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UNIVERSITY HONORS PROGRAM

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# FACULTY HANDBOOK

2018-2019



*Dr. Mike Kimball with a faculty-led study abroad class*



UNIVERSITY OF  
NORTHERN  
COLORADO

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## Social Media

**Facebook:** <https://www.facebook.com/UncoHonorsProgram>

**Instagram:** [https://www.instagram.com/unco\\_honorsprogram/](https://www.instagram.com/unco_honorsprogram/)

**Youtube:** <https://www.youtube.com/channel/UCDf3cPuASFFzNhOiFReCJYw>

## 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

At the core of the Honors Program are the honors students who are supported and mentored to become intellectually engaged student scholars and the faculty mentors who support that mission. Faculty mentors, faculty course instructors, departmental liaisons, and faculty advisors on the advisory council all provide necessary levels of instruction, support and advising to help the honors students succeed in their goals. Faculty members are involved in all levels of the Honors Program, which includes two independent but related tiers. 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. Students either pursue a Life of the Mind track or a student-designed theme track. (11 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 and provide feedback on thesis projects at the final proposal and final thesis stages, and ultimately must approve the 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 Faculty Advisory Council* members 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 encouraged to meet with their Departmental Liaison at least once during their first year 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 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 approval form 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 three semesters in length. The students will enroll in 1 credit hour for the proposal phase, then 3 credit hours for the actual project which are divided among the next couple of semesters.
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.
3. **Ensure that the student's project is meaningful for the student.** The project should be a substantial research project, applied 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 his/her 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 physics 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, and directions for searches. However, the student does not need to rely solely on the Thesis Advisor for all information related to the background research. Students should use all of the resources at hand, such as librarians, to assist them in locating suitable background research material.
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 Honors Program** about the progress of individual Honors student 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: 80% of the student's grade in HON451 is provided by the Honors Thesis Advisor and the remaining 20% of the grade is earned through professional and scholarly development activities and events. A short questionnaire is provided to the thesis advisor approximately once a month for feedback. The student is expected to provide the form to the advisor during a regularly scheduled meeting. The advisor may complete the questionnaire and give it back to the student, or may scan and email it to the Honors Program. Advisors are asked to contact the Honors Program staff 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](mailto:honors@unco.edu) 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:** Student 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. Begins to make connections between academic assignments 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:** Student 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 settings 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:** Student 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. Attribute 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:** Student is cognizant of and is willing to engage intellectually with a diverse range of cultures, beliefs, and ways of thinking.

- **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 compares and discusses 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

## *Summary of Requirements*

The University Honors Program is comprised of two tiers. Students complete the Honors Interdisciplinary Program usually in their first two years at UNC, which forms the foundation of the honors education through small seminars with a focus on problem solving skills, critical thinking, and experiences outside of the classroom walls. Then students can also choose to apply for the second tier, the Honors Upper Division Program, in which they will design and conduct their own independent Honors Project mentored by faculty in their discipline. These projects may be research, creative works or applied projects. This handbook covers the requirements for the lower division Honors Interdisciplinary Program only.

The Honors Interdisciplinary Program requires completion of a total of 11 lower division course credits with 9 course credits undertaken with Interdisciplinary seminars; 2 course credits undertaken in Application of Academic Inquiry; as well as evidence of Community and Professional Engagement through Honors Connect co-curricular program.

Honors students who complete all requirements and maintain a cumulative 3.25 UNC GPA will receive recognition through a certificate award, which will be noted on their diploma, and on their transcripts.

Students choosing to continue with the Honors Program will then be able to apply to move into the Honors Upper Division Program to complete both tiers of Honors. The Upper Division requires an additional 11 credit hours with 5 credits of Honors Project work and 6 credits of Honors electives.

