<td>Mechanical Engineering</td>
</tr>
<tr>
<td>Hayley Hitchcock</td>
<td>Bozeman, MT</td>
<td>Business</td>
</tr>
<tr>
<td>Jenn Johnson</td>
<td>Boise, ID</td>
<td>Social Work</td>
</tr>
<tr>
<td>Kasey Jones</td>
<td>Colorado Springs, CO</td>
<td>Health &amp; Exercise Science</td>
</tr>
<tr>
<td>Ashlyn Keil</td>
<td>Lone Tree, CO</td>
<td>English</td>
</tr>
<tr>
<td>Aspen King</td>
<td>Lakewood, CO</td>
<td>Microbiology</td>
</tr>
<tr>
<td>Jessy Knaus</td>
<td>Fort Collins, CO</td>
<td>Sociology</td>
</tr>
<tr>
<td>Sarah Martinez</td>
<td>Pueblo, CO</td>
<td>Psychology</td>
</tr>
<tr>
<td>Cheyenne McCoy</td>
<td>Dolores, CO</td>
<td>Journalism &amp; Technical Communication</td>
</tr>
<tr>
<td>Molly Mogorit</td>
<td>Fort Collins, CO</td>
<td>Hospitality Management</td>
</tr>
<tr>
<td>Karli Nash</td>
<td>Castle Rock, CO</td>
<td>Human Nutrition &amp; Food Science</td>
</tr>
<tr>
<td>Nicole Olivas</td>
<td>Castle Rock, CO</td>
<td>Environmental Sociology</td>
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<tr>
<td>Sarah Papke</td>
<td>Lakewood, CO</td>
<td>Art</td>
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<tr>
<td>Abigail Pearson</td>
<td>Colorado Springs, CO</td>
<td>Biology</td>
</tr>
<tr>
<td>Ellie Pribus</td>
<td>Omaha, NE</td>
<td>Spanish</td>
</tr>
<tr>
<td>Morgan Reese</td>
<td>Pleasant Grove, CA</td>
<td>Animal Science</td>
</tr>
<tr>
<td>Ryan Rohlfing</td>
<td>Milwaukee, WI</td>
<td>Environmental Engineering</td>
</tr>
<tr>
<td>Rebekah Romberg</td>
<td>Evergreen, CO</td>
<td>Communication</td>
</tr>
<tr>
<td>Ian Ryan</td>
<td>Vail, CO</td>
<td>Health &amp; Exercise Science</td>
</tr>
<tr>
<td>Jeff Scanlan</td>
<td>Irvine, CA</td>
<td>Mechanical Engineering</td>
</tr>
<tr>
<td>Amy Smith</td>
<td>Firestone, CO</td>
<td>Human Development &amp; Family Studies &amp; Social Work</td>
</tr>
<tr>
<td>Caitlin Steinman</td>
<td>Plymouth, MN</td>
<td>Mechanical Engineering</td>
</tr>
<tr>
<td>Tyler Taylor</td>
<td>Westminster, CO</td>
<td>History</td>
</tr>
<tr>
<td>Victor Weeks</td>
<td>Trinidad, CO</td>
<td>Psychology</td>
</tr>
<tr>
<td>Eric Wilson</td>
<td>Highlands Ranch, CO</td>
<td>Human Development &amp; Family Studies</td>
</tr>
<tr>
<td>Paul Wilson-Harmon</td>
<td>Grand Junction, CO</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Sean Wilson-Harmon</td>
<td>Grand Junction, CO</td>
<td>Business</td>
</tr>
<tr>
<td>Jackson Wojciechowski</td>
<td>Boulder, CO</td>
<td>Business</td>
</tr>
</tbody>
</table>
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 Honor 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.*
<table>
<thead>
<tr>
<th>Assessment Category</th>
<th>Mastered</th>
<th>Proficient</th>
<th>Developing</th>
<th>Basic</th>
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</thead>
<tbody>
<tr>
<td><strong>1. Critical thinking:</strong></td>
<td>Position is imaginative &amp; takes into account the complexities of an issue. Position takes into account complexities of an issue; others' points of view are acknowledged. 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.</td>
<td>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.</td>
<td>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.</td>
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<tr>
<td>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.</td>
<td>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.</td>
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<tr>
<td>2. Interdisciplinary learning integrated with global &amp;/or cultural viewpoints: 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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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 naïve understanding of global &amp; cultural perspectives regarding a particular argument or issue.</td>
</tr>
<tr>
<td>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.</td>
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</tbody>
</table>
3. **Creativity & problem solving:**
Creatively applies discipline-based and/or cross-discipline-based knowledge to discover and design a variety of forms often using a problem-solving strategy.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>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.</td>
</tr>
<tr>
<td>3.5</td>
<td>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.</td>
</tr>
<tr>
<td>4.0</td>
<td>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.</td>
</tr>
<tr>
<td>4.5</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>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.</td>
</tr>
<tr>
<td>4.5</td>
<td>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.</td>
</tr>
<tr>
<td>5.0</td>
<td>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.</td>
</tr>
<tr>
<td>5.5</td>
<td>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.</td>
</tr>
</tbody>
</table>

