

Honors Program
Beyond Expectations



Upper Division Honors Program Handbook

2016-2017



UNIVERSITY OF
NORTHERN COLORADO

Honors Program

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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.



University Honors Program Staff

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Web Pages

<http://www.unco.edu/honors>

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honors@unco.edu

Listserv

honors@listserv.unco.edu

To subscribe to the listserv, send an email with the subject line
“Honors Listserv Subscribe” to honors@unco.edu.

Social Media:

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

Instagram: https://www.instagram.com/unc_honorsprogram/

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

Honors Program Overview

Program Objectives

The University Honors Program is designed to offer dedicated students both the resources of a comprehensive university and the individual attention traditionally associated with a small college. It asks that the students engage in various pursuits of the mind and cultivate greater expectations for themselves and their education. It seeks to heighten their critical awareness, involve them in independent thinking and research, and encourage their leadership in the university and community.

Benefits

- **Unity in Diversity**—Honors students come from a variety of backgrounds and have diverse academic and social interests. Together, they form a community of highly motivated learners.
- **Honors Events**—Students and faculty are invited to participate in a variety of regular events including New Student Retreat, Coffee with the Professors Night, Honors Colloquium Series, Honors Workshops, Mind Files Nights, Research Day, and Academic Excellence Week.
- **Personalized Advising**—All Honors students enjoy personalized advising from university faculty and Honors staff.
- **Faculty mentoring** – Honors students work closely with faculty mentors who serve as departmental honors liaisons and complete a faculty-mentored Honors Project.
- **Honors Residence** –Students in the Honors Program have the option to live in the Honors Residential Learning Community or the Honors and Leadership Interest Community.
- **Library Privileges** – Honors students enrolled HON 351 or HON 451 and completing thesis research are entitled to graduate student library borrowing privileges.
- **Honors Conferences**—Honors students have opportunities to attend and present at regional and national conferences such as the National Conference of Undergraduate Research.
- **Honors Publications**—Honors theses are placed in the permanent collection in Michener Library and students have the opportunity to submit their finished research articles for publication in undergraduate research journals.
- **Local and National Leadership Opportunities** – Students can participate and become officers in Student Honors Council, leading the campus Honors community with the planning of social, community service, networking, and recruitment events. The UNC Honors Program is also part of the larger National Collegiate Honors Council and students have the opportunity to become regional or national officers, serve on committees, attend conferences and participate in national programs such as *Partners in the Parks* and *City as Text*.
- **Recognition**—On their diplomas and transcripts, Honors students are recognized as “Honors Upper Division Program” graduates. At commencement, Honors students wear a gold stole in recognition of their achievement to show affiliation with all students graduating from programs within the Center for Honors, Scholars and Leadership.

Honors Program Overview

The University Honors Program is comprised of two tiers. Students may complete the Honors Interdisciplinary Program (HIP), usually within the 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 choose to apply for the second tier, the Honors Upper Division Program (UHP), 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 Upper Division Honors Program only.

The Honors Interdisciplinary Program requires completion of a total of 13-14 lower division course credits with 12 course credits undertaken with Interdisciplinary seminars; 1-2 course credits undertaken in Application of Academic Inquiry; and 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. New transfers and current UNC students with more than 45 credit hours may also apply for the UHP Program without having completed HIP.

The University Honors Programs are designed to foster outstanding students by providing enriched course and research experiences, extra faculty attention, a community of intellectually-challenging peers and appropriate recognition for accepting the challenge to make the most of their undergraduate education. The Programs asks that students be alive to the life of the mind and pushes them to raise the expectations they have for themselves and their education. Students will become intrinsically more involved in their own learning experience, develop heightened critical awareness and independent thinking skills, and be encouraged to participate in research or creative works at the university and in the community.

Program Highlights

With admittance into either of the University Honors Programs, students will have the resources of a comprehensive research university with the individual attention traditionally associated with a small liberal arts college, including:

Provides immediate connections to faculty and fellow students who share a passion for learning and a commitment to excellence.

- Opportunities for students to go beyond the walls of the classroom and outside the covers of their textbooks to add their own thought and sense of self to their learning.
- Access to honors courses, seminars, research opportunities, personalized advising and other enriched learning experiences inside and outside the classroom.
- Opportunities to reside in the Honors Residential Learning Community, take part in honors leadership through the Student Honors Council and participate in a rich variety of social, cultural and service activities.
- Eligibility for scholarships available only to honors students, travel and research stipends and extended library check-out privileges.
- Recognition at commencement, on transcripts and on the university diploma.

