Honors Program

Annual Program Report

Craig Nakashian, Director
2014-2016
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I. Overview of the Program and Improvements

The mission of the Texas A&M University-Texarkana Honors Program is to provide a community of exemplary scholars an enhanced and supportive learning environment responsible to the educational needs of both traditional and nontraditional students who are moved to pursue their education beyond typical course requirements. Honors students will have the opportunity to engage in interdisciplinary activities including Honors colloquia and seminars, increased opportunities for undergraduate research/creative activity, leadership opportunities, and participate in the Honors Society and extracurricular activities.

Membership in the program comes from a variety of sources. In past years, incoming Freshman were eligible to receive an Honors scholarship. Beginning in Fall of 2015, that program was discontinued, and instead awardees of the Presidential and Valedictorian/Salutatorian scholarships were automatically made members of the program, and were required to maintain active status. While this negatively affected Freshman enrollment in the program, through attendance and outreach at numerous recruitment events, we were able to supplement the seven students brought in on those scholarships in the Fall 2015 with six other Freshman applicants (who received no scholarships). Transfer scholarships continue to be awarded by the Honors Program, though the number has been reduced from twenty to seven.

The program has two curricular tracks- one for Freshman members and one for Transfer students. During a student’s first two years he or she takes an Honors-only IS 1100 Freshman Seminar course, PHIL 1301- Introduction to Philosophy, and completes one Honors add-on project in a lower-division course.

Transfer students (and Freshman students in their third year) take HONR 345- Advanced Academic Argument, and complete three Honors add-on projects in upper-division courses (usually in the student’s major field).

Additionally, students are expected to attend and participate in a minimum of one Honors Program Colloquium during each academic semester.

Since the Fall of 2014, the Honors Program has made many strides in developing a stronger information management system (aided in no small part by the hiring of a part-time Honors Program administrative assistant). Identifying, tracking, and advising Honors students has been a major challenge, and to that end the program has created a series of databases to maintain up-to-date records of current students, their standing in the program, progress towards completion of program requirements, and other educational information. We also instituted an Honors Program probationary status for at-risk students. If a student’s GPA falls below 3.5, or the student did not participate in the requirements of the program, they are informed that they are on probation, which gives them one semester to bring the GPA above the 3.5 benchmark, or to address other programmatic requirements as needed.
We have also revamped the add-on project forms and built an assessment tool into the procedure. This allows for better tracking of student projects, as well tracking of educational outcomes and benefits from the projects (discussed in section II).

As part of an enhanced advising model for Honors Program students, we instituted a requirement that all members of the Academic Honors program meet with either the Director or Administrative Assistant prior to registration for the Spring 2016 semester. This was linked with a programmatic perk that allowed Honors students to register earlier than other student populations. This also served as a useful communication tool for students in the Honors program, and helped to keep them mindful of their status as Honors students.

In the Fall of 2014, the Honors Program created a Student Leadership Council comprised of Honors students interested in helping with the governance of the program. In the Fall of 2015, the Honors Program reinstituted the Honors Program Advisory Group (and folded the Student Leadership Council into it), comprised of interested faculty and students to discuss the governance of the Honors program.

Membership in the Fall was:
Dr. Craig Nakashian (Director, Honors Program)
Dr. Walter Casey (Instructor- HONR 345)
Dr. Douglas Julien (Instructor- PHIL 1301)
Dr. Drew Morton
Dr. David Allard
Dr. Terry Bechtel
Dr. Marty Harris
Ms. Rebekah Drennon (Honors student)
Ms. Bonnie Johnson (Administrative Assistant, Honors Program)

Finally, the Program sought to give Honors students “perks” for being members (especially in light of the reduction of scholarships, lack of an Honors program office, etc), and these included priority registration, sponsorship by the Success Center for students to gain national tutor certification, and longer borrowing privileges in the university library.

II. Student data for Honors Program assessment report 2015-2016

As of spring 2016, there were 67 students who are identified as Honors Program students
Forty-five (45) of these students entered in Fall 2014 and Fall 2015
Twenty-four (24) were continuing students admitted prior to Fall 2014

The entering status of these 67 students was as follows:
48 Freshmen (some did have college hours before admission to the university)
University Honors Program students have majors from across the disciplines.

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<td>2nd Ed</td>
<td>3</td>
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</table>

19 Transfer

Colloquium and Add-on Project Requirements:

Honor Program students are required to attend at least one colloquium each semester.

48 students have attended at least one colloquium
19 have not attended a colloquium

Add-on Projects completed:
Two students completed add-on projects in Fall 2015.
Of the ten (10) students who have completed at least one project. The breakdown is as follows:

Two (2) students have completed 2 projects.
Two (2) students have completed 3 projects.
Six (6) students have completed only one project.

Data for Honors Program colloquia/events

For the 2014-2015 year the Honors Program hosted 9 colloquia and one Honors Program Showcase

The attendance for all 9 colloquia was 263, with an average attendance of 29.2 students/faculty.
The most attended event was Dr. Doris Davis, “19th Century Women Composers” with an attendance of 83. The least attended was the Movie and Discussion: Stalag 17 with 7 students/faculty attending.

There were 48 students/faculty who attended the spring 2016 Showcase.

Total amount spent on refreshments for all 2014-2015 was $2070.31, an average of $230 per event.

III. Student Engagement

An important part of the Honors Program comes from opportunities for student engagement with colleagues, faculty, and community members. The program has developed and improved a number of mechanisms to enhance student engagement opportunities. We have sought to update and maintain the Honors program website on the Texas A&M University-Texarkana homepage. We maintain information, necessary forms, and the Honors Program Handbook on those webpages. The Handbook was developed over the last year to bring together in one place the rules, expectations, and opportunities of the Honors Program.

Additionally, in order to disseminate information more effectively and generate a sense of an Honors Program community, we have developed an Honors Program Facebook page and Twitter account, as well as a periodic newsletter. These allow us to post pictures of events, promote events, items of general interest, and to raise the awareness of the program.

As part of our engagement opportunities, Honors students have been encouraged to present in the Honors colloquium series, and we have had three such presentations over the previous year. Furthermore, the Program has become affiliated with the Great Plains Honors Council (GPHC) and the National Collegiate Honors Council (NCHC). In the Spring of 2016, Dr. Nakashian and Mr. Zach Crabtree will be attending the GPHC annual conference and presenting a poster covering Mr. Crabtree’s Honors project from HIST 310- The Ancient World, which was a historical simulation used in the classroom.