4. **Professionalism, interpersonal skills, & emotional intelligence:**
Acts ethically & positively to foster a supportive instructional or work environment. Has the emotional intelligence (ability to perceive, evaluate, & manage emotions) & interpersonal skills to work effectively with others.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
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</tr>
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<tr>
<td>4.0</td>
<td>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.</td>
</tr>
<tr>
<td>4.5</td>
<td>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.</td>
</tr>
</tbody>
</table>
The Honors Program is proud of the many outstanding characteristics and achievements of the incoming class of Honors students. Among this new group of 380 students are musicians, artists, athletes, and world travelers. Each one is a welcome addition to the University Honors Program community. Information about the entering class of 2014 is presented below.

### Gender/Residency

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>122 (32%)</td>
</tr>
<tr>
<td>Females</td>
<td>258 (68%)</td>
</tr>
<tr>
<td>Residents</td>
<td>236 (62%)</td>
</tr>
<tr>
<td>Non-Resident</td>
<td>144 (38%)</td>
</tr>
</tbody>
</table>

### Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>13 (3%)</td>
</tr>
<tr>
<td>Black</td>
<td>2 (&lt;1%)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1 (&lt;1%)</td>
</tr>
<tr>
<td>Native American</td>
<td>2 (1%)</td>
</tr>
<tr>
<td>White</td>
<td>319 (84%)</td>
</tr>
<tr>
<td>Multiple</td>
<td>27 (7%)</td>
</tr>
<tr>
<td>Did Not Answer</td>
<td>14 (4%)</td>
</tr>
</tbody>
</table>

### Freshmen by College:

<table>
<thead>
<tr>
<th>College</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Sciences</td>
<td>20</td>
</tr>
<tr>
<td>Health and Human Sciences</td>
<td>23</td>
</tr>
<tr>
<td>Business</td>
<td>23</td>
</tr>
<tr>
<td>Engineering</td>
<td>80</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>53</td>
</tr>
<tr>
<td>Natural Resources</td>
<td>11</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>96</td>
</tr>
<tr>
<td>Veterinary Medicine and Biomedical Sciences</td>
<td>33</td>
</tr>
<tr>
<td>Undeclared</td>
<td>41</td>
</tr>
</tbody>
</table>

### Non-Resident Representation

- Alaska
- Alabama
- Arkansas
- Arizona
- California
- Connecticut
- Florida
- Hawaii
- Idaho
- Illinois
- Indiana
- Kansas
- Louisiana
- Maine
- Maryland
- Michigan
- Minnesota
- Missouri
- Montana
- Nebraska
- Nevada
- New Mexico
- New York
- North Carolina
- North Dakota
- Ohio
- Oklahoma
- Oregon
- Pennsylvania
- South Dakota
- Texas
- Utah
- Washington
- West Virginia
- Wisconsin
- England
- Singapore
- Slovakia
- South Korea
Track 1: University Honors Seminar Path

Track 1 fulfills nearly 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 23-credit program of studies that consists of four 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 15 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.

