
UNIVERSITY HONORS PROGRAM

FACULTY HANDBOOK

2016-2017



Honors VIP Night – Faculty/Student Mixer



UNIVERSITY OF
NORTHERN
COLORADO

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MISSION AND VISION

Center for Honors, Scholars and Leadership Mission

Through innovative programs and initiatives in the areas of curriculum development, undergraduate research, leadership studies, student development, and global and community engagement, The Center for Honors, Scholars and Leadership fosters a community of UNC students as they become socially responsible citizen scholars and leaders.

Honors Program Vision

University of Northern Colorado's Honors Program vision is to build a community of intellectually engaged, innovative student scholars who enrich the world as responsible global citizens.

Honors Program Mission

The mission of the University of Northern Colorado (UNC) Honors Program is two-fold:

Honors Interdisciplinary Program:

The University of Northern Colorado Honors Interdisciplinary Program develops a community of intellectually engaged student scholars through an enriched curriculum that promotes critical thinking, inquiry and analysis, integrative learning, intercultural competence, community engagement, and creative problem solving.

Upper Division Honors Program:

The University of Northern Colorado Upper Division Honors Program develops a community of intellectually engaged student scholars through an enriched curriculum that supports scholarly and creative contributions to the disciplinary discourse and promotes self-driven integrative learning and community engagement.

HONORS FACULTY

Thank you for your support of the UNC Honors Program! We appreciate your support of students and the mission of the Honors Program. The Honors Program includes two independent tiers, and students may choose to enroll in one or both program tiers during their time at UNC. The two tiers are as follows:

- **The Honors Interdisciplinary Program:** typically freshman and sophomore students. This program offers interdisciplinary seminars that help students to deepen knowledge and develop critical thinking skills. (13 credit hours).
- **The Upper Division Honors Program:** typically junior and senior students. This program focuses on student-driven learning and research, culminating in an Honors thesis or creative capstone project. (11 credit hours).

The University Honors Program involves faculty from across the campus and from every academic area. There are several different roles that faculty members fill within the Honors Program.

- The *Director for Honors* provides the primary day-to-day administrative work and also instructs some Honors courses throughout the Honors curriculum.
- *Life of the Mind instructors* teach MIND courses that provide the backbone of the Honors Interdisciplinary Program's curricular work. These courses are typically completed in the student's freshman and sophomore years.
- *Honors Course instructors* teach Honors courses in both the Honors Interdisciplinary Program and Upper Division program through the HON100, HON200, HON395, and HON420 course offerings. Calls for proposals are sent to the faculty through listserv announcements periodically to select courses for the following years' schedule.
- *Honors Departmental Liaisons* are instrumental as liaisons between the Honors Program core staff and the other faculty and students within the different academic units on campus. The faculty liaisons also help to match Upper Division Honors students with a thesis or creative capstone advisor for the duration of the thesis project.
- *Thesis or Capstone Advisors* work with individual students on their Honors project during the student's time in the Upper Division Honors Program, typically completed during junior and senior year.
- The *Honors Curriculum Faculty Advisory Council* provides direction and guidance in developing and revising the honors curriculum requirements and in approving new honors courses.

Honors Departmental Liaisons

The Honors Departmental Liaison position asks a single faculty member from each department to help Honors students begin self-directed research by matching the student with an appropriate faculty mentor within the department. (This position has also been titled “Honors Departmental Advisor” and “Honors Departmental Coordinator” in the past.) The various academic units, in consultation with the Colleges, may determine the best structure for their grouping as a “department” and determine the best method of selecting the Honors Departmental Liaison as defined herein. Each department/area should have one Honors Departmental Liaison. The Liaison serves as both a communication point to the Honors Program and as a coordinating advisor for all upper-division Honors students in their department, specifically assisting the students in maneuvering through the Thesis/Capstone process.