Finally, as a mechanism to bring recognition to our Honors Program students and especially graduates, in the Spring of 2015 we instituted the first Honors Program Student Showcase, where we exhibited Honors add-on projects and gave students the opportunity to discuss them with the university (and broader) community. The Director also presented the Honors Program graduates with their medals on-stage at the Fall 2015 commencement ceremony, further recognizing our students’ achievements in completing the requirements of the program.
V. Future Challenges and Plans

The Honors program has several challenges to overcome in order to remain a viable and valuable part of the campus community. In the five years of the Honors program’s existence, the resources available for student scholarships has consistently declined. This has undermined the competitive advantage the program offers in luring top-performing students. While several scholarships remain for transfer applicants, Freshman applicants no longer receive a dedicated “Honors” scholarship. Instead the program has been able to automatically admit students already awarded the Presidential and Valedictorian/Salutatorian scholarships, and to require their participation in the Honors program as a parameter of their scholarship.

Since its inception, the program has struggled to develop a strong sense of community and identity among the Honors students. Due to the diffuse nature of the program’s requirements (most Honors work is done within major classes) and the bifurcated nature of the Honors students (Freshman and Transfers) building a cohort among Honors students has proven challenging. All students are required to take HONR 345- Advanced Academic Argument, and beginning in the Fall 2015, incoming Honors Freshmen were placed into the same IS 1100 course.

Most community-building among Honors students must happen outside the classroom. The lack of a dedicated Honors-space/office has been the main stumbling block for achieving that sense of community. Without a place for students to come, sit, linger, talk, study together, it becomes virtually impossible to build an identity among them as “Honors students”. In previous years, there was an attempt to have a shared Honors office/Honors Director office, but that failed due to the mutually-exclusive requirements of those spaces. The Honors program needs a space devoted to Honors students, and students alone.

Finally, there has been a major challenge in building faculty buy-in and ownership of the Honors program. While the Honors Director is a faculty member, that person has historically been chosen by administrators with no faculty input. Furthermore, the Honors Director does not have control over the proposing of the Honors budget, nor reporting duties to the chief academic officer (a core principle of effective Honors programs, as outlined by the National Collegiate Honors Council). This hampers the ability of the Honors program to compete effectively for limited resources or represent the interests of the program to academic administration.
**IV. Appendix**

1. Honors Program Handbook
2. Welcome Letter
3. Honors Program Requirements plan 4-year student
4. Honors Program Requirements plan 2-year (transfer) student
5. Add-on Project Credit Form
6. Add-on Project Credit Form Instructions-Faculty
7. Add-on Project Credit Form Instructions-Student
8. Add-on Project Assessment Results
9. Honors Program Info Flyer
11. Honors Program Newsletters 2015-2016
**Mission Statement:**

The mission of the Texas A&M University-Texarkana Honors Program is to provide a community of exemplary scholars an enhanced and supportive learning environment responsible to the educational needs of both traditional and nontraditional students who are moved to pursue their education beyond typical course requirements. Honors students will have the opportunity to engage in interdisciplinary activities including Honors colloquia and seminars, increased opportunities for undergraduate research/creative activity, leadership opportunities, and participate in the Honors Society and extracurricular activities.

**Definition of Honors education:**

*Honors education is characterized by in-class and extracurricular activities that are measurably broader, deeper, or more complex than comparable learning experiences typically found at institutions of higher education. Honors experiences include a distinctive learner-directed environment and philosophy, provide opportunities that are appropriately tailored to fit the institution's culture and mission, and frequently occur within a close community of students and faculty (National Collegiate Honors Council, http://nchhonors.org/faculty-directors/definition-of-honors-education/)*

**Admission Process:**

**Freshmen Students:**
- Member of Presidential Leadership Class
  - Or
- Qualify for Automatic Full Admission and Letter of interest and commitment
- Application to program

**Transfer Students:**
- Cumulative grade point average of 3.50 or above
- Letter of interest and commitment
- Application to program

**Honors Scholarships:**

Students receiving the Presidential or Valedictorian/ Salutatorian scholarships are automatically members of the Honors program. There are a limited number of Honors scholarships available for transfer students, which are awarded by the Honors Program. All scholarship recipients must remain members in good standing of the Honors program to maintain the scholarship(s).
How the Honors Program works:

The University Honors Program is designed to work with every major at A&M-Texarkana. In addition to the curricular expectations outlined below, Honors students must participate in at least one Honors colloquium, activity or event each semester.

Lower Division Requirements:

Freshmen students are required to take the Honors section of IS 1100 in their first semester.

Students will also take either PHIL 1301 or PHIL 1350; these courses should count towards the core requirements and will ideally be done during the student’s first year. Students will also complete one Honors add-on project in a course of their choice, with the advisement of the Honors Director.

Upper-division Requirements:

Students take HONR 345 in the fall of their junior (or initial fall semester for transfer students).

In addition to the required courses, students must complete an additional three add-on projects, usually in courses required for the student’s major and are counted in the student’s degree requirements. The student works directly with the instructor of the course in designing a specific Honors project completed within this course. The successful completion of an Honors project within the course converts that course to Honors credit (for the purposes of fulfilling the program requirements).

With the exception of required courses- IS 1100, Phil 1301/PHIL 1350, and HONR 345- honors credit is non-academic credit and is not reflected on the student’s official transcript.

Honors Curriculum:

Required coursework and projects

Freshmen students (four year students) complete a total of 18 semester hours toward Honors credit. Year 1 and 2

- Phil 1301 Introduction to Philosophy- or- PHIL 1350 Philosophy and Ethics in Science and Technology
- 1 Honors project completed through approved lower-level add-on course contracts

Year 3 and 4

- HONR 345 Advanced Academic Argument (only offered in Fall semesters)
- 3 Honors projects completed through approved upper-level add-on course contracts

Transfer students with two years or less remaining complete a total of 12 semester hours toward Honors credit.

- HONR 345 (only offered in Fall semesters)
- 3 Honors projects completed through approved upper-level ad hoc course contracts
While Honors courses and ad hoc course projects are not necessarily harder, they do provide students an opportunity for undergraduate research and creative activity in their major area. All Honors courses and projects must be completed with a grade of C or higher.

**Honors Projects/Add-On Credit**

To complete the project requirement for the Honors Program, students work with university professors to contract a non-honors course for honors project credit. This allows a high degree of flexibility in the program as students are able to tailor the requirements of the program toward their interests. The specific design of an honors contract project is created by the student and the instructor. The student, instructor, and Director of the Honors Program must agree to the honors contract contents before the option is approved to meet the student’s honors requirements.

Students must submit a completed Add-on Honors Request form to the Honors Program office to receive project credit for the course project.

**Colloquia**

The Honors Program provides several opportunities throughout the semester to attend colloquiums and presentations designed to provide an engaging and enriched university experience. Presenters include university faculty, guest experts and professionals, and Honors Program students from across the disciplines. These presentations are open to all university students, staff and faculty, and the general public.