*The Honors curriculum for Track 1 (University Honors Scholar designation) fulfills four of the eight AUCC categories and half of the credits in a fifth category (Arts/Humanities). Students must fulfill the remaining three categories to complete the University’s general education requirements (AUCC): Additional Communications (Advanced Writing, 2), Mathematics (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

<table>
<thead>
<tr>
<th>Course</th>
<th>AUCC Requirement Fulfilled*</th>
</tr>
</thead>
<tbody>
<tr>
<td>HONR 192 (prerequisite, HONR 193)</td>
<td>Intermediate Writing (1A)</td>
</tr>
<tr>
<td>HONR 193 (prerequisite, HONR 192)</td>
<td>Arts/Humanities</td>
</tr>
<tr>
<td>HONR 392</td>
<td>Arts/Humanities</td>
</tr>
<tr>
<td>HONR 492</td>
<td>Global and Cultural Awareness</td>
</tr>
<tr>
<td>HONR 492 (prerequisite, HONR 392)</td>
<td>Historical Perspectives</td>
</tr>
<tr>
<td>HONR 492</td>
<td>[Oral Communication]*</td>
</tr>
<tr>
<td>HONR 492 (prerequisite, HONR 392)</td>
<td>Social/Behavioral Sciences</td>
</tr>
</tbody>
</table>

* May satisfy a requirement for specific majors.

Table 2. AUCC Requirements Fulfilled By the Honors Seminars

<table>
<thead>
<tr>
<th>Course</th>
<th>AUCC Requirement Fulfilled*</th>
</tr>
</thead>
<tbody>
<tr>
<td>HONR 192 and HONR 193</td>
<td>Intermediate Writing (1A)</td>
</tr>
<tr>
<td>HONR 392</td>
<td>Arts/Humanities (3B, 3 of 6 credits)</td>
</tr>
<tr>
<td>HONR 492</td>
<td>Social/Behavioral Sciences (3C)</td>
</tr>
</tbody>
</table>

*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 Global and Cultural Awareness (3E). Also oral communication (SPCM 200) is fulfilled as a requirement for some majors.
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 Global and Cultural Awareness. It also accommodates first year students with at least 30 AP, IB, or college credits.

Track 2 is a 23-credit program of studies that consists of a 4 credit Freshman Honors seminar (for freshman students), 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.
The Honors website (www.honors.colostate.edu) has a wealth of information about Honors classes, activities, and special programs. Students are encouraged to check it regularly as it is updated throughout the semester. Below is a list of some of the information you will find on the site.

**ACADEMICS**
- List of Fall and Spring Honors courses, including course descriptions, professor names, and class times.
- List of two Honors courses in each major for Track 1.
- Track 2 requirements in majors offering a Track 2 program.
- Honors Option forms to convert a regular course into an Honors course.
- On-line version of the Honors Student Handbook.

**ACTIVITIES**
- Link to the Honors Student Association (HSA) website.
- Latest copy of *Spiritus Mundi*, the Honors literary magazine written and edited by Honors students.
- Honors “news and events” page that includes the date of the Honors Prof Lecture, Faculty Fireside Chats, and upcoming Senior Honors Thesis presentations.
- News about awards and recognition of current Honors students.

**SPECIAL PROGRAMS**
- Honors Enrichment Fund application. This grant awards up to $200/year for enriching individual and group activities.
- Scholarship opportunities at the undergraduate and graduate level.
- Undergraduate research opportunities.
- Summer internships, jobs, and research opportunities.
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

<table>
<thead>
<tr>
<th>Track 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST YEAR</strong></td>
</tr>
<tr>
<td>• 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.</td>
</tr>
<tr>
<td><strong>SECOND YEAR</strong></td>
</tr>
<tr>
<td>• By the end of the second year, students must complete the second Honors seminar (HONR 193) and have a cumulative 3.0 GPA or higher. (Note: most students complete HONR 193 in the Spring semester of their first year.)</td>
</tr>
<tr>
<td><strong>THIRD YEAR</strong></td>
</tr>
<tr>
<td>• By the end of the third year, students must complete the first Honors course in the major, the third Honors seminar (HONR 392), and the Honors pre-thesis class (HONR 399; except Engineering majors, who should take it the semester before graduation), and have a cumulative 3.0 GPA or higher.</td>
</tr>
<tr>
<td><strong>FOURTH YEAR</strong></td>
</tr>
<tr>
<td>• 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 Thesis (HONR 499). To graduate as a University Honors Scholar, students must have a cumulative 3.5 GPA or higher.*</td>
</tr>
</tbody>
</table>

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 15 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.

