Pursuit of excellence
Curiosity
Self-responsibility
Love
Humane leadership
Social conscientiousness
Integrity
Accountability
Civility
Perseverance
Teamwork

The Honors College Values

The Honors Program
The Ronald E. McNair Scholars Program
The Institute for Standardized Testing Accelerated Bachelor's Course of Study — ABC
Civility
The Honors College
Coppin State University

Social intelligence
Love of learning
Nurturance
Justice and fairness
Loyalty
Good citizenship

Honor

The Honors Program
The Ronald E. McNair Scholars Program
The Institute for Standardized Testing
Accelerated Bachelor’s Course of Study — ABC
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We Are “Driving Forward”

It is with great pride that I present you with Prominare, a new magazine serving the students and alumni of the Coppin State University Honors College. We seek with this and future issues of Prominare — from the Latin, meaning “to drive or to press forward” — to create a channel of information flow that generates energy for change and collaboration among students, alumni, and supporters. For starters, you will notice that we have devoted our first Student Spotlight to Dale Dunn, an outstanding Honors College student who was hospitalized recently (page 10). We in Honors and throughout the University wish Dale a continued recovery.

The Honors College is home to “university achievers,” students committed to the Aristotelian notion of “habituated action” — that is, achieving greatness through repeated acts of excellence. In that sense, each of us is part of an achievement culture that demands that we strive daily to exceed our personal best, overcoming any and all challenges encountered on the journey.

We drive forward as a community of scholars, each committing responsibly to achieving academic excellence, engaging in meaningful community service, and honoring each other with acts of civility. As we press forward each day, we are reminded of Dr. Louis Pasteur’s advice to would-be achievers: “Fortune favors the prepared mind.” In other words, hard work is the path that leads to success.

Prominare will be published twice a year, with each issue following a broad, general theme. In this first issue, we offer an overview of the Honors College itself, focusing on the separate units within and the individuals who, through their daily labors, turn these often disparate parts into a unified whole. For instance, beginning on page 4, alumna Shernay Williams ’09 paints a broad brushstroke portrait of the College, its history, and accomplishments. Rector DeChelle Forbes and Mark Saunders ’87 define the purpose of the Honors and McNair programs, respectively (pages 6 and 8), while Paul Gass provides an introduction to the Institute for Standardized Testing (page 9). Sprinkled throughout are brief discussions with key staff members about what the phrase “driving forward” means to them personally and professionally, as well as important facts about the College, quotes from alumni and faculty, and more.

Subsequent issues of Prominare will address similar themes, including “Student Engagement in Organizations,” “Accomplished Alumni,” “Community Outreach,” “Student Research and Awards,” and “Innovative Programs.” We intend Prominare to become the reason for and the means by which we are reaching out — not only to the local campus community, but also to the national arena — to inform students, alumni, supporters, and friends about our staff, programs, events, and progress toward becoming a first-rate Honors College.

I hope you enjoy this inaugural issue. Please feel free to share your thoughts and suggestions regarding this and other issues to come. You may contact me at roncollins@coppin.edu.

Sincerely,

Dean, Honors College
Director, Ronald E. McNair Scholars Program
The Honors College: Driving Students to Greatness

By Shernay Williams '09

Think you know all there is to know about Coppin State University? Well, take a closer look and you may discover something you missed the first time, something that’s been quietly making a name for itself in academic circles around the country for two decades: the Honors College.

Established in the fall of 1990 as a unique and essential academic division of Coppin State University (CSU), the Honors College today is a thriving, student-centered, international unit comprised of two distinct, yet interrelated, entities: the Honors Program and the Ronald E. McNair Postbaccalaureate Achievement Program.

Both programs share a common goal — nurturing students for the rigors of future graduate study — but differ in their approaches to achieving it. The McNair Program prepares junior undergraduates for doctoral study, while the Honors Program attracts a talented pool of national and international students who seek a master’s degree and are committed to community service and to achieving academic excellence in their fields.