Honors Program students must attend at least one Honors colloquium, activity or event each semester.

**Community Engagement**

Service to the community is an important aspect of being a member of the Honors Program. Honors students are encouraged to be active participants in the university and broader community. The Honors program will facilitate community engagement opportunities.

**Honors Program Advisory Group**

The Honors Program Advisory Group serves to advise the Honors Program Director on issues pertaining to the development, maintenance, and enhancement of the Honors Program. Members of the Advisory Group will meet regularly with the Honors Program Director to plan events, recommend changes to the Honors Program, and assist with program events and tasks.

All Honors Program students are eligible for membership in the group, and terms of service run for one academic year; there are no limits to number of terms a student may serve. At the first meeting of the Honors Program Student Union each academic year, the Honors Director will call for nominations of students willing to serve (one may nominate him/herself). The Honors Program Student Union will then vote to affirm or reject each nomination.
**Maintaining Active Status in Honors Program**

Students maintain active status in the Honors Program by completing required coursework (Phil 1301 or Phil 1350 and HONR 345), additional contracted/Add-on projects, attending Honors colloquia and events, and by maintaining the required grade point average of 3.5.

**Honors Program Probationary Status**

At the end of each semester (Fall and Spring/Summer), each Honors student’s status in the Honors program will be evaluated. Students whose GPA has fallen below the threshold of 3.5, has failed to participate in an adequate number of Honors events, or has failed to complete an Honors course or Honors add-on project will be placed on probation. Probationary status lasts for one semester, during which time the Honors student will work with the Honors Director to regain full status in the program. If you receive a scholarship through the Honors program, that scholarship will be reinstated after successful completion of the probationary period.

**Termination of Honors Program Membership**

Membership in the Honors Program is rarely terminated and then only with good reason, including:

- A student is accepted for membership and fails to take any Honors classes or participates in any Honors events. After one academic year of enrollment without taking any Honors classes, participation in Honors events, or advising by the Honors director or staff, the student’s membership is subject to termination.
- A student is found guilty of, or pleads guilty to, violations of the Student Code of Conduct and Discipline or state or federal law. For example, a student may be terminated for a violation such as academic dishonesty or a legal felony, such as an assault, to which he has pled guilty or has been convicted.
- A student requests in writing to have his or her name removed from Honors College membership.

**Organization Memberships**

The A&M-Texarkana Honors Program is a member of the National Collegiate Honors Council (NCHC), the professional association of undergraduate honors programs and colleges; and the Great Plains Honors Council, the regional association of NCHC.

Membership in the University Honors Program is separate from membership in national Honor Societies such as, Alpha Chi, the national honor society for Honors Program students.

**Expectations of Honor Students**

- Texas A&M University-Texarkana Student Code of Conduct can be found at [http://tamut.edu/Student-Life/Student%20Conduct/Code.html](http://tamut.edu/Student-Life/Student%20Conduct/Code.html)
- Maintain 3.50 cumulative grade point average
- Complete required coursework and add-on projects successfully
- Attend at least one colloquium each semester
Honors Advising

Honor students are required to meet with an Honors Program advisor each semester, in addition to meeting with their university or major advisor.

Students may contact:

- Dr. Craig Nakashian at 903-223-3136 or craig.nakashian@tamut.edu
- Bonnie Johnson at 903-334-6632 or bonnie.johnson@tamut.edu
- University Honors Program email honors@tamut.edu

Honors Opportunities and Perks

- Working one-on-one with A&M-Texarkana faculty in and out of the classroom
- Increased opportunities for undergraduate research/creative activity
- Participation in interdisciplinary activities such as the Honors Colloquium Series and seminars
- Community service opportunities
- Leadership opportunities in the Honors Program Advisory Group
- Honors Student Showcase, provides an opportunity for students to present original research or projects completed during the semester
- Private luncheons with faculty and administration at A&M-Texarkana
- Increased printing allocation of 200 black & white pages as well as exclusive study hours/library access
- Tutor and/or Academic Coach certification through the Student Success Center Honors Program
- Increased and enhanced borrowing privileges in the University Library

Completion Information

- Students must complete all Honors Program course and event requirements, maintain a cumulative grade point average of 3.50, be in good standing with the Honors Program, and meet all other degree requirements.
- On graduation, students who complete the University Honors Program will receive the gold Honors seal on their diploma and special designation as an Honors Program graduate on transcripts.
- Honors Program graduates will receive an Honors medallion that may be worn at graduation.

Note on Latin Honors

Graduation with Latin Honors (cum laude, magna cum laude, and summa cum laude) is based entirely on Grade Point Average and is open to all A&M-Texarkana students with 45 semester hours completed in resident. Latin Honors are separate from successful completion of the University Honors Program.
Welcome Letter mailed to Honors Program Students on Admission to Program

Congratulations!

Allow me to be among the first to congratulate you on being accepted into the Texas A&M University-Texarkana Academic Honors Program! Entry into the Honors program recognizes your academic achievements and ambitions, but also gives you an opportunity to enhance your education in meaningful and interesting ways. Honors courses are built around a dedication to interdisciplinary learning, a focus on student engagement, and student-centered teaching. You will work closely with faculty in developing new and exciting educational projects, and will take the lead in fashioning your own educational experience.

The Honors program also gives students the opportunity to develop leadership skills both professionally and personally. All new Honors students are also automatically part of the Honors Program Student Union, which will play an important role in governance of the program, as well as planning for future activities and courses. We have an Honors Student Leadership Council, where students take the lead on developing topics and speakers for the monthly colloquia, as well as the academic requirements of the program.

Your first step should be to contact me (or our administrative assistant Bonnie Johnson) at honors@tamut.edu to set up an advising appointment to make sure that you understand the requirements of the program, and select the correct courses for your entry semester.

Once again, accept my congratulations on your acceptance into the program, and please do not hesitate to contact me with any questions or problems.

Yours,

Craig M Nakashian, Ph.D.
Assistant Professor of History
Director, Academic Honors Program
Texas A&M University-Texarkana
UC 226
903-223-3136
Honors@tamut.edu
**Texas A&M University-Texarkana**

**Honors Program Plan (Freshman Student)**

**THIS IS NOT A DEGREE PLAN**

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*Or* Honors Thesis and one UD Add-on Projects. (see Director of Honors Program for this option)

### Honors Colloquium Attendance:

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This student has successfully completed all requirements and is approved to graduate from the university Honors Program.