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## *Required Courses*

### **Honors Interdisciplinary Seminars**

To receive an Honors Interdisciplinary Program (“HIP”) Certificate, the Honors Program student will complete the following components:

- 1) Complete HON101 introductory course in critical thinking (1 credit)**
- 2) Complete the Inquiry requirement (1 credit)**
  - By completing one of the following courses:
    - LIB151 (honors only section)
    - LIB160 (CJ majors)
    - LIB170 (ASLS majors)
    - LIB150 Summer Bridge program option for student athletes
- 3) Complete 3 courses/options of themed academic coursework (9 credits)** Student will develop an honors academic plan during HON101 through a proposal to be approved by the honors program and submitted to the student’s major advisor and honors departmental liaison for feedback.

- Student will develop their honors academic plan with the following guidelines:
  - Students will choose ONE of the following options:
    - **Life of the Mind option (9 credits):** Students may complete the coursework as a Life of the Mind sequence with all 9 credits from Life of the Mind courses.
    - **Self-Designed Theme option (9 credits):** Students may develop a theme and designate course options to explore the theme option. Themes may include a specific research related topic or issue (e.g. poverty, sports injury recovery), a concept (e.g. aesthetics), a question (e.g. what is truth?), or a professional area of study (e.g. law, leadership).
      - Three curricular options (minimum of 9 credit hours) must be completed and will include a mix of the following:
        - HON, LEAD or MIND lower division courses and/or
        - Course by contract and/or
        - Study abroad experience and/or
        - Internship relevant to major, career or honors theme
    - As the students complete each course/option, they will write a reflection on the course in relation to the chosen theme or “Life of the Mind” theme and will submit the reflection along with one sample of coursework to the their honors learning portfolio.
- **Complete Honors Connect co-curricular program to demonstrate evidence of community and professional engagement during the student’s undergraduate studies.**
  - Students are required to attend 6 honors designated activities, workshops or events to enrich their college experience and to engage them in the community and inspire civic commitment. These activities can be completed at any time before being awarded the HIP certificate. Options will be provided each semester and communicated through the honors listserv. (Examples include Schulze series speakers, Catalyst, Honors community service events.)
  - Students will log their event attendance in their Honors Learning Portfolio with short reflections on each.
- **Complete the Honors Learning Portfolio**
  - The learning portfolio will include reflections after each course, after each enrichment activity, along with a final reflection on the student’s overall experience and sample coursework from each of the honors-designated course options demonstrating the Student Learning Outcomes.
  - Portfolios will be kept in UNC’s Live Text system, and will be submitted each semester to Honors with that semester’s updates.
- **Students in HIP will be invited to begin Upper Division Honors as early as their 2<sup>nd</sup> year** as long as they have met the following:
  - 3.25 cumulative GPA
  - Completed HON101
  - Completed LIB151

## ***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 2<sup>nd</sup> 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 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 3 or 4 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 it is tempting to try to redirect the student 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 and some humanities based research projects may be longer. This guideline 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.

<b>General Timeline and Steps for RESEARCH Based Projects</b>
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### **Semester 1:**

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

- 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 project design (methods and methodology when appropriate), literature or background review, timeline, and references.
- Obtain signatures for the proposal on the thesis proposal approval and feedback form, once proposal is approved (by both project advisor and departmental liaison)

### **Semester 2-4 (may be one, two or three semesters of work):**

**Conducting the Project** (Enrolled in 1-3 credits of HON451 each semester for a TOTAL of 3 credit hours OR may take a directed studies course with their thesis advisor for up to 2 credits towards their project.)

- 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
- 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
- Submit revised thesis proposal is necessary.

### **FINAL SEMESTER:**

#### **Concluding and presenting the Project**

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

<b>General Timeline and Steps for</b>
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<b>CREATIVE OR APPLIED CAPSTONE Projects</b>
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**Semester 1:****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 research, artist statement (if applicable), timeline, and references.
- Obtain signatures for the proposal on the thesis proposal approval and feedback form, once proposal is approved (by both project advisor and departmental liaison)

**Semester 2-4 (may be one, two or three semesters of work):**

**Conducting the Project** (Enrolled in 1-3 credits of HON451 each semester for a TOTAL of 3 credit hours OR may take a directed studies course with their thesis advisor for up to 2 credits towards their project.)