“The goal in both programs is to give our young scholars what they need to be successful in graduate education,” says Ron L. Collins Sr., Honors College Dean.

Most important, both programs, and the students who comprise them, have helped shape the rich traditions and educational experiences that make the honors experience at Coppin unique and lasting.

A Sense of Community

The Honors program attracts a few dozen “high ability” high school students each academic year. These talented individuals pursue a First-Year Plan of Study, which involves a full load of Honors classes with top faculty members, professional and personal developmental workshops, and cultural enrichment activities, all taken collectively. Rector DeChelle Forbes says the unity-enriched quality of the First-Year Plan forces the new college students to reach their potential, together. “I think this is one way we foster that sense of community,” she says. “They become dependent on each other.”

Throughout the years, Dean Collins and Rector Forbes have worked to maintain this sense of community, which was established 20 years ago by the Honors Division’s original director, Dr. Delores Kelley (now Senator Kelley), and her successor, Dr. T.J. Bryan.

“We have built upon the solid foundation in Honors that Drs. Kelley and Bryan laid in the early years. We bring students together on a regular basis, require that they engage in community service, assign them in the first year to classes in cohorts, and house them on the same floor of [the Honors College Living and Learning Residence Floor], a campus residence facility,” Collins says.

After completing the First-Year Plan, Honors students venture out into their personal class schedules without their program peers. They maintain their connectedness to their honors colleagues through required enrichment activities, community service, development workshops, the completion of both honors versions of GER courses and a three-course Honors research series. The program selects its students based on strong program applications, good SAT and high school GPA scores, and on-campus interviews.

Currently, 60 students proudly wear black, gold, and blue sweat suit jackets bearing the Honors logo. However, the program is looking to expand its capacity to ensure opportunities for other promising students. For instance, Rector Forbes and Dean Collins are studying ways to attract students into Honors who graduated high school with borderline national test scores, but whose high school academic records are stellar (3.5 and above).

The Honors Program’s First-Year Plan encourages new college students to work together to reach their potential.
A Second Option

For CSU students interested in extending their academic studies to include a doctorate, the Honors College has a second option: The McNair program, which is open to students starting their junior year. Originally, interested scholars had to contact McNair on their own for enrollment. Now officials are taking a different approach to recruitment. According to Coordinator Mark Saunders ’87, the program staff is teaming with the Records and Registration department to determine which current CSU students qualify for McNair.

“We [obtain] a list of students who qualify on the basis of their cumulative GPA, and the number of courses they have accumulated. We have begun contacting qualified students and inviting them to apply. And, of course, we seek recommendations from faculty,” says Saunders.

What makes McNair attractive to prospective students? Its unique mix — a highly competitive national program for hardworking, first-generation undergraduates that combines mentorships with professors, interactive lectures with CSU faculty and staff, workshops on the PhD application process, research courses, and presentation-preparation paired with frequent visits to graduate institutions. The McNair program at Coppin also is notable for being only 1 of 10 administered on a Historically Black College or University (HBCU) campus (there are 200 programs nationally) and only one of a very few offering its students financial support for program participation.

“McNair was birthed out of a real need,” Dean Collins says. “It was discovered a number of years ago that about half of all the university professors of color would retire within a 10-year period. And only 17-20 percent of prospective professors of color were in the pipeline to replace the retiring group. McNair was created to fill that void.”

ABCs of Excellence

As the years progressed, Honors College administrators added a number of new programs and events to provide opportunities for CSU students, including the Accelerated Baccalaureate Course of Study (ABC). Dean Collins and Rector Forbes developed the idea of ABC, in which interested students enroll in additional courses during the school year, and over the winter and summer sessions, to complete their degrees in as little as three years. Since ABC’s inception, more than a dozen students have successfully graduated within at least three-and-a-half years.