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### Texas A&M University-Texarkana
### Honors Program Plan (Transfer Student)

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<td>UD Add-on Project #3</td>
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<td>or Honors Thesis and one UD Add-on Project (see Honors director for this option.)</td>
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<td>A total of 12 sh approved upper-division is required.</td>
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**Honors Colloquium Attendance:**

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TEXAS A&M UNIVERSITY—TEXARKANA
Preparing 21st Century Students for Successful Careers!

University Honors Program
Take the lead in fashioning your own educational experience!

- Creates a supportive learning environment
- Encourages interdisciplinary learning
- Focuses on student engagement and student-centered teaching
- Develops leadership skills
- Works with all university degrees

John F. Moss Library

Presenters at Spring 2015 Honors Program Showcase pose with Dr. Nakashian

Find us at http://tamut.edu/Academics-Colleges-and-Departments/Honors-Program/index.html

Like us on Facebook
Follow us on Twitter @TamuHonors
Email: honors@tamut.edu

Dr. Craig Nakashian—903-223-3136
Bonnie Johnson—903-334-6632
Add-on Honors Project

Credit For: Fall Spring Summer I Summer II Year: _______

Honors Program Add-On Honors Project Request

Texas A&M University-Texarkana

Course Information:
Course Name: ________________________________
Course Number and Section: ________________________________
Instructor: ________________________________

Student Information:
Name: ________________________________
Student ID #: ________________________________

All Honors projects are expected to produce a documented final artifact, such as an academic paper, oral presentation, or an original creative product. Other project forms may be approved by the project mentor and Honors Program Director. Students wishing to compose a performance-based or “creative” project (i.e., original music, poem, painting, the writing of a novel, etc.) may do so with the approval of the Director of the Honors Program and faculty mentor of the Add-on project. If a student pursues such a project, a reflective essay or a journal detailing the creation of the project will be required. For details, please consult the Honors Program staff.

Examples of “What makes it Honors”:
- Topics that are more advanced than regular course work.
- Research beyond normal course assignments.
- Critical thinking and extended analysis not required in regular course work.

In addition to satisfying the standard course requirements, the student will satisfactorily complete the following work to receive honors credit. (Provide a summary of the proposal below and attach a separate sheet containing a detailed account.)

Objectives:
To earn credit for the Add-on Honors project, the student will complete all the course requirements with the following changes or additions. Additional pages may be attached if needed to adequately describe the project requirements.

___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

___
Tasks:
List all additional tasks the student will complete. Additional pages may be attached if needed to adequately describe the project requirements.

Schedule of instructor/student conferences:
The instructor should meet with the student several times during the project to check on progress and provide feedback. A schedule of instructor/student conferences will be agreed upon at the onset of this contract and attached to this contract.

Honors Project Deadlines:
1. Add-on Honors Request form and project proposals must be submitted to the Honors Program office by MIDTERM.
2. A copy of the final version of the Honors project paper with Add-on request form signed by instructor must be received by Honors Program office before LAST DAY OF THE TERM.

NO HONORS PROJECTS WILL BE ACCEPTED AFTER THE LAST DAY OF THE TERM.

Instructor Approval:
The above student has my approval to complete the above course for Honors Credit based on the additional work listed above.

Instructor’s Signature and Date

Honors Approval:
This Add-on Proposal fulfills the requirements of a course in the Honors Program.

Honors Program Coordinator’s Signature and Date
Instructor Approval:
The above student successfully completed my course and satisfied the Add-on Honors requirements.

Instructor’s Signature and Date

Please Return to: Honors Program Coordinator
honors@tamut.edu
Instructions for Students:
1. Email or meet with the Honors Program Coordinator when registering to confirm that the course/project satisfies the Honors Program requirements.
2. Meet with your instructor and discuss taking the course for Honors credit using the guidelines on the Add-on request form and below.
3. Summarize the agreement on the Add-on Honors Request form and attach a detailed account of the project.
4. Have the instructor sign the Add-on Honors Request form.
5. Get a signature from the Honors Program Coordinator and you will be given a copy to give to the instructor, a copy for your records, and one will remain on file in the Honors Program office.
6. Complete this process by the second week of class.
7. Contact the instructor at the end of the course for a final signature of completion.
8. Submit your completed/signed Ad Hoc project form along with copies of your project documentation (i.e., research paper, Power Point slides, laboratory results, etc.)

It is imperative that you contact both the Honors Program Coordinator and the instructor as soon as possible. Note the deadlines listed on the Add-on request form.

Instructions for Instructors:
The Honors student is requesting to take your course for Honors credit because they either need a core course with Honors credit or they need an upper division course in their major for Honors credit. We do not have enough honors students in every discipline to offer honors specific courses until both the program and the university grow. Through a negotiation with individual instructors about what honors credit in these classes will mean, the student will be given the opportunity to earn honors credit. As a rule of thumb, this might serve as a guide:
1. Honors students are introduced not only to the usual content of the course but also challenged to develop an in-depth understanding of subject matters of the course.
2. Honors students study and evaluate primary source materials rather than relying solely on discipline textbooks.
3. Honors students are given opportunities to develop discipline appropriate research skills, which should result in major documented papers or projects.
4. Honors students are challenged to develop and apply critical thinking skills. Exams, papers, assignments, and classroom exercises provide opportunities for students to think, read, write and present using a wide range of strategies and levels of complexity.
5. Opportunities for both EXPERIENCE and REFLECTION are provided throughout the course. Experience refers to active learning, problem-based learning, team-based learning, and may include field trips, site visits, experiments, simulations, debates and other co-curricular activities. Reflection refers to student engagement in various levels of thinking not only about the content of the course, but also in "thinking about thinking" and understanding the nature of learning.

At the end of the semester, you will receive this form again for your final signature. See the timeline for submission indicated on the Add-on Request form. Please keep in mind that for graduating seniors, adding the Honors designation falls under the same timeline as final grades.

Eff. Fall 2015
Add-on Project Instructions

For Instructors

The University Honors Program student is requesting your guidance and assistance in developing an Add-on Project for University Honors Program credit. As there are not have enough Honors Program students in every discipline to offer honors specific courses, the Add-on Project will provide the student an expanded learning opportunity within your course. Individual instructors and Honors Program students will work together to develop learning objectives, learning activities, and means of evaluation for the project.