<table>
<thead>
<tr>
<th>Track 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To continue participation in Track 2, a student must have at least a cumulative 3.0 GPA, and complete 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.)</strong></td>
</tr>
</tbody>
</table>

SATISFACTORY PROGRESS IN THE HONORS PROGRAM
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 (October 27 for Spring registration and April 6 for Fall 2015 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 (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

<table>
<thead>
<tr>
<th>Error message</th>
<th>What it means</th>
<th>When you might get it</th>
<th>What to do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class Level restriction</strong></td>
<td>Only students in a certain class level (fr/so or jr/sr) can register for the class.</td>
<td>If you try to take a course before you have enough credits to qualify as a junior or a senior.</td>
<td>If you absolutely NEED the course, contact the instructor and ask for a class level restriction override.</td>
</tr>
<tr>
<td><strong>Multiple Components Required</strong></td>
<td>You have selected only one component in a class that has at least two (example: LIFE102, or PH141)</td>
<td>This often occurs when you are registering for science classes. There may be more than one component (usually a lab or recitation).</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Major Restriction</strong></td>
<td>This class is restricted to specific majors.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Prerequisite Not Met</strong></td>
<td>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.</td>
<td>This usually occurs if you are trying to take a class before you are ready.</td>
<td>You’ll need to take the prerequisite courses prior to registering for the course. Make sure that all completed courses appear on your transcript.</td>
</tr>
<tr>
<td><strong>Dept./Instructor Approval Required</strong></td>
<td>Registration for a certain class is limited for some reason, and the instructor needs to approve your registration.</td>
<td>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.</td>
<td>If you seek access to a class requiring dept/instructor approval, contact the instructor listed or the department.</td>
</tr>
<tr>
<td><strong>Stop enrollment</strong></td>
<td>A department has stopped enrollment so that no one can register for the class until a problem is resolved.</td>
<td>Often this means the class time or location is changing or the department may not have an instructor for the class</td>
<td>Try registering for a different section of the same class, or contact the department to find out more information.</td>
</tr>
<tr>
<td><strong>Maximum Hours Exceeded</strong></td>
<td>All students have a credit limit of 18 credits and you are trying to register for more than 18.</td>
<td>If you are trying to register for too many credits.</td>
<td>Ask your honors or academic adviser for a credit limit override.</td>
</tr>
<tr>
<td><strong>This section is full.</strong></td>
<td>Pretty self explanatory – the class is full.</td>
<td>You are trying to register for a class that is already full.</td>
<td>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.</td>
</tr>
</tbody>
</table>
The Senior Honors Thesis

A 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 twelfth 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 takes place in Newsom Hall, is a great opportunity for new students to meet each other and their peer mentors through ice-breakers and team-building activities. 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.
Honors Student Association

Dear Incoming Honors students,

On behalf of the Honors Student Association, welcome to the Honors Program at Colorado State University! The Honors Program provides students with a diverse array of opportunities, some of which I hope will speak to you and enrich your time here at Colorado State University. I would like to take this moment to inform you of one such opportunity.

Honors Student Association (HSA) offers Honors students a variety of ways to become more involved both on campus and in the Fort Collins community. Our goals include organizing and participating in community service projects, providing a place for Honors students to make connections, and making campus resources more available to students.

During this school year, HSA hopes to achieve these goals in many ways. We are currently planning service events such as Treatsylvania (a safe Halloween celebration for children) and CSUnity (the largest day of service in Northern Colorado), among many others. Last year, club members spent over 200 hours giving back to the Fort Collins community. This term, with your help, we hope that HSA will have an even greater impact. Additionally, this term we are excited to invite several local leaders from the Fort Collins community to speak at our meetings. Beyond community involvement, we help to foster strong friendships between club members by hosting numerous social events throughout the year such as movie nights, ice skating trips, and bowling nights as well as our bi-weekly general meetings. In addition to community service and social events, HSA offers incoming freshmen the chance to participate in Honors Student Leaders (HSL) – a student-led group with a focus on developing leadership and communication skills.