The Honors College provides a range of experiences, cultural development, and professional growth for its participants, many of whom are the first in their families to attend college. The bottom line is clear: No matter their background or the program they complete, Coppin Honors College graduates can and do compete on a national level. In recent years, Honors College graduates have earned PhDs at Duke University, Harvard, and Johns Hopkins, to name a few, in a range of fields including pharmacology, education, and chemistry.

“Historically, The Honors College has helped students meet their academic and professional goals,” says Forbes. “Honors can be the vehicle to take you to wherever you need to go.”

Shernay Williams ’09 is a reporter for The Baltimore Afro-American newspaper.

Meet the Honors College Staff

Ron L. Collins Sr.
Dean, Honors College; Director, McNair Scholars Program
(410) 951-3392
RonCollins@coppin.edu

DeChelle Forbes
Rector, Honors College
(410) 951-3390
DForbes@coppin.edu

Mark Saunders
McNair Program Coordinator
(410) 951-3489
MSaunders@coppin.edu

Paul Gass
Lecturer and Coordinator
Institute for Standardized Testing
(410) 951-3387
PGass@coppin.edu

Jonathan Ogbazghi
Program Specialist
(410) 951-3490
JOgbazghi@coppin.edu

Tanisha Smith
Executive Administrative Assistant
(410) 951-3394
TASmith@coppin.edu

Honors College Special Project Assistants

Omazonna Amadi
Sophomore, Pre-Nursing
Project: Document Imaging

Olumide Ogunwomoju
First-year, Nursing
Project: Document Imaging

Wilton Taylor
Senior, Community Service Employment Program
Project: Document Imaging (Lead)
The goal of the Honors Program is simple: to prepare high-ability students for graduate study. Fulfilling this mission, however, is a complex undertaking that involves the development of each student’s abilities in the areas of scholarship, research, leadership, and community service.

**Intimate and Accelerated**

Students enroll in small, accelerated, general-education courses that provide for peer interaction and access to each instructor. The emphasis on research begins in the first-year English composition course and continues into the upper-division research course sequence, where students explore methodology, receive one-on-one guidance from a professor in the field, conduct independent research, and deliver oral presentations about their findings. Honors students regularly present at undergraduate research conferences throughout the nation, including the Eastern Psychological Association Conference in Brooklyn, New York, and the Conference of Undergraduate Research in Ogden, Utah.

Honors Program students are primed for graduate school, and beyond, in a number of ways. In addition to receiving standardized test preparation, students attend weekly workshops designed to expose them to the rigors of

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**A Discussion with DeChelle Forbes, Rector**

**Q.** What does the phrase “driving forward” mean to you?

**A.** The words “driving forward” provide the thrust for The Honors Program as we seek to prepare students for real-world experiences as inquisitive, ethical researchers at the master’s level and, ultimately, as competent, influential professionals. We strive to maintain pace with national education, economic, and cultural trends to incorporate meaningful preparation into the “honors experience.”

Given our inner city location, we aim to whet the appetites of high-ability students from public schools in Baltimore and the surrounding regions for performing research at the undergraduate level. We offer faculty-led research projects and the opportunity for students to develop their leadership potential with structured community service and internship opportunities. Most important, we provide informative and engaging workshops and seminars to impress upon students the significance of graduate study and how it will affect their career options.

Our vision is to create an engine that generates a competitive cohort of graduates who are intellectually appealing to universities throughout the country.
study at the master’s and doctoral levels. Workshop topics cover everything from understanding the importance of the graduate degree to maintaining emotional balance while pursuing the degree. And, for many students, preparation also may include working in pre-professional positions, as interns and research assistants, throughout the academic year and during the summer months.

On the Fast Track

Students who have demonstrated the ability to handle a heavier course load each semester are offered the opportunity to “fast-track” the undergraduate experience as part of the Accelerated Bachelor’s Course (ABC) of Study Program. Taking advantage of the winter and summer sessions, ABC enrollees can finish in three or three and one-half years, allowing for early matriculation into the graduate program of their choice.