As a rule of thumb, this might serve as a guide:

1. Add-on Projects should challenge the student to develop an in-depth understanding of subject matters of the course beyond the usual content of the course.
2. Add-on Projects should incorporate the a range of high-quality, credible, relevant sources that are appropriate for the discipline and genre to develop project ideas, rather than relying solely on discipline textbooks.
3. Add-on Projects should provide opportunities for students to develop discipline appropriate skills for documenting information gathered for developing the topic, resulting in a written demonstration of acquired knowledge that uses discipline appropriate documentation format (i.e., APA, MLA, etc.). This may be a reflection paper, journal, or formal research paper, as appropriate.
4. Add-on projects should challenge students to develop and apply critical thinking skills. It should provide opportunities for students to think, read, write, create and present using a wide range of strategies and levels of complexity.
5. Add-on projects should provide opportunities for both EXPERIENCE and REFLECTION. Experience refers to active learning, problem-based learning, team-based learning, and may include field trips, site visits, experiments, simulations, debates and other co-curricular activities. Reflection refers to student engagement in various levels of thinking not only about the topic/subject of the project, but also in "thinking about thinking" and understanding the nature of learning.

Once the Honors program student has completed the Add-on Project, you will receive this form again for your final signature. See the timeline for submission indicated on the Add-on Request form. Please keep in mind that for graduating seniors, adding the Honors designation falls under the same timeline as final grades.
Add-on Project Instructions
For Student

1. **Email or meet with the Honors Program Director** to confirm that the project satisfies the Honors Program requirements.
2. **Meet with your instructor** and discuss the development of the project using the guidelines on the Add-on request form and below.
3. **Summarize the agreement** on the Add-on Honors Request form and attach a detailed account of the project.
4. **Have the instructor sign** the Add-on Honors Request form.
5. **Get a signature from the Honors Program Director** and you will be given a copy to give to the instructor, a copy for your records, and one will remain on file in the Honors Program office.
6. **Complete this process by the second week of class.**
7. **Contact the instructor at the end of the course** for a final signature of completion.
8. **Submit your completed/signed Ad Hoc project form along with copies of your project documentation** (i.e., research paper, Power Point slides, laboratory results, etc.)

It is imperative that you contact both the Honors Program Coordinator and the instructor as soon as possible. Note the deadlines listed on the Add-on request form.
Add-on Project Assessment Results

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<table>
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<th>University Honors Program Project Assessment</th>
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<td>----------</td>
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<td>Text Question</td>
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| Total Responses: | 5 |

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| Total Responses: | 2 |

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<thead>
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<tbody>
<tr>
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</table>

| Total Responses: | 5 |

<table>
<thead>
<tr>
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| Total Responses: | 4 |

| Range: 1.00 |
| Mean: 2.75 |
| Median: 3.00 |
| Mode: 3.00 |
| Standard Deviation: 0.43 |
Honors Program COLLOQUIUM

Diversity and Labeling, or What Shall We Call Them?

Thursday
Oct. 1, 2015
Noon-1:00 pm
UC 217

Light Snacks

Join the Honors Program as Dr. Martha Harris presents the first colloquium of the semester.

Students and faculty attend an Honors Colloquium presentation.
Honors Program COLLOQUIUM

You Are What You Eat or Are We?

Thursday
Dec 3, 2015
Noon-1:00 pm
UC 210

Light Snacks

Join the Honors Program as Senior Christopher Kinney presents the final colloquium of the semester.

eat right.
In Honor of Veterans Day

University Honors Program COLLOQUIUM

Patton’s Third Army: The Corps Commanders

Thursday
Nov. 12, 2015
7:00-8:00 pm
UC 217

Refreshments!

Join the Honors Program, University Historians, and Phi Alpha Theta as Dr. Gene Mueller presents:

Patton and the 3rd Army general staff, 1944-45
The Middle East—The Violence of Faith

University Honors Program Colloquium
Presented by
Dr. Walter Casey, Assistant Professor of Political Science

Thursday
January 28, 2016
Noon-1:00 pm
UC 217
Light Snacks
In recognition of Black History Month
Texas A&M University-Texarkana’s Honors Program presents

Piano compositions by African-American Composers

Florence Price
William Grant Still
Scott Joplin
Teddy Wilson

A lecture and piano performance given by

Dr. Doris Davis
Professor of English

Thursday, February 4, 2016
12:00 Noon
University Center • 3rd Floor Atrium
University Honors Program Colloquium
Presented by
Dr. Emily Cutrer

March is International Women's Month

The Art of the Woman
THE LIFE AND WORK OF ELISABET NEY

Thursday
March 24, 2016
Noon-1:00 pm
UC 217

Light Snacks
Inside this issue:

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- NEW Leadership Texas 3
- Introducing Honors 4
- Student: Kristen Childress 4
- Program Contact Info 5

A&M-TEXARKANA PROFESSORS PRESENT SPRING COLLOQUIA

The Middle East – The Violence of Faith

Dr. Walter Casey, professor of Political Science, presented the first Honors Program colloquium of the spring semester on Thursday, January 28, 2016.

The colloquium, which drew a large crowd, focused on the interaction of politics and religion in the modern Middle East from 1850 to the present.

Piano Compositions by African American Composers

On February 4, 2016, Dr. Doris Davis, Regents Professor of English, offered a lecture and performance of African American composers of this area. She focused on the music of Florence Price and William Grant Still, both of whom grew up in Little Rock, and performed the second movement of Price’s “Sonata in E Minor” for piano and Still’s impressionistic “Phantom Chapel.” Additionally, she played “Maple Leaf Rag” by Scott Joplin, who was from Texarkana, and Count Basie’s “One O’clock Jump,” arranged by Teddy Wilson. She emphasized the tremendous contributions that African Americans have made to American music.

Professor Morton to Give Joint Presentation on Videographic Criticism

Dr. Drew Morton, Assistant Professor of Mass Communication and Texas A&M University-Texarkana’s 2015 Scholar of the Year, will be giving a presentation entitled “The Rosebud Syndrome: Wealth in Film and a Discussion About Videographic Production” at noon on Thursday, April 14th. The presentation will be sponsored jointly by the University’s Program for Learning and Community Engagement (PLACE) and the Honors Program and is open to the public.

The presentation will take an unusual format. Morton will screen the latest video in his series of videographic criticism made specifically for PLACE’s theme of economic opportunity. Entitled “The Rosebud Syndrome: Wealth in American Film,” the six minute short features a collage of clips drawn from such films as Citizen Kane (1941), The Godfather (1972), and The Wolf of Wall Street (2013) that strive to illustrate how American films portray financial success, wealth, greed, and the American Dream. Following the screening, Morton will lead a wider discussion about the implications of the video and how it intersects with American ideology. The second part of the hour long talk will focus on videographic criticism and its publication. This unique format has brought the University prestige and accolades.
Connect with other Honors program students and join the Honors community. Like Texas A&M University-Texarkana Honors Program on Facebook for important dates and events. Find program requirements and resources on the Honors Program webpage.

Building a Community of Scholars

Do you have a great idea for a project or an interesting topic for a colloquium?