Now that you know a little more about what HSA has to offer, we would like to extend an invitation of membership. All Honors students are welcome to join and we hope students such as you, with a variety of backgrounds and interests, will choose to join us. Please fill out an Application of Interest if you would like to become a member of this engaging and rewarding club. The application will provide us with your contact information and areas of interest, so that we may tailor service and social events to member interest. You can find the application for both HSA and HSL in the Honors Student Handbook as well as in the Honors Office located in Academic Village. The applications can be turned in to Judi Bryant in the Honors Office. Please feel free to email me at kheitz@rams.colostate.edu if you have any questions, concerns, or suggestions. I look forward to getting to know you and hope that you find the Honors Program as enriching and rewarding as I have! I wish you all a fun and successful school year!

Sincerely,

Katie Heitz
Honors Student Association President
Honors Student Association
Application of Interest

To join HSA, please complete this Application of Interest so that we may have a record of your contact information and interests.

Name: ________________________  Campus Address: ________________________
Phone Number: ________________________  E-mail: ________________________
Major: ________________________  Year: ________________________

Please rank your interest in the following service areas, with number one being the highest:

___ Animals  ___ Hunger & Homelessness
___ Children  ___ Older Adults
___ Environment  ___ Women’s Issues
___ Health  ___ Other: ________________________

1. Please list the activities and student organizations you have most enjoyed over the last two years:

2. What do you hope to contribute to the Honors Student Association?

Please send the completed application to:
Katie Heitz, HSA President
Honors Program Office
Academic Village—Honors, Campus Delivery 1025
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: www.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 ten [10] 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: www.colostate.edu/Depts/Registrar/records.

Add/Drop and Withdrawing from a Class
The period for adding classes without instructor approval is about a week after class starts, August 31st, for most classes. For most classes, the drop date for Fall 2014 is September 10. 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 2014 ends on Monday, October 20, 2014. 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 Intent to Honors Option a class is available on the Honors website: www.honors.colostate.edu/honorsoptionintent and must be submitted electronically. A signed hard copy of an Honors Option form must be turned in to the Honors Office by the appropriate deadline date. The form can also be found on the Honors website.

Helpful Resources

RAMWeb
RAMWeb provides general and personal information to students. You can check your student financial aid account information, current and future university class schedules, your finals schedule, transcript, transfer credits, and change your mailing address. The RAMWeb website is http://ramweb.colostate.edu.

Grade Calculator
On your personal RAMWeb homepage, you are able to find tools that allow you to calculate your term and cumulative GPA based on possible grades for the current term, as well as calculate a target GPA. To get to the grade calculator links, log on to RAMWeb and click on either Current Term GPA Predictor or Target Undergraduate GPA.

Degree Audit
Check your progress toward your degree by utilizing the “My Undergraduate Degree Plan” link in the “Records” section (bottom right side of the screen) of your RAMWeb page. The red Xs will eventually be replaced by green checks as you get closer to graduation.
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.

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

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

** Credits not used to compute GPA and counted toward graduation.
The following information is taken directly from the 2014-2015 Colorado State University General Catalog, available online at http://www.catalog.colostate.edu, under “Policies and Guiding Principles.”

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 dishonesty. 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 responsible for and affected by the cooperative commitment to academic integrity.

Academic dishonesty (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 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 share responsibility for the academic integrity of the University by reporting incidents of academic dishonesty.

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

1. **Cheating in the Classroom** – Cheating includes using unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work. 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, ideas, or thoughts of another, and representing them as one’s own without proper acknowledgment. Examples include a submission of purchased research papers as one’s own work; 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 or other academic work; stealing another student’s work; unauthorized entry to or use of material in a computer file; theft or mutilation of library materials; 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 Cases of Academic Dishonesty** – Facilitation of any act of academic dishonesty including cheating, plagiarism, and/or falsification of documents also constitutes violation of Colorado State University’s academic integrity. 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.

Continued......
Procedures for Dealing with Academic Dishonesty

Faculty/Instructors are expected to use reasonably practical means of preventing and detecting academic dishonesty. If a faculty member has evidence that a student has engaged in an act of academic dishonesty, the faculty member will notify the student of the concern and make an appointment to discuss the allegations with the student. The student will be given the opportunity to give his or her position on the matter. If the student admits to engaging in academic dishonesty or if the faculty member judges that the preponderance of evidence supports the allegation of academic dishonesty, the faculty member may then assign an academic penalty. Examples of academic penalties include assigning a reduced grade for the work, a failing grade in the course, or other lesser penalty as the faculty member deems appropriate.