The primary functions of an Honors Departmental Liaison are as follows:

1. Recruit top students in their department/ program/college into the Honors Program, particularly the Upper Division Honors Program. Successful students are typically those who are motivated to do more than the standard curriculum and have strong writing, research and/or leadership skills.
2. Advise Honors students in their unit, specifically in regards to Honors Thesis/Capstone Project. In many departments, the Honors student will also need a separate major advisor. When feasible, it is advantageous for the student’s major advisor to also be the Honors Departmental Liaison. Lower division students in the Honors Interdisciplinary Program may begin to also make contact with the Honors Departmental Liaison depending on their timeline and needs. Honors first year students in HON101 course will be asked to meet with their Departmental Liaison at least once to discuss their plans for the Honors Program.
3. Meet with all Honors students who are enrolled in HON351, the junior level thesis/capstone proposal course, to help them define, refine or explore various topics and designs for their thesis or capstone project. All students in HON351 are required to meet with the Honors Departmental Liaison(s) at least once during that semester.
4. After Honors students have identified their thesis topic, assist the student in identifying possible thesis/capstone advisors. It is *not* expected that Honors Departmental Liaisons will also be thesis advisors for all Honors students in their unit, although in some of the smaller departments the Departmental Liaison may offer to also serve as the Thesis Advisor. Often, students may have a focus area that best fits with another member of the department. The Honors Program encourages separate individuals whenever possible.
5. Review for approval all thesis/capstone projects and project proposals submitted by students in their department/unit. Approval of the thesis/capstone is noted by signing on the official signature page that should accompany all final proposal and thesis drafts.
6. Participate, when possible, in annual Honors faculty/student mixer activities such as “Coffee with the Profs.”
7. Maintain contact with the Honors Program through the Director for Honors and Scholars. Honors Department Liaisons are added to the Honors Faculty listserv and receive periodic updates about the Honors Program.

The Honors Program staff contacts each department at the beginning of fall semester to confirm the Honors Departmental Liaison(s) for that academic year.

Honors Thesis/Capstone Advisors

The Thesis Advisors are mutually agreed upon by the student and faculty member via the Thesis Advisor Agreement, which should be completed during the first semester the student is enrolled in HON 351 (typically in the student's junior year.) The Thesis Advisor mentors advisees through the Honors Thesis/Capstone process, with the following primary duties:

1. Help the student develop a project that is appropriate for the time frame, which is generally two semesters in length. The students will enroll in 1 credit hour for the proposal phase, then 3 credit hours for the actual project in the next semester.
2. Assist the student in framing the topic and developing a project proposal that is of interest to the student, well-focused in nature, and appropriate for an Honors thesis or capstone.
3. Ensure that the student's project is not just an arm of the Thesis Advisor's own research. The project should be a meaningful research project or creative capstone project initiated by the student in an area of the student's interest, comprised of the student's own work. The student should not simply be a research assistant for the professor.
 - a. That being said, the Honors Thesis or Capstone project may tie into the Thesis Advisor's ongoing work in various ways, as long as the student has their own piece of the project, which is of interest to the student and has clear beginning and end dates. Students conducting research in a laboratory setting, such as biology or chemistry projects, will likely conduct research under the leadership of their faculty mentor with links with larger scientific research projects.
4. Help guide the student's background research/literature review with suggestions for readings. However, the student should not rely on the Thesis Advisor for all information related to the background research. Students should use all of the resources at hand, most notably librarians, to assist them in locating suitable background research material. Honors students also complete two separate research courses during their time in the program and should be well-equipped to conduct literature reviews.
5. Meet with the student on a regular basis throughout HON 351 and HON 451. This may take different formats for different student/faculty combinations. The most successful meeting schedules are regularly scheduled and occur at least every other week. Some advisors also choose to meet face-to-face with their advisee once a month, using frequent e-mail communication between meetings to keep the project on track.
6. Provide feedback to the HON351 and HON451 instructor about the progress of individual Honors students within the department with respect to their honors thesis work. This feedback becomes part of the grading rubric for these courses as stated in the syllabi for the courses. A short questionnaire is emailed mid-semester and at the end of semester for feedback. Advisors are welcome to contact the Honors Program staff at any time if there are concerns about a student's progress.
7. Review the project proposal, review the final abstract for submission for conferences or funding opportunities, and review the final Thesis/Capstone project. This process of project review may require reading multiple drafts and/or giving the student specific, copious feedback. If the student needs editing beyond that which the Thesis Advisor can (or should) provide, the Thesis Advisor can recommend an external editor or the writing center for more serious writing issues.