The Honors Program wants to hear from you!

The Honors Program is looking for students and faculty who want to present scholarly lectures or original research for the colloquium series.

Students who have completed Honors projects are encouraged to present their work through colloquia.

New faculty are invited to participate in the colloquia to introduce themselves and their research to faculty and to students.

For more information contact Dr. Craig Nakashian at craig.nakashian@tamut.edu or honors@tamut.edu
YOU ARE INVITED TO APPLY!

If you are interested in having a greater representation of women in elected office and/or are considering a career in politics, policymaking, or public service, please apply to this weeklong residential summer institute.

Each NEW Leadership™ Texas class includes students from a wide range of racial, ethnic, educational, political and economic backgrounds from colleges and universities all over Texas. During the institute, students interact with people who have different ideas and life experiences. NEW Leadership™ Texas provides students with a safe space where they can respectfully address issues of diversity and discuss the difficulties associated with leadership in a diverse society.

Who should apply?
- Undergraduate women enrolled in any Texas college or university for 2015-2016, or are graduating in May 2016;
- Texas residents attending out-of-state schools;
- All majors are welcome;
- Women of color and non-traditional students are encouraged to apply.

Click here for Application.

For questions, please contact Nancy Ewert, Program Coordinator
Center for Women's & Gender Studies
The University of Texas at Austin
newert@austin.utexas.edu
512-471-5680

More information on NEW Leadership™ Texas here.

©2015 The University of Texas at Austin, Center for Women's & Gender Studies | 2505 University Avenue, Stop A4900 / Burdine 536 / Austin, TX 78712
Introducing Honor Program Student

Meet Kristen Childress
Major: BSIS-Early Childhood-Grade 6
Hometown: Atlanta, Texas
High School: Queen City
Favorites: Obsessed with Mexican food, LillaSyster Soap Company, and having McAlister lunch dates with my college friends. I love country and Texas country music.

Kristen continued an A&M family tradition when she chose to attend A&M-Texarkana. “My whole family are Aggies, so I thought I might as well follow the tradition. All A&M universities are wonderful and offer students so many opportunities.”

Her goals are to begin a career in teaching, live a long, happy life with her husband and dogs and start a family when “the good Lord wills us to.” Kristen and Dalton were married on June 6, 2015 at the “best little barn wedding” surrounded by family and friends. She describes the wedding to her best friend as the most memorable moment in life.

Kristen describes her family as the best support system a girl could ask for. Her grandparents are her biggest role models. “My papaw didn't have the easiest life growing up, but that never stopped him. He made a lot of lemonade out of life’s lemons. In everything my brother and I did they were our number one cheerleaders. They have the life and marriage that I hope to have.
We're on Facebook!
Like us at Texas A&M-Texarkana Honors Program

A&M-Texarkana is now a member of the National Collegiate Honors Council

21st Century Students for Successful Careers!

A&M- Texarkana
Honors Program

Definition of COLLOQUIUM: usually an academic meeting at which specialists deliver addresses on a topic or on related topics and then answer questions relating to them

Learn More

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7101 University Avenue
Texarkana, TX 75501

e-mail: honors@tamut.edu

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Director of Honors Program
903-223-3136

Ms. Bonnie Johnson
Honors Program Secretary
903-334-6632

We're on Facebook!
Like us at Texas A&M-Texarkana Honors Program
Priority Registration Now Available for Honors Students

Starting with the spring 2016 semester, Honors Program students will have priority registration privileges. Registration will open on October 26th for Honors Program students. All registration requirements will still apply (prerequisites, holds, etc.).

MOVIE NIGHT
University Honors Program and University Historians
Present
DOWNFALL
With Historical introduction by Dr. Michael Perri
Wednesday, October 21st
6:00—10:00 pm
UC 217
Light snacks

“.... at every Honors Colloquium, I joined numerous amiable, motivated, and dedicated intellectuals with whom I have formed meaningful friendships.”
Jeanette Urenda
COMMUNITY
Building a community of scholars

COMMUNITY
NOUN [kəˈmʊnɪti]
a group of people living in the same place or having a particular characteristic in common:
a group of people living together in one place, especially one practicing common ownership:
a particular area or place considered together with its inhabitants:
a body of nations or states unified by common interests:
the people of a district or country considered collectively, especially in the context of social values and responsibilities; society: denoting a worker or resource designed to serve the people of a particular area:
a feeling of fellowship with others, as a result of sharing common attitudes, interests, and goals:
a similarity or identity:
joint ownership or liability:
a group of interdependent organisms of different species growing or living together in a specified habitat:

ORIGIN
late Middle English: from Old French comunete, reinforced by its source, Latin communitas, from communis (see common).

FALL COLLOQUIUM BEGINS WITH DIVERSITY AND LABELING

Dr. Martha Harris, Professor of Special Education, presented the first Honors Program Colloquium of the fall semester on Thursday, October 1st. Following the presentation, the audience participated in an interesting and informative discussion.
THE DIFFERENCE

Between High School and College Honors

Most of the differences between high school honors classes and a college or university honors education stem from the distinction between quantity and quality.

High school honors classes tends to be distinguished from non-honors classes by the greater amount of work that honors students are required to do, or the faster ("accelerated") speed at which they progress through their course work. Indeed, often when high school honors students first consider a college or university Honors education, they may feel some reluctance to take on what they believe will be extra work or little more than an accelerated version of an already-fast-paced college education.

But college Honors is not designed to be about more work or harder work. It is truly student-centered education. It is meant to provide students with an education that helps them develop their own ideas rather than simply having them feed back information. It is about discussing issues and encouraging innovation in an atmosphere of open exchange, where students’ views are respected. Honors programs emphasize diverse perspectives, interdisciplinary course work, small classes, and greater interaction between students and professors. Honors education is about learning to think clearly, to write well, to argue thoughtfully. It is about developing the student’s fullest intellectual potential.

Finally, students should bear in mind that the majority of their courses in college will not be Honors courses. They will be courses in their major or free electives.