- Meet with the thesis advisor regularly outside of HON451 class time
- Finalize specific plan to complete identified expected product
- Finish background research and/or artist statement
- Obtain any necessary software or supplies
- Engage in research for project
- Engage in rehearsal or production/creation of project

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

- Meet with the thesis advisor regularly outside of HON451 class time
- Create a final version product for the project (i.e. musical score, photographic portfolio of visual work, poetry collection, unit plan, etc.)
- Write discussion/reflection section
- Revisions, revisions, revisions: plan on completing at least three full drafts
- Present work at Research Day or other appropriate venue, conference, class, etc.
- Obtain signatures of final approval from thesis advisor, departmental liaison, and honors director on the Final Thesis Approval form.
- 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)



UNIVERSITY OF  
NORTHERN COLORADO

HONORS PROGRAM

THESIS/CAPSTONE ADVISOR FEEDBACK FORM

- Honors Program students who are enrolled in HON351 and HON451 are required to obtain monthly feedback from their thesis advisors to ensure they are making adequate progress on their thesis/capstone project.
- Your grade as indicated below will be 80% of the final grade assigned for HON451 grade. The remaining 20% of the HON451 grade is based on their participation in professional and scholarly development activities such as Honors Research Night and Research Day.

Student to complete this section:

Student Name \_\_\_\_\_ Bear email \_\_\_\_\_

Project topic \_\_\_\_\_

Thesis/Capstone Advisor Name \_\_\_\_\_

Thesis course enrolled in this semester: ☐ HON351 ☐ HON451 ☐ HON420 ☐ Other: \_\_\_\_\_

Faculty Thesis/Capstone Advisor to complete this section:

The student has been prepared for meetings and communicates in a timely and professional manner.

☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree ☐ N/A

The student appears interested in the chosen topic/project.

☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree ☐ N/A

The student's writing is at a level appropriate for honors work in the applicable discipline.

☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree ☐ N/A

The student is making adequate progress on the honors project.

☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree ☐ N/A

What grade would you give this student regarding honors project proposal/thesis work to date?

☐ A ☐ B ☐ C ☐ D ☐ F ☐ I or NR Other: \_\_\_\_\_

*Comments - If you have any concerns about this particular student's progress or ability to complete the project, please provide details here.*

Signature of Thesis/Capstone Advisor \_\_\_\_\_ Date \_\_\_\_\_

Please complete this form and then return the form to the student each month. You may alternatively scan and email the form to [loreecrow@unco.edu](mailto:loreecrow@unco.edu) with the student's name in the subject heading.

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## UNC HONORS PROGRAM

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### THESIS/CAPSTONE PROPOSAL APPROVAL SIGNATURE FORM

- Honors Program students must obtain approval of their Honors/Capstone Project before beginning the project. This form should be completed at the end of the semester in which the student is enrolled in HON351.
- If an additional semester is required to obtain Full Approval of a project proposal, this form should still be turned in at the end of the HON 351 course with the applicable box stating the progress of the student, and a new form should be completed and signed when the proposal is fully approved in the future semester. This form replaces the Thesis Proposal Signature Page.
- The grade assigned by the thesis advisor for work on the proposal will be factored into the final grade for the students in HON351 (20% of the student's final grade in the course).

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#### To be completed by Student:

Student Name \_\_\_\_\_ Bear Number \_\_\_\_\_

Thesis Project title \_\_\_\_\_

Thesis/Capstone Advisor Name \_\_\_\_\_

Honors Departmental Liaison Name \_\_\_\_\_

Thesis course enrolled in this semester: ☐ HON351 ☐ HON420 ☐ HON451 ☐ Other: \_\_\_\_\_

Honors Project type: ☐ Research ☐ Applied ☐ Creative ☐ Other: \_\_\_\_\_

STUDENT SIGNATURE: \_\_\_\_\_

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#### To be completed by Thesis/Capstone Advisor:

What grade would you assign this student regarding honors project proposal/thesis work to date?