Outside of the classroom, Honors Program students are visible throughout the campus community, whether working as tutors at Rosemont Elementary/Middle School and Coppin Academy, serving as members of various honor societies, or holding key positions within student government, clubs, and organizations.

On-campus students reside on the seventh floor of Daley Hall, or the Living and Learning Floor, which is a dedicated space for Honors students. The Living and Learning Floor also houses the Living and Learning Research Center, a state-of-the-art technology/learning hub that provides a quiet space for 24-hour study. It is our belief that extending the learning community beyond the classroom promotes interdependence among students and contributes to the academic success of each student.

DeChelle Forbes is Rector of the Honors College at Coppin State University in Baltimore, Md.

The Honors College: A Framework for Success

With year-over-year retention rates of around 90% and 6-year graduation rates inching toward the mid 70s, the Honors College’s approach to working with students can be summarized as a combination of four factors: intensive advising, learning communities, faculty mentoring, and cultural enrichment.

- Intensive advising is a hands-on, engaging approach to facilitating student progress. First-year students meet one-on-one with staff to discuss their transition to university life. The goal is to offer a safe place to talk about anything that affects progress: status reports about coursework, interactions with instructors, perceptions of adjustment, etc. Beyond the first year, students meet with staff on an as-needed basis to assist in fulfilling their potential.

- Honors College learning communities offer students the opportunity to work, learn, and grow together. In addition to attending weekly workshops and symposia, students frequent the Honors College Living and Learning Floor in Daley Hall, which provides “down time” and group study opportunities.

- Faculty mentoring is another keystone of student success. Honors students enhance their skills by working closely with faculty on cutting-edge research projects. For example, students recently supported the experimental research of Drs. Katherine Cameron and Jamal Uddin. Peer mentoring and tutoring are also available to help students build skills in challenging areas.

- Cultural enrichment allows students to matriculate in any and all areas of intellectual pursuit. Trips, plays, concerts, and informal outings are among the activities offered, providing a balance to the rigor of academic responsibilities.

With such a well-defined structure for student success, it is no surprise that Honors College alumni are successful in completing advanced degrees in a range of fields.

Students in the Honors Program enroll in small, general-education courses that promote peer interaction and access to each instructor.
Two distinct factors differentiate the Ronald E. McNair Postbaccalaureate Achievement Program from its Honors College companion at Coppin State University. First, the McNair program exists to facilitate first-generation and low-income Coppin students who aspire to join the professoriate. Second, the program emphasizes personal growth and self-direction.

To date the McNair program has produced an enviable record of academic achievement among its alumni. Fourteen Coppin McNair graduates have earned doctoral degrees, and more than 140 have earned master’s degrees. Recently, 13 of the program’s doctoral degree earners returned to the campus to be honored at the University’s annual Celebration of Student Academic Excellence. Our doctoral degree earners are currently serving as deans, professors, and administrators in some of the nation’s leading colleges and universities.

The program promotes personal empowerment by requiring students to participate in a range of workshops on the graduate school experience, by presenting students with opportunities to visit first-rate graduate institutions, by granting scholars opportunities to prepare for national standardized tests, and by exposing students to the conduct and presentation of their research findings at student research conferences. Recent graduates of the program are currently pursuing graduate study at the University of Pennsylvania, Howard University, the University of Virginia, the University of Miami, the University of Maryland (College Park and Baltimore), Fordham University, and West Virginia University.

McNair scholars have recently participated in research conferences in California, New York, Texas, and Wisconsin and have visited The Ohio State University, Penn State, and the University of North Carolina at Chapel Hill as potential institutions at which to pursue doctoral degrees.

McNair is now accepting applications from qualified students. Potential applicants will be either transfer students or current Coppin State students who have achieved junior standing (U.S. citizen or permanent resident status) and have a 3.5 GPA. All students must demonstrate interest in pursuing the research doctorate (EdD or PhD).