National Collegiate Honors Council

http://nchchonors.org/hs-students-counselors-parents/the-difference-between-high-school-college-honors/
The Honors Program Advisory Group meet for the first time this semester on September 2, 2015. The group consists of faculty, students and staff. Its main purpose is to guide the colloquium and other functions of the Honors Program. Members of the Honors Program Advisory Group for 2015-2016 include the following:

Faculty:
- Dr. Craig M. Nakashian, Honors Program Director
- Dr. Martha Harris, Prof. of Special Education
- Dr. Walter Casey, Asst. Prof. of Political Science
- Dr. David Allard, Prof. of Biology
- Dr. Drew Morton, Asst. Prof. of Mass Communications

Students:
- Trameka Walker
- Rebekah Drennon
- Emily Conway
- Zachary Crabtree
- Daiyonna Smith
- Christopher Wattigny
- Allison Johnson

Staff:
Bonnie Johnson, Honors Program Administrative Assistant
Partners in the Park

is an outdoor experiential learning program coordinated by the National Collegiate Honors Council. Partners in the Parks projects at national parks across the country offer unique opportunities for collegiate honors students and faculty to visit areas of the American landscape noted for their beauty, significance and lasting value. Our first project, at Bryce Canyon National Park, was organized in 2007 as a 2016 Centennial Initiative Program with Cedar Breaks National Monument as the sponsoring park unit. Since then we have sponsored 55 projects at 37 different parks for over 500 student participants. Seminars led by university faculty and park personnel will include historical, scientific, cultural, and other important areas unique to a given park. Projects will also take advantage of exciting recreational opportunities in the parks to broaden participant's understanding of the overall value of national parks to our country and its citizens.

Discover more at www.nchc.org

HONORS CONTACT INFORMATION

Texas A&M University-Texarkana
Honors Program
7101 University Avenue
Texarkana, TX 75501

Dr. Craig Nakashian
Director of Honors Program
903-223-3136

Ms. Bonnie Johnson
Honors Program Secretary
903-334-6632
UNIVERSITY PRESIDENT, DR. EMILY CUTRER, TO PRESENT HONORS PROGRAM COLLOQUIUM

University Honors Program Colloquium
Presented by
Dr. Emily Cutrer

March is International Women’s Month

The Art of the Woman
The Life and Work of Elisabet Ney

Thursday
March 24, 2016
Noon-1:00 pm
UC 217

Light Snacks

Rescheduled for April 7th
Honor Program Students—Check out this community involvement opportunity!

Habitat for Humanity®

Texarkana Spring 2016

The Texarkana Chapter of Habitat for Humanity is sponsoring a 2016 Spring Build

Opportunities Begin March 12, 2016
running through May 2016

Volunteers Needed!

For more Information
Groups or Individuals may e-mail
habitatexarkanavols@gmail.com

Or call (903) 832-1746

Build dates: Mar 12, 19, 26; Apr 2, 9, 16, 23, 30; May 7, 14, 21
Volunteers with framing experience needed Mar 12 & 19
Volunteers must be at least 16 years old.

WIN A PRIZE!!!!

View the short safety video titled “Volunteering on a Habitat for Humanity Job Site” at http://hfhaffiliateinsurance.com/volunteers/ Take the quiz and bring the certificate to the job site!
Connect with other Honors program students and join the Honors community. Like Texas A&M University-Texarkana Honors Program on Facebook for important dates and events. Find program requirements and resources on the Honors Program webpage.

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Do you have a great idea for a project or an interesting topic for a colloquium?

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Students who have completed Honors projects are encouraged to present their work through colloquia.

New faculty are invited to participate in the colloquia to introduce themselves and their research to faculty and to students.

For more information contact Dr. Craig Nakashian at craig.nakashian@tamut.edu or honors@tamut.edu
Summer and fall 2016 registration is now open to University Honors Program students. Honors Program students must first meet with Honors Program staff for advising and to receive a registration PIN.

Priority registration allows Honors Program students to be among the first students to register, ensuring your place in that needed class.

Schedule your advising session with Dr. Nakashian or Ms. Bonnie Johnson by emailing honors@tamut.edu.
Definition of COLLOQUIUM: usually an academic meeting at which specialists deliver addresses on a topic or on related topics and then answer questions relating to them.

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Ms. Bonnie Johnson
Honors Program Secretary
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“One of the things that I really strongly believe in is that we need to have more girls interested in math, science, and engineering. We’ve got half the population that is way underrepresented in those fields and that means that we’ve got a whole bunch of talent...not being encouraged the way they need to.”

— President Barack Obama, February 2013

Did you know that the Angelina River was named after the Native American woman, Angelina, who guided early European explorers through Texas in the eighteenth century? In fact, the Angelina is the only river in Texas named for a woman.

Women helped settle Texas alongside of fathers, husbands, and sons; Amanda Fallier von Rosenberg wrote to friends in Prussia about life on the Texas frontier, including tidbits about the availability of food, German customs in Texas, and
Dr. Michael Perri introduces the movie *Downfall* for the October colloquium. The movie follows Traudl Junge, the final secretary for Adolf Hitler, as she tells of the Nazi dictator's final days in his Berlin bunker at the end of WWII.
I have been a student of many disciplines and was not able to pin down a major until junior year. I am a Mass Communications major with a minor in interdisciplinary studies. I currently run a Facebook page called "Lightning Photography," which I use to showcase my photos of lightning and storms and to connect with others who share my passion. I would love to make use of photography in my future career. I have also been told that I am good at writing, a skill I honed in working on projects I've done for my Honor’s credit. I also run small businesses on the side on eBay and Amazon. I've made use of the economics classes that I've taken as electives, to fulfill my honors scholarship requirements, in making decisions for my business. I still do not know what I will do, but at any rate I have developed the skills for many different areas while here at Texas A&M - Texarkana.

Garrett Griffin, (Spring 2015)

Mark Twain once said, “the two most important days in your life are the day you are born and the day you find out why.” Upon entering the BAAS program at Texas A&M University – Texarkana and being accepted into the Honors Program, I realize that returning to school was why. The Honors Program has not only provided me an opportunity to grow both academically and intellectually, but it has provided me an opportunity to be an example for which my beautiful daughters can follow. The Honors Program has helped me build a solid foundation for the phase of my life, which is to pursue a graduate degree in Adult and Higher Education here at TAMUT.

Esther Pippin (Spring 2015)
Texas Women (cont. from page 1)
the rural economy.

Women fought to make Texas a fairer, more inclusive place for all of its residents. Civil rights activist Christia V. Daniels Adair helped to desegregate the Houston Public Library, department store dressing rooms, and city buses. Beatriz Tagle Perez worked to desegregate the Corpus Christi school system and allow Mexican American children equal access to education.

Texas has had its share of colorful characters and infamous women. The “Bandit Queen” Myra Maybelle Shirley Starr, also known as Belle Starr, lived in Scyene near Dallas. Her exploits with the Younger gang are the subject of many legends and stories. (https://www.tshaonline.org/quiz/current.html)

Find out more at Texas State Historical Association.
Where will you be the second weekend in April? We hope your answer is that you'll be joining Alpha Chi at its 2016 national convention in DC/Alexandria!