Faculty/Instructors have a responsibility to report to the Office of Conflict Resolution and Student Conduct Services all cases of academic dishonesty in which a penalty is imposed. Incidents which the faculty member 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 regarding alleged academic dishonesty, he or she may request a hearing with the Office of Conflict Resolution and Student Conduct Services. 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 will be final.

If, after making reasonable efforts, the faculty member is unable to contact the student, or 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 and the Office of Conflict Resolution and Student Conduct Services of the reason such grade was given; or

2. Refer the case to the Office of Conflict Resolution and Student Conduct Services for a hearing before deciding on a penalty.

A hearing will be conducted with the Office of Conflict Resolution and Student Conduct Services to determine whether a preponderance of evidence exists in support of the allegations of academic dishonesty. If the Hearing results in a finding of insufficient evidence to support the allegation or clears the student of the charges, the faculty member will determine a grade based on academic performance and without reflection of the academic dishonesty charge and change any previously assigned grade accordingly. If the Hearing results in finding of academic dishonesty, the Hearing Officer and faculty member will confer regarding appropriate sanctions. The faculty member will make the final determination regarding academic penalties, which may include, among other options, a reduced grade for the course. The Hearing Officer will make the final determination regarding University disciplinary sanctions. A sanction of ineligibility of the course for the Repeat/Delete Policy described in the Advising and Registration – About Grades section of the University catalog will be imposed by the Hearing Officer only if the faculty member concurs with the sanction.

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/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/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 described in the Advising and Registration – About Grades section of this catalog.

Information about incidents of academic misconduct is kept on file in the Office of Conflict Resolution and Student Conduct Services. 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.
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.

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.

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

The University Today
Today, Colorado State University has more than 31,500 students, including about 4,443 freshmen, and is classified as a Carnegie Doctoral/Research University-Extensive. The University has more than 150 degree programs, 14 residence halls, 500+ student organizations, and boasts more than 184,500 living alumni. Included in this list are state governors, heads of corporations, Olympic gold medalists, teachers, researchers, artists, an astronaut, and many other leaders in society.

Student Profile
In Fall 2013, Colorado State had more than 22,565 undergraduate students representing many backgrounds. The following statistics from Office of Institutional Research (Fall, 2013) will help you understand the diversity that surrounds you at Colorado State University.

> Colorado residents: 17,865
> Nonresidents: 4,700
> Women: 11,498
> Men: 11,067
> Asian American: 429
> Black: 471
> Hispanic: 2,175
> International: 682
> Native American: 75
> Multiracial: 776
> Other: 1,157

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 mathematics)
> Advanced Writing
> Foundations and Perspectives (e.g., biological and/or physical sciences, arts/humanities, historical perspectives, global and cultural awareness, and social/behavioral sciences)
> Depth and Integration (including a capstone experience)

For more information about the AUCC requirements, please refer to the 2014-2015 Colorado State University General Catalog, 2.3 pp. 1-6.
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.

Asian/Pacific American Cultural Center (Campus Rec Center Mac Gym, 970 491-6154): The A/PACC office exists to support Asian/Pacific American students through direct service and educational and cultural campus-wide programs. The office provides support, cultural awareness programs, community outreach, social support, and student organizations.

Black/African American Cultural Center (Campus Rec Center Mac Gym, 970 491-5781): The Black/African American Cultural Center assists African-American students with their transition to Colorado State and throughout their academic experience by providing support and encouragement for their academic, professional, cultural, and personal development.

El Centro Student Services (Campus Rec Center Mac Gym, 970 491-5722): El Centro provides services for Hispanic/Latino/Chicano students such as cultural enrichment programs, tutoring and study groups, scholarship and financial aid assistance, and student organizations.

Gay, Lesbian, Bisexual, Transgender, Queer, Questioning and Ally Resource Center (Campus Rec Center Mac Gym, 970 491-4342): The GLBTQ2A Resource Center provides outreach to educate people about the GLBT community, offers resources and referral services, supports students who have been harassed or discriminated against, offers advising and counseling, and creates a safe gathering space for GLBT, other sexual minorities, and allies.

Native American Cultural Center (Campus Rec Center Mac Gym, 970 491-1332): NACC provides advocacy and support services, counseling, financial advising, and social opportunities to all students and embraces and encourages a supportive environment based on the cultures and traditions of Native American peoples.