Honors Faculty – Teaching Honors Courses

The University Honors Program solicits proposals from UNC faculty members for the teaching of undergraduate Honors Connection Seminars under the following course numbers:

- HON 100 Honors Connection I (3 credits)—Interdisciplinary seminar that emphasizes the connections between areas of knowledge such as the sciences, arts, philosophy, history, literature, and sociology.
- HON 200 Honors Connection II (3 credits)—Interdisciplinary seminar that seeks to engage students in a concentrated analysis of their values in the context of the times.

Course topics that have been offered in past years have included the following:

- Fear of Other
- Arthurian Legends
- Aesthetics
- Global Citizenship
- Urban Development and Alternative Communities
- American Road Stories

Submitting a Course Proposal

Faculty members interested in teaching an Honors Connections seminar should submit a brief course proposal (2-3 pages) including a list of proposed assignments and readings and noting the associated student learning outcomes. Please include the semester/years you would be interested in teaching the course, and if known, include the general days/times that the course would most likely be offered (e.g. Monday evenings, Tuesday/Thursdays late afternoon). Program areas can expect to receive replacement funding for one regular course, or faculty members may request overload compensation if approved by their department. Honors Connections Seminars generally enroll 12-25 Honors students.

- The proposed course must include at least 3 of the 5 Honors Program student learning outcomes at either an introductory or developing level (see next page).
- The courses must be interdisciplinary by design, and members of the faculty are encouraged to submit proposals that draw from different discipline traditions or combine fields of study.
- Courses with co-instructors are allowed, although the funding must be split between the departments or instructors. Engaged teaching pedagogy is encouraged with readings and discussions forming the central core of the course.
- Instructors may require team or individual projects, research work, community-engaged projects, and/or presentations as part of the course experience.

Course proposals should be received by the Honors Program via email to honors@unco.edu by the 2nd week of the semester at least 2 semesters prior to the semester of intent. Please include “Honors Course Proposal” in the email title. If you have questions, please contact the program office at 351-2940.

HONORS PROGRAM STUDENT LEARNING OUTCOMES

1. Creative and Critical Thinking: Is able to think and speak analytically with a unique sense of self in order to synthesize and demonstrate learning from multiple mediums.

- **Introductory:** Can identify the problem or topic at hand and engages by methods and means familiar to student's experience. Stays relatively close to assignment's guidelines and begins to make connections between assignment and bigger picture ideas.
- **Developing:** Experiments with varying perspectives when considering assignments and conversations. Is beginning to take risks and recognizes the value of multiple connections when speaking or creating a product
- **Mastery:** Is logical and rational when approaching a problem, and breathes new life into assignments and projects with unique interpretations and products. Can use multiple vantage points in order to create products that speak to a wide range of experiences and perspectives.

2. Inquiry Analysis and Integrative learning: Connects and extends knowledge from one's own academic focus to the world beyond UNC

- **Introductory:** Can articulate likes and dislikes in terms of academic focus, but is still discovering interests in field of study. Has basic comprehension of methodology and theoretical framework. Can identify the problem or topic at hand and engages by methods and means familiar to student's experience. Stays relatively close to assignment's guidelines and begins to make connections between assignment and bigger picture ideas.
- **Developing:** Beginning to connect own life to field of study, and honing ideas for research based on these connections. Can make connections between multiple perspectives and is demonstrating increasing self-awareness through evaluative conversations regarding the process.
- **Mastery:** Can synthesize the connections between information gleaned from classroom setting and practical/worldly applications. Research is unique to student's experience, yet creatively infuses other aspects and nuances from the program. Able to explore complex issues in thoughtful and unique ways.

3. Written and Oral Communication: Can communicate one's thoughts on paper and in speech effectively with a scholarly voice by using evidentiary support and critical reasoning, within philosophical, analytical and theoretical frameworks appropriate to the discipline. Uses appropriate citation and attribution for the discipline and joins in the scholarly discourse.