Not only will delegates find a trip to our nation’s capital exhilarating and rewarding, the Alpha Chi convention will provide a stimulating academic setting for all who attend. Student presentations, awards, and keynote speakers will fill the program, with an afternoon and evening set aside for sightseeing on your own. This year’s convention theme, Transcending Boundaries, will be developed as we hear from presenters with a variety of scholarly interests and backgrounds.

Located in the West End of Historic Alexandria, Virginia, the Hilton Alexandria Mark Center hotel, is just five miles from the attractions of DC and four miles from Old Town Alexandria. This location offers a very attractive room rate, with easy access via the complimentary hotel shuttle to the King Street Metro station and Capital attractions just a few metro stops away. Alexandria, for those already familiar with DC, boasts a historic downtown, a busy waterfront, blocks of quaint shops, scrumptious seafood, and a bustling nightlife, all accessible via the hotel’s complimentary shuttle and a free downtown trolley.

Our convention agenda this year will run from Thursday through Saturday evening. Delegates will check in to the hotel and Alpha Chi Central on Thursday afternoon with welcome sessions for students and faculty and a reception beginning in the early evening. The first adjudicated student presentations begin soon after, with the poster forum, allowing ample time for continued networking as all delegates survey the scholarly efforts of Alpha Chi’s student researchers.

Friday morning will be pleasantly busy. In addition to roughly 150 student presentations in two sets of concurrent sessions, each region will meet to elect new leaders and discuss topics affecting their regions. The entire convention will assemble for brunch in the ballroom to meet this year’s Distinguished Alumna, Avery Bourne. You can learn more about Rep. Bourne, a recent graduate of Columbia College, here. By early Friday afternoon, delegates will be free to explore the riches of DC and Alexandria. Group transportation to a central location to be determined (perhaps Metro Center or L’Enfant Plaza) will be arranged for delegates wanting to quickly get to the heart of DC. Later that evening, many will return to the hotel for what’s become a popular addition to the convention schedule: Alpha Chi’s Got Talent!

We’ll be up and at it early on Saturday, beginning with coffee and a bakery item as we gather by region for networking and to announce any regional news developed during the convention. Up to 250 more students will deliver research and creative presentations throughout the day; in addition all delegates will attend important sessions devoted to strengthening chapters on local campuses. The convention will conclude with a dinner, keynoted by Pulitzer-winner Sonia Nazario. Best known for her work Enrique’s Journey, her address will weave together the many strands of the convention theme Transcending Boundaries. Students also anticipate the many awards announced at the final gala, which always create a high note.

We hope all chapters will make plans to join us in DC/Alexandria for the annual convention April 7-9, 2016. It’s a capital idea!
"If we keep thinking that the arts are separate from the sciences...and that it’s cute to say ‘I don’t understand anything about [the arts] or I don’t understand anything about [the sciences]’ then we’re going to have problems."

— Mae Jemison

See page 4 for more!
Final Colloquium for Fall Semester

Texas A&M University—Texarkana

Honors Program Colloquium

You Are What You Eat or Are We?

Thursday
Dec 3, 2015
Noon-1:00 pm
UC 210

Light Snacks

Join the Honors Program as Senior Christopher Kinney presents the final colloquium of the semester.

Don't forget.
Patton’s Third Army: The Corps Commanders

The Texas A&M University-Texarkana Honors Colloquium on Nov. 12, featured Dr. Gene Mueller, former Dean of the College of Education and Liberal Arts at A&M-Texarkana. The event was a joint event hosted by the University Honors Program, the university historians and members of Phi Alpha Theta, the national honor society for history majors. Dr. Tom Wagy is adviser for Phi Alpha Theta. Dr. Craig Nakashian is adviser for the University Honors program.
Introducing Honor Program Student
Madison Huntington

Meet Madison Huntington.
Major: Psychology
Minor: Criminal Justice
Hometown: Jefferson, Texas
Hero: Her Dad
Favorites: Anything grilled, country music

Madison is a freshman student studying Psychology and Criminal Justice. She chose Psychology as a major and Criminal Justice for her minor because she wants to “work with children and help them through bad times.” Being a student at A&M-Texarkana allows her to remain close to home, a priority when her Dad was ill. She also enjoys the close family feeling of the university.

For Madison, having a strong involvement in the community has always been a top priority. This graduate from Jefferson High School has logged over 100 community service hours every year since the 8th grade. “Being involved in the small town of Jefferson, Texas has brought so much joy into my life....helping others is one of the most rewarding feelings ever,” says Huntington. Currently she is working on her 3rd annual canned food drive; Giving Back, and for the past two years has partnered with Jefferson Elementary School to raise non-perishable food items for the local food pantry, BLESSINGS OF GRACE. So far she has raised over 3,200 non-perishable food items, and this year she hopes to add at least another 1,600 items to their total. Madison is also involved in her local Relay for Life, having served as co-captain the Marion County Relay for Life for many years, and raising over $7000.00 for cancer research. This busy student also served for two years as a volunteer for the Hugh O’Brian Leadership conference held at UNT in Denton, Texas which helps high school sophomores from the area learn leadership skills which will last them a lifetime.
MAE Jemison’s TED TALKS


Why you should listen

Mae Jemison is a poster child for an education that combines arts and sciences. As she says, "I always knew I'd go to space." Trained as an engineer, Jemison is a medical doctor, and she practiced in LA before becoming the Peace Corps' Medical Officer for Sierra Leone and Liberia. While running that effort, she researched Hepatitis B, schistosomaisis and rabies with the CDC and NIH.

Back in the US, she'd returned to her California practice when selected in 1987 for NASA's astronaut program. She was the science mission specialist on STS-47 Spacelab-J (September 12-20, 1992), a cooperative mission between the United States and Japan. From NASA's factsheet: "The eight-day mission was accomplished in 127 orbits of the Earth, and included 44 Japanese and U.S. life science and materials processing experiments. Dr. Jemison was a co-investigator on the bone cell research experiment flown on the mission. The Endeavour and her crew launched from and returned to the Kennedy Space Center in Florida. In completing her first space flight, Dr. Jemison logged 190 hours, 30 minutes, 23 seconds in space."

In 1994, Jemison founded the Dorothy Jemison Foundation for Excellence, which runs an internationally-known science camp called The Earth We Share. She also founded BioSentient Corp. to explore bringing NASA biofeedback technology to public market. Jemison is also the first real astronaut to appear on Star Trek
Definition of COLLOQUIUM: usually an academic meeting at which specialists deliver addresses on a topic or on related topics and then answer questions relating to

Texas A&M University-Texarkana
Honors Program
7101 University Avenue

Dr. Craig Nakashian
Director of Honors Program
903-223-3136

Ms. Bonnie Johnson
Honors Program Secretary
903-334-6632