Resources for Disabled Students (100 General Services Bldg., 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 (112 Student Services, 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
Campus Rec Center Mac Gym, 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
Hartshorn Health Center, 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, 970 491-5917
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: Resources for Adult Learners/Veteran Students
142 Lory Student Center, 970 491-2248
The OCSS 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. This office also offers a lounge and resources for adult learners.

Student Employment Services
Centennial Hall, 970 491-5714
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)
182 Lory Student Center, 970 491-1482
SLS staff includes two 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 Network Counseling Services
123 Aylesworth Hall NW, 970 491-6053 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.
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/honorscu/

Golden Key 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/
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 except M133) 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/
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
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, by another university or organization, or enroll directly in a foreign university. Programs are available for most majors on nearly every continent! In 2011-12, over 721 CSU students studied abroad in approximately 51 countries. The top five destinations for CSU students were Spain, Italy, Australia, the UK, and Czech Republic. In choosing to study abroad, you will work with a CSU study abroad adviser who will help you 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 attending CSU. Scholarships are available but have early deadlines, so advance planning is important and necessary. The first step in planning your study abroad experience is to attend an information session in the Office of International Programs in Laurel Hall. Information sessions are offered every Monday through Thursday by Study Abroad staff. Please refer to the Study Abroad web page for exact times (www.studyabroad.colostate.edu). After you’ve been to an information session, you’ll meet individually with a study abroad adviser who will guide you through the application process and remain your primary contact at CSU while you’re abroad. To learn more about study abroad and other international opportunities at CSU, visit the Office of International Programs in Laurel Hall on the northeast corner of the Oval, visit their web site at www.international.colostate.edu, or call them at (970) 491-5917.

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 the Campus Rec Center Mac Gym. 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. Dr. Mark Brown coordinates the Honors Undergraduate Research Scholars Program, and he is an excellent contact to assist you in finding a research position in a lab. His phone number is (970) 491-3132 and his email address is m.brown@colostate.edu. 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
- Officially sponsored short-term study or research abroad

**Group Enrichment**
- Community service
- Cultural events
- Speakers and presenters for clubs or organizations
- Support for prestigious scholarships and awards applications

**Value of Awards and Number of Applications per Year**
The amount of the awards will range from $100 to $250 depending on the educational value and available funds. Students may request an enrichment award even if the total cost of the enriching activity exceeds $250. 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 2014-2015 has passed. In December 2014, check the Student Financial Services website http://sfs.colostate.edu/csu-scholarship-application-cusa for information on the 2015-2016 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 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.
For More Information: Contact the Honors Program office, 970-491-5679.

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 3.7 GPA.
Award: Scholarship is up to $12,000 per year.
For More Information: Contact the Honors Program office, 970-491-5679.
Jack and June Richardson Honors Scholarship

**Purpose:** To provide scholarship assistance for up to four outstanding full-time senior students who are in the University Honors Program at Colorado State University, and to recognize an outstanding faculty member who serves as that student’s thesis mentor and adviser.

**Eligibility:** Criteria for the award include: senior enrolled in the University Honors Program; outstanding academic performance; potential for future contributions to society; commitment to engage in a program of independent inquiry, culminating in a senior honors thesis under the guidance of a faculty adviser; and interest in a rewarding undergraduate experience that emphasizes the development of advanced research and communication skills. Students are nominated by the Honors Program staff and are selected by a scholarship committee.

**Award:** Scholarship amounts will be determined each year (up to $3,000).

For More Information: Contact the Honors Program office, 970 491-5679

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.

For More Information: Contact the Honors Program office, (970) 491-5679.

**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 $2,000.
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:

<table>
<thead>
<tr>
<th>College</th>
<th>Summa Cum Laude</th>
<th>Magna Cum Laude</th>
<th>Cum Laude</th>
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<tbody>
<tr>
<td>Agricultural Sciences</td>
<td>3.980</td>
<td>3.850</td>
<td>3.780</td>
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<td>Business</td>
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<td>Engineering</td>
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<td>Health and Human Sciences</td>
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<td>Veterinary Medicine &amp; Biomedical Sciences</td>
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</table>
University Honors Program
Academic Village B102
Colorado State University
Fort Collins, CO  80523-1025
970-491-5679
honors@colostate.edu
www.honors.colostate.edu