- **Introductory:** Can identify the problem or topic at hand and engages by methods and means familiar to student's experience. Stays relatively close to assignment's guidelines and begins to make connections between assignment and bigger picture ideas.
- **Developing:** Creates connections between multiple modalities and sources in order to communicate. Attributes material to correct sources accurately and fluidly. Able to convey viewpoints with compelling arguments, narratives and support. Delivery techniques are becoming more natural and authentic.
- **Mastery:** Has working knowledge of domain-specific vocabulary necessary to complete a task. There is clear organization to research and clear parameters regarding scope of project. Use of language is masterful and creative, and overall project is compelling to the reader. Supports conclusions with appropriate detail. Delivery techniques are natural and authentic.

4. Intercultural Competence and Global Learning: Is cognizant of and engages with a diverse range of cultures, religions and beliefs.

- **Introductory:** Recognizes the differences between cultures has a developing sense of what it means to be a global citizen. Senses the connection between the choices of the individual and the larger impact of those choices on the local/global levels. Can identify and explain various perspectives on an issue, and demonstrate how various cultural and identity factors impact the perspectives on issues.
- **Developing:** Understands and evaluates the impact of humanity on the world from multiple perspectives. Is learning about the history and power structures of various countries and institutions in order to understand the context of issues present in the world before attempting to solve them. Critically compare and discuss different points of view and assess stated and unstated assumptions.
- **Mastery:** Has sense of global identity that takes into account multiple viewpoints and experiences. Has a sense of responsibility to self and bigger picture of the complexity of the challenges present in our world. Uses an informed knowledge base in order to address problems and act from the role of advocate.

5. Community/Civic Engagement and Problem-Solving: Invests in the community and empowers self and others to make a positive impact on the community in a systems-approach.

- **Introductory:** Understands meaning of civic engagement and can articulate own participation in community activities, but still discovering how this connects to own identity and formulation of core values. Understands the value of working with a team and is beginning to draw out the opinions of others when problem-solving. Sees a general path towards the academic ends they have in mind and begins to make strides towards achieving those ends.
- **Developing:** Can identify multiple ways of solving an issue and articulate them in a way that involves others. Evaluates the potential outcomes for viability and applies past learning in most situations that demonstrates a knowledge of how the past informs the present. Reflects on own attitudes and biases and begins to connect own work in academia with work in community. Clear sense of civic identity and responsibility is developing. Pursues extracurricular/additional activities that mutually support educational and community engaged goals.
- **Mastery:** Demonstrates a self-starting attitude and initiative and refers to previous learning as a source of knowledge and strength. Can define the problem and its systemic aspects and identify potential solutions in a way that involves all stakeholders in the search for resolution. Works to make a positive difference in the community and demonstrates commitment to achieving civic aims that cross boundaries and bring together all who are impacted.

HONORS CURRICULUM REQUIREMENTS

Lower Division Honors: Honors Interdisciplinary Program (HIP)

HIP is designed for students entering college in their first year and who want to develop their critical thinking and problem solving skills in a cohort based program that challenges students through interdisciplinary coursework and advanced requirements for community engagement and scholarly development. The program continues for 2-3 years with flexibility allowing the student to fit the honors courses into their program plan. Students who enter UNC with more than 45 credit hours, and especially those who have already obtained junior status, should consider applying to the Upper Division Honors Program rather than HIP.

The HIP Handbook includes all curricular and co-curricular requirements for completing the lower division program, along with forms, program plans, and resources. Students should always be directed to consult the Handbook for their questions regarding honors curricular expectations and to seek advising within the Honors Program department with specific questions. The Honors Program provides students with advising once per semester through Honors academic advising workshops and drop-in advising hours.

HIP Program Curriculum Overview

Recommended course plan (See the Program Plan).

Year 1 – Fall Semester:

- HON101 1 credit Introduction to Critical Thinking course (***NEW*** for FALL 2016 cohort)
- May take 2nd course such as HON200, LEAD100 or any MIND course.