Mark Saunders ’87 is the Coordinator of the McNair Scholars Program at Coppin State University in Baltimore, Md.
Giving Students the Help They Need

By Paul Gass, Coordinator, The Institute for Standardized Testing

The Institute for Standardized Testing (IST) offers a range of programs to help students prepare for one of their most challenging and important tests: graduate admissions exams.

As part of the Honors College, the IST’s mission is to encourage and assist Coppin students as they seek admission to graduate school — an important part of student development. The IST provides workshops, online tutorials, practice tests, and other resources to prepare students for the Graduate Record Exam (GRE) and the Graduate Management Admission Test (GMAT).

Although only one part of the highly competitive graduate admissions process, graduate admissions test scores carry a lot of weight because they are used to determine admission to graduate programs and to determine eligibility for merit-based financial aid. Students who are otherwise well-prepared for graduate study may find that standardized admissions tests are a hurdle to graduate admission and graduate funding.

Private, for-profit organizations have demonstrated that test preparation makes a significant difference in students’ test scores. The results of such programs have influenced the developers of these tests, the Educational Testing Service (ETS), to acknowledge the importance of test preparation and to market their own test-prep materials.

In fact, according to one study, despite the assumption that “coaching” may dilute test validity and impair student performance, some kinds of special preparation may, by reducing irrelevant sources of test difficulty, actually improve both test scores and academic outcomes. Further, the study results suggest that GRE analytical ability scores may relate more strongly to academic performance after special test preparation than under more standard conditions.

It is for these reasons that the IST offers its Test Prep Workshop Series, which is free for all Coppin students and includes all necessary study materials, including math and verbal review. The IST series also covers the techniques and strategies needed to answer each question type in the Quantitative, Verbal, and Analytical Writing sections and provides practice tests to help students develop strategies to become more proficient test-takers.

The Test Prep Workshops provide students with several options to suit their needs and schedules. Students who are preparing to take an admissions test within the semester can take an intensive semester-long workshop. Students who have more time can spread their test preparation over the school year by taking workshops that focus on one section of a test at a time. The IST is developing a new Test Prep Workshop series geared toward the new GRE, which will be first administered in August 2011. The IST will begin offering its new workshop series in the summer. The spring workshops will still focus on the current GRE format. However, the IST will make announcements regarding changes to the GRE and new question types throughout the spring semester.

The IST encourages students to begin thinking about graduate admissions early and to complete the test prep workshops during their junior year. This strategy will allow students time to prepare for the admissions tests and focus on other aspects of the application process during their senior year.

Paul Gass is Coordinator of the Institute for Standardized Testing at Coppin State University in Baltimore, Md.
One of the many goals of Prominare is to channel the information flowing from the Honors College in a way that will foster communication and collaboration among students, alumni, and supporters. For that reason, we are devoting one page per issue to a single student or alum whose achievements may not otherwise reach the spotlight.

Meet Dale Dunn, an outstanding Honors College student-athlete. Dunn, a 23-year-old management science junior, carries a 4.0 GPA and is a leading member of the cross-country and track and field teams. Last spring, the College Sports Information Directors of America named Dunn a First Team All-Academic for District 2. He is also an all-conference cross-country honoree and a member of two relay teams that broke school records.

Dunn was hospitalized this fall, and we in the Honors College and throughout the Coppin community wish him a continued recovery. Our thoughts are with you, Dale.

Dale Dunn: Everyone’s All-American

A Discussion with Jonathan Ogbazghi
Program Specialist

Q. What does the phrase “driving forward” mean to you?

A. To me, “driving forward” means that as students encounter obstacles in life they will exhibit the intestinal fortitude to approach their personal challenges undeterred and then excel. What can be perceived as adverse situations are actually opportunities to make positive change.

Each day in the Honors College, we are focused on making students better scholars and human beings. This focus upon daily improvement is the foundation of the College and the University and what makes Coppin the nurturing learning environment it is today.
Did You Know?