☐ A ☐ B ☐ C ☐ D ☐ F ☐ I or NR Other: \_\_\_\_\_

The current status of the student's Thesis/Capstone Project PROPOSAL is as follows:

☐ Fully Approved ☐ Approved w/revisions required ☐ Not Approved/Needs work ☐ No Proposal rec'd

*By signing this form, the thesis/capstone advisor agrees to supervise the student's proposed thesis/capstone project per the proposal and thesis advisor agreement and per the Honors Faculty Handbook and Upper Division Honors Program specifications. The advisor's signature on the thesis title page when submitted upon completion of final and complete thesis/capstone written project will serve as final approval of the thesis.*

THESIS/CAPSTONE ADVISOR SIGNATURE: \_\_\_\_\_ Date \_\_\_\_\_

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#### To be completed by Honors Departmental Liaison:

☐ Fully Approved ☐ Approved w/revisions required ☐ Not Approved/Needs work ☐ No Proposal rec'd

HONORS DEPT LIAISON SIGNATURE: \_\_\_\_\_ Date \_\_\_\_\_

HONORS DIRECTOR SIGNATURE: \_\_\_\_\_ Date \_\_\_\_\_

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## UNC HONORS PROGRAM

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### FINAL THESIS/CAPSTONE APPROVAL FORM

- Honors Program students must obtain approval of their Honors/Capstone Project before printing.
- This form should be completed and submitted by the following semester deadlines:
  - Fall: **November 1**      Spring: **April 1**      Summer: **July 1**
- If additional time is required to obtain Full Approval, this form should still be turned in by the deadline, and a new form should be completed and signed when the proposal is fully approved.
- The Thesis **MUST BE APPROVED** no later than the **last day of the semester** when the student is graduating, or the student's Honors distinction will be removed from their diploma and transcript. The student may still be eligible to print their thesis if completed after the end of the semester.
- The grade assigned by the thesis advisor for their thesis work provides 80% of the final grade for HON451 (the remaining 20% is from professional and scholarly development activities).
- If a student is enrolled in a departmental section of HON451, the grade and grading system is determined by the thesis/capstone advisor who will also be listed as the instructor. This form is still required for the Honors Program to check off the thesis requirement on the student's Degree Works.

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#### To be completed by Student:

Student Name \_\_\_\_\_ Bear Number \_\_\_\_\_

Current semester (semester completing project) \_\_\_\_\_ Semester Graduating \_\_\_\_\_

Final Thesis Project title \_\_\_\_\_

Thesis/Capstone Advisor Name \_\_\_\_\_

Honors Departmental Liaison Name \_\_\_\_\_

Honors Project type: ☐ Research      ☐ Applied      ☐ Creative      ☐ Other: \_\_\_\_\_

STUDENT SIGNATURE: \_\_\_\_\_ Date \_\_\_\_\_

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#### To be completed by Thesis/Capstone Advisor:

What grade would you assign this student regarding FINAL Honors Thesis/Capstone Project?

☐ A      ☐ B      ☐ C      ☐ D      ☐ F      ☐ I or NR      Other: \_\_\_\_\_

Should this thesis/project be considered "Meritorious" (Required Edgerton Award): ☐ Yes      ☐ Possibly

The current status of the student's **Thesis/Capstone Project** is as follows:

☐ Fully Approved      ☐ Approved w/some revisions required      ☐ Not Approved/Needs Major work  
☐ Other: \_\_\_\_\_

*If the project is Not Approved at this stage, then the project must be resubmitted and a new form signed when approved.*

THESIS/CAPSTONE ADVISOR SIGNATURE: \_\_\_\_\_ Date \_\_\_\_\_

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#### To be completed by Honors Departmental Liaison:

☐ Fully Approved      ☐ Approved w/some revisions required      ☐ Not Approved/Needs Major work

HONORS DEPT LIAISON SIGNATURE: \_\_\_\_\_ Date \_\_\_\_\_

HONORS DIRECTOR SIGNATURE: \_\_\_\_\_ Date \_\_\_\_\_