Year 1 – Spring Semester:

- Any ONE course from the following:
Any MIND Course, HON100, HON200, HON395, LEAD100 or LEAD200

Years 2-3

- Any THREE courses from the following:
Any MIND Courses, HON100, HON200, HON395, LEAD100 or LEAD200 OR
Any Study Abroad experience (with pre-approval)

Research Skills courses

- LIB151 (1 credit) – Any semester, recommended in Year 1

Note: there is no set path through HIP and students may complete courses in any semester including summer sessions and may extend into their final semesters at UNC.

Total credit hours = 14

- Students receive a certificate of completion once the 14 credit hours has been completed along with the Honors Connect extra-curricular requirement.
- HIP is noted on the diploma and the transcript and recognized at commencement.

Upper Division Honors Program (UHP)

UHP is designed for students who are junior level or above and who want to achieve academic excellence through scholarly works at a level beyond other undergraduates. The program supports students through the creation of an Honors Thesis, Creative Work or Applied Scholarly Project.

- Students who are in lower division HIP receive automatic acceptance into UHP as long as they have a minimum 3.25 GPA and have completed 50% of their HIP requirements and the LIB151 or equivalent honors course.
- Students in HIP are encouraged to begin UHP in their 2nd year if they are in the natural sciences or who are planning to apply for a research based graduate program.
- Students applying to UHP who are not already HIP students must have a 3.25 GPA and have completed at least 45 credit hours.

The UHP handbook includes the full curricular requirements for completing the Upper Division Program in order for the student to graduate with Honors Program distinction. Each student's path through UHP is different and therefore the Honors Program customizes the requirements to best fit the individual student's goals.

UHP Program Curriculum Overview

Project Core:

In FIRST SEMESTER IN UHP:

- LIB251 – Honors Research as Inquiry (1 Credit) AND
- HON351 – Jr Honors Seminar – Project Design (1 Credit)
 - *LIB251 and HON351 are designed to be taken concurrently.*

SECOND – FOURTH SEMESTERS in UHP:

- HON451 – Sr. Honors Thesis (3 Credits)
 - Students may take this course in multiple 1 credit hour sections over 3 semesters (recommended) OR
 - Students may take 2 or 3 credits in a single semester.
 - Relevant discipline-based direct studies (422) courses may substitute for up to 2 credit hours with prior approval. In order for the directed studies course to substitute for HON451, the student must be working on the honors thesis project as the primary component of the directed studies course.

Electives

- Students complete **two options** (equivalent of 6 credits) from the following:
 - Research Methodology Course (HON420 or discipline based relevant course) or
 - Internship, Practicum or Field Study course or
 - Study Abroad experience or
 - Course by Contract or 500-level Graduate Course

Total credit hours = 11

- Students receive a Gold Stole and Medallion in the semester in which they complete the 11 credit hours along with an approved Honors Thesis/Capstone project.
- UHP is noted on the diploma and the transcript and recognized at commencement.

UPPER DIVISION HONORS THESIS/CAPSTONE PROJECT

The Upper Division Honors Program revolves around and culminates in the Honors Thesis/Creative Capstone project. The project may be completed in one of three different paths:

- **Research Path** – Students complete an Honors research thesis either in their selected discipline, or may complete an interdisciplinary thesis.
- **Creative Path**– Students complete a creative works project at an honors level appropriate to their discipline. Creative projects may include those in art, music, creative writing, graphic arts, dance or theatre.
- **Applied Path**– Students complete an Honors independent applied project that results in an actual implemented program, event, curricular method, initiative, business plan, non-profit endeavor, or other approved projects that fall “outside the box.”

An honors thesis/capstone project may be completed in any discipline of the student’s choice and interest and does not necessarily need to be one from the student’s major field. Although students must have sufficient background knowledge in the field of choice, and therefore most projects will relate to a student’s major or minor. Occasionally a student can successfully complete a thesis outside of their major, if they have enough background in that field or are completing an applied thesis that utilizes an interdisciplinary format. Interdisciplinary projects are encouraged.