The Honors College attracts a talented pool of local, national, and international students who are committed to community service and to achieving academic excellence in their fields. But don’t take our word for it. Here are the facts:

- To date, more than 140 McNair Scholars have earned master’s degrees, and 14 have been awarded research doctorates.
- Honors College graduates have received doctorates at several world-class universities, including Harvard, Illinois (Urbana-Champaign), Duke, Penn State, Lehigh, St. John’s, Howard, Ohio State, Johns Hopkins, and the University of Maryland. And they have won master’s degrees at Carnegie Mellon, Harvard, Columbia, the University of Pennsylvania, Bowie State, University of Virginia, and West Virginia University, to name a few.
- Two Coppin McNair program graduates now serve as Deans of Colleges/Schools of Education at two Historically Black Colleges and Universities.
- Four accomplished graduates — Ms. Jennifer Eaddy ’96, Dr. Leontye Lewis ’91, Dr. Lawrence Little ’89, and Dr. Traki Taylor-Webb ’92 — were inducted into the Honors College Hall of Fame in April 2010.
- Kevin Jones, PhD, a Coppin McNair graduate (’91) and pharmacologist, is now a tenured member of the Osteopathic Medical faculty at Western University in California.
- Dr. Cajetan Dogo-Isonagie ’06, a recent Honors Program graduate, completed a PhD in Chemistry at The Johns Hopkins University at the age of 26.
- Eyituoyo Ebigbeyi, a senior math/computer science major, recently completed a one-year, governor-appointed assignment as Commissioner on the Maryland Higher Education Commission — becoming the first Coppin student to be so distinguished in the University’s history.
- Dr. Micah Crump ’02, a Coppin McNair graduate, is on the Business School faculty at Howard University.
- The next issue of Prominare will be published in March 2011. Stay tuned!

Coppin Students Soar

The Honors College is home to “university achievers”— people committed to achieving greatness through repeated acts of excellence and striving daily to exceed their personal best. At right, Dr. Katherine Cameron receives “Mentor of the Year Recognition” from mentee Isioma Okonkwo. Displayed below are the Distinguished Eagle Awards that are granted to the Coppin graduating seniors who have earned the highest GPAs in their undergraduate majors.

A Discussion with Tanisha Smith
Executive Administrative Assistant

Q. What does the phrase “driving forward” mean to you?

A. To me, “driving forward” means “time waits for no one.” We are living in a fast-paced environment. It is crucial that today’s students be equipped with the knowledge and acumen necessary to succeed in the 21st century.

Students must read well. They must think critically. They must write effectively. That is what the Honors College is all about: preparing students to lead. We encourage Honors College students to think outside of the box and to be astute in and outside of the classroom.
The Honors College stresses reading outside of the classroom. This section will feature a listing of books from The New York Times bestseller’s list. Honors College students receiving electronic book readers (the Nook) will be required to complete three books a year from this list. The spring 2011 issue of Prominare will recommend books for summer and fall 2011.

**Hardcover Nonfiction**

*Autobiography of Mark Twain, Vol. 1*, by Mark Twain. (University of California, $34.95.) In his autobiography, published unexpurgated for the first time, Twain is pointedly political and willing to play the angry prophet.

*The Warmth of Other Suns: The Epic Story of America’s Great Migration*, by Isabel Wilkerson. (Random House, $30.) Wilkerson documents the sweeping 55-year-long migration of black Americans across their own country.

*Extraordinary, Ordinary People*, by Condoleezza Rice. (Crown Archetype, $27.) The former secretary of state’s memoir stresses the role of her parents in her personal development.

*The Immortal Life of Henrietta Lacks*, by Rebecca Skloot. (Crown, $26.) The story of the woman whose cancer cells were cultured without her permission in 1951 and have since supported a mountain of research.

*The Grand Design*, by Stephen Hawking and Leonard Mlodinow. (Bantam, $28.) Central questions of philosophy and science, from the author of *A Brief History of Time*.

*Outliers*, by Malcolm Gladwell. (Little, Brown, $27.99.) Why some people succeed — it has to do with luck and opportunity — from the author of *Blink*.


*Freakonomics*, by Steven D. Levitt and Stephen J. Dubner. (Harper Perennial, $15.99.) A scholar and a journalist apply economic theory to nearly everything.

*Stones into Schools*, by Greg Mortenson. (Penguin, $16.) Peace through education in Afghanistan and Pakistan, by the author of *Three Cups of Tea*.

*Cleopatra*, by Stacy Schiff. (Little, Brown, $29.99.) A biography of the last queen of ancient Egypt.

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**Calendar**

Here’s a listing of upcoming fall 2010 and spring 2011 events at Coppin State University:

**December**
- Faculty Senate Meetings second Friday of each month
  - 1:30 pm - 3:30 pm
- Fall 2010 Coppin State Commencement Ceremony
  - Physical Education Complex
- Holiday Recess Begins

**January**
- Faculty Senate Meetings second Friday of each month
  - 1:30 p.m. - 3:30 p.m.
- Happy New Year! Blackboard 9 opens. Contact the Center for Teaching and Learning with Technology for assistance in using the new version of Blackboard.
- Classes Resume

**April 25**
- Fifth Annual Celebrating Student Academic Excellence
  - James Weldon Johnson Auditorium, 6 p.m. – 8 p.m.
  - Reception following program.

**April 30**
- Annual McNair Research Conference and Awards Ceremony, Health and Human Services Building, 3rd Floor
  - 8:30 a.m. – 1:30 p.m.
A New Mark of Excellence

You may have noticed something new on the cover of this issue of Prominare: The Honors College has updated its crest. The change came about last summer, when Dean Ron L. Collins Sr. commissioned local graphic artist Simon Cherkasski, of Simon Cherkasski Design Studio, to breathe new life into the original design, which has been in use for more than two decades. According to Dean Collins, the old crest, though adhering to the classical lines of the University’s, didn’t quite articulate the Honors College’s unique qualities.

The Story of Honor

The new design tells a story, says Collins: “Three heraldic eagles, of differing sizes (representing an Honors student’s growth pattern), emerge from the crest’s base, which is comprised of three Honors College core values, in Latin: munus or ‘service’; bonitas or ‘integrity’; and eruditio or ‘learning.’ Each eagle-student leaves the Honors College transformed, committed to community service, intellectual integrity, and lifelong learning. A garland of bay leaves represents honor, and a ‘crown of excellence’ is placed upon the head of each scholar who exits the Honors College, in recognition of his or her accomplishments.”

About the only thing that hasn’t changed — and won’t, emphasizes Dean Collins — is the College’s Latin motto: ubi praestantia insigne honoris est. In other words, “where honor is the mark of excellence.”

Faculty interaction and mentoring are important ingredients for growth and transformation at Coppin Honors College, says Dean Collins, pictured here with several workshop participants.
What Makes A University Great?

Engaged Faculty
Promising Students
Distinctive Programs
Superior Facilities

...Inspired Philanthropy

Why I Give Back to the Honors College

“Coppin State University literally transformed my life. It was there that my social skills were refined. As importantly, at Coppin, my writing and critical thinking skills were honed. I received light at Coppin State, so it is my turn to share my bounty with others.”

- Jennifer Eaddy ’96
Management Science

Coppin State University is the first choice and first chance for hundreds of students from a variety of circumstances.

We . . .

• Uplift students by expanding their horizons and supporting their deepest aspirations
• Accept dozens of students from economically and socially challenged backgrounds
• Educate adult learners, many of whom work and have families
• Celebrate the accomplishments of our graduates and alumni, who make us proud

Inspired philanthropy . . .

• Builds great faculty through endowed chairs and professorships
• Supports students through scholarships and book funds
• Enriches student experiences through foreign exchange and cultural programs
• Strengthens the community through programs and learning opportunities for neighborhood residents

We ask you to be inspired too.
Visit coppin.edu/invest or contact David Balcom at (410) 951-3814 or dbalcom@coppin.edu.