A thesis/capstone project may take the form of one of the following, or another project design may be sought during the proposal phase:

- Traditional research thesis on a topic from a single discipline or interdisciplinary in nature.
- Original work in art, music, creative writing or other approved area.
- Experiential education projects in teaching, nursing or other applied discipline.
- Business plans and marketing plans.
- A problem-solving project that applies theory to the issue.
- An original design for a model, prototype, or other programmatic area.
- A full program developed for implementation such as through a student affairs department on campus or a non-profit.
- A laboratory project or experiment in the sciences.

A completed honors thesis/capstone project must have the following attributes:

- Originality of thought or creativity in design for a creative project.
- Familiarity with the literature relevant to the topic.
- Logical organization and grammatically correct writing.
- Seriousness of intellectual inquiry and clarity in the conceptualization of the central issue.
- Conclusions supported by the evidence.
- All thesis/capstone projects require a written component.
- The project product must be more than what is expected from other students in the discipline, but does not need to be masters-level quality. Projects should allow for student-directed design, and the process is often more important than the final product.

See the Upper Division Handbook for past thesis/capstone project titles and additional information on formatting, timelines, requirements, and expectations.

Tips for Thesis Advisors

These tips have been collected by the UNC Honors Program and from other universities:

- Student's enthusiasm for a project may be more than the time boundaries and experience will allow. Encourage students to refine and narrow their topics. They may want to consider their project as a "pilot" project, upon which they may build future work. For instance, a student that wants to write a full novel may be redirected to write an full outline, develop characters, and then write a few chapters. A student wanting to conduct qualitative research with 30 interview participants may be redirected to interview 4 or 5 participants for their Honors thesis.
- The student's topic must be relevant and of their own design. Students need to follow a project for which they have a high level of passion, and although tempting to try to redirect them to the thesis advisor's areas of research, if the project strays too much from the student's interest area they may fail to have the motivation to complete the thesis.
- Projects should be of original design. However, the bar for originality does not need to be as high as a Ph.D. level dissertation. Students may choose to design a program based on other successful models, for instance.
- Students should begin literature reviews or reviews of past creative works or applied program designs relating to their project early in the thesis/capstone process. You may want to help students find relevant resources or direct them to a librarian. Advise the student to collect a working bibliography.
- Make sure that the student has the necessary skills. Help him/her to revise the project if the required methodology is beyond the available tools. Students conducting research should be taking additional coursework either through the discipline or through HON420 Honors Research Methodology to assist them in developing appropriate skills.
- Help the student to stay focused throughout the thesis. At the end the project needs to be a coherent one. The Honors Program encourages that the final product for research projects be a written document no longer than 50 pages (excluding appendices). However, creative and applied projects may be longer. This assists students in later turning their thesis into a publishable journal submission.
- Assist students who plan research that requires human subjects to develop a solid IRB application. First step should be to require the student to completely review the IRB requirements and submission procedures on UNC's IRB website: <http://www.unco.edu/osp/ethics/irb/index.html>. The student needs to take the lead on the IRB, but submission will also need to be facilitated by the advisor. The thesis advisor is expected to sign off as the research mentor through IRB, and therefore will also need an IRB account.
- Students are responsible for knowing all the deadlines and for submitting the required paperwork and documents to the Honors Program office outside of any other internally determined deadlines agreed to by the student and thesis advisor.
- All written thesis documents must display college-level, preferably high caliber, writing. Although students start with varying levels of writing ability, and not every student needs to be exceptional at writing, their writing must still be coherent, grammatically correct, and suitable to the discipline's expectations. Students should be sent to outside assistance early in the process if the thesis advisor determines that the writing quality is sub-standard. The writing center can provide assistance.

Honors Thesis/Capstone Timelines

Following are the typical timelines for students completing their project in two full years. Adaptations to this timeline should be included in the Project Proposal, and will be necessary for students completing the project in more or less than four semesters. Projects may be conducted or developed over summer semesters as well.

<p style="text-align: center;">General Timeline and Steps for RESEARCH Based Projects</p>
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Semester 1: Fall, Junior Year (or sometimes in Spring of Junior year)

Developing the Project Proposal (Enrolled in 1 credit of HON351)

- Commit to thesis project
- Read the Honors project requirements in the student handbook
- Refine a research topic
- Start reading relevant literature and create a tracking system for the literature review
- Develop general research question(s) and project purpose statement as applicable
- Work with HON351 professor and departmental liaisons to find a thesis advisor
- Write a full Thesis proposal with statement of the problem, project design (methods and methodology when appropriate), literature or background review, timeline, and references.
- Obtain signatures on signature sheet for the proposal, once proposal is approved (signed by student, Thesis/Capstone Project Advisor, Departmental Liaison, and Director for Honors).

Semester 2: Spring, Junior Year

For students beginning in Upper Division Honors in spring of Junior year, this section is completed *along with* the above section in this semester.

Beginning the Project (Enrolled in 1 credit of HON451)

- Finalize specific research question(s) or creative project design
- Meet with the thesis advisor regularly outside of HON451 class time
- Finish literature review and write introduction
- Fully develop methodology and methods or research procedures and protocols and seek outside faculty assistance if needed
- Submit IRB application or **IACUC** approval of animal use protocols
- Pilot test as applicable

Semester 3: Fall, Senior Year

Conducting the Project (Enrolled in 1 credit of HON451)

- Revise and resubmit IRB as needed, obtain final approval from IACUC for animal use
- Meet with the thesis advisor regularly outside of HON451 class time
- Finalize and/or pilot test methods, instruments and tools as needed
- Collect and analyze data/evaluate results for research project
- Revise/update literature review as needed to align with results

Semester 4: Spring, Senior Year

Concluding and presenting the Project (Enrolled in 1 credit of HON451)

- Write results, conclusion, and/or discussion sections as applicable
- Meet with the thesis advisor regularly outside of HON451 class time
- Revisions, revisions, revisions: plan on completing at least three full drafts
- Present project at Research Day. May also be presented at additional professional conferences if suitable.
- Get signatures of final approval from thesis advisor, departmental liaison, and honors director
- Print finished thesis in the Honors office (Michener L-98) for binding

<p style="text-align: center;">THE HONORS THESIS/CAPSTONE PROJECT General Timeline and Steps for Capstone/Creative Projects</p>

Semester 1: Fall, Junior Year (or sometimes in Spring of Junior year)

Developing the Capstone/Creative Project (Enrolled in 1 credit of HON351)

- Commit to thesis project
- Read the Honors project requirements in the student handbook
- Develop general area of interest(s)
- Start reading relevant literature/exploring relevant works and create a tracking system for the review process
- Refine project topic and purpose and develop specific plan to complete identified expected product
- Work with HON351 professor and departmental liaisons to find a project advisor
- Write a full project proposal including introduction, project, background review, timeline, and references.
- Obtain signatures on signature sheet for the proposal, once proposal is approved (signed by student, Capstone Project Advisor, Departmental Liaison, and Director for Honors).

Semester 2: Spring, Junior Year

For students beginning in Upper Division Honors in spring of Junior year, this section is completed *along with* the above section in this semester.

Beginning the Capstone/Creative Project (Enrolled in 1 credit of HON451)

- Finalize specific plan to complete identified expected product
- Meet with the thesis advisor regularly outside of HON451 class time
- Finish literature review and write introduction
- Outline timeline for project and seek outside faculty assistance if needed
- Obtain any necessary software or supplies

Semester 3: Fall, Senior Year

Conducting the Capstone/Creative Project (Enrolled in 1 credit of HON451)

- Revise/update literature review as needed
- Meet with the thesis advisor regularly outside of HON451 class time
- Engage in research for project
- Engage in rehearsal or production

Semester 4: Spring, Senior Year

Concluding the Capstone/Creative Project (Enrolled in 1 credit of HON451)

- Write discussion/reflection section
- Create a final version product for the project (i.e. musical score, photographic portfolio of visual work, poetry collection, unit plan, etc.)
- Meet with the thesis advisor regularly outside of HON451 class time
- Revisions, revisions, revisions: plan on completing at least three full drafts
- Present work at Research Day or other appropriate forum
- Get signatures of final approval from thesis advisor, departmental liaison, and honors director
- Print finished thesis in the Honors office (Michener L-98) for binding and include one or more final products if appropriate (i.e. a CD recording of a musical composition as well as the written score)