Upper Division Honors Program Overview

The Upper Division Honors Program is designed for students who are entering into their junior year, although may be started in the senior year as long as all of the credit hours can still be completed in time for graduation. Students who are accepted into Upper Division Honors will choose one of three curricular 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.”

Students completing the Upper Division Honors receive recognition at commencement and on their diploma.

Honors Program Admission

Requests for applications and program inquiries should be directed to the Honors Program office. Applications may also be downloaded in PDF format at www.unco.edu/honors.

Upper Division Honors Program Application Requirements

Students with an interest in pursuing an honors thesis, creative works or applied scholarly project are encouraged to apply for Upper Division Honors in the second semester of their Sophomore year, and must have completed at least 45 credit hours before submitting their application.

Transfer students or current UNC students may apply as late as their senior year, but must have enough time to complete all of the requirements and must demonstrate that they already have a thesis/project advisor.

All applicants must have a minimum of a 3.25 cumulative college GPA and must provide two letters of reference from faculty or others who can attest to their academic interest and ability. Students will also write a statement of intent and answer several questions regarding their interest in honors education as part of the application process.

Honors Gathering Places

Center for Honors, Scholars and Leadership

Michener L-98, Lower Level

The Honors Program makes its home in the northwest corner on the lower level of Michener Library within the Center for Honors, Scholars and Leadership. In this location, you will also find the offices for the Life of the Mind Program, Leadership Studies, the Office of Undergraduate Research, and the Schulze Endowment.

A bulletin board outside the offices provides a location for posting of Honors activities and resources for various opportunities are found inside the Center. Computers are available for Student Honors Council work, and a student lounge area inside provides opportunity to rest or study between classes.

The Seminar Room located within the center is available to reserve for related Honors Program activities such as Pizza Night workshops or Student Honors Council meetings. The collection of Honors Theses is contained on the bookshelves within the Seminar Room and is available for students to peruse while in the Center.

Honors Residential Communities

Lujan Hall

Lujan Hall hosts the Honors Residential Learning Community and includes a community kitchen and lounge space in Lower Centennial for honors programming. Many of the Honors programming activities will be held in Lower Centennial in 2016-17.

Belford Hall

Belford Hall provides space for the Honors and Leadership Studies Interest Community. In this community students interested in academic learning and leadership development come together with a resident assistant who understands the various honors and leadership programs on campus.

Upper Division Honors Program Course Requirements

The Upper Division Honors Program provides Honors students the opportunity to engage in an in-depth study or independent honors project of their choice. Upper Division Honors Students work individually with a faculty mentor and strengthen their research, writing, creative and presentation skills. Students may complete their in-depth study in any discipline, and projects may include field research, experimentation, social science, natural science or humanities theses in the Research Path; an applied or civically engaged project, business or teaching curriculum project in the Applied Path; or creative composition such as in the humanities, music, theatre or fine arts in the Creative Path. Students designate their chosen Path upon application to the program. -All projects require a written component with critical, research-based, reflective analysis. All complete projects are bound and placed in the permanent collection of the James A. Michener Library, and students present their completed research or creative project in a public forum to educate others on their topic. Honors students also are encouraged to submit their final written project for inclusion in a scholarly journal, such as UNC's Undergraduate Research Journal.

The Upper Division Honors Program requires the following:

- Completion of a total of 11 honors-recognized course credits.
- Presentation of Honors Research or Creative Capstone Project in a public forum
- Achieve a minimum cumulative 3.25 UNC GPA

Required Courses

Honors Project Core (5 credits)

- LIB 251 Research as Inquiry: Exploration for Beginning Researchers (1 credit)
- HON 351 Junior Honors Seminar/Project Design (1-credit)
- HON 451 Senior Honors Research Thesis (3 credits) may be taken over multiple semesters.

Honors Electives - Complete two of the following (minimum of 6 credits)

- Approved research methodology course or directed study with research methodology project, such as HON420. (Required for Research Path)
- Internship, Service Learning course, Practicum or Field Experience – must be contracted for Honors credit (Required for Applied Path)
- Honors Course by Contract – Undergraduate or Graduate level
- Study Abroad/International Student Exchange or National Student Exchange experience

Additional information about general Honors Requirements, Honors courses by contract, experiential option requirements and program planning can be found in the Honors Program Student Handbook available on the website at www.unco.edu/honors.

Honors Electives

Students may pursue Honors Experiential Learning Options to meet their UHP Electives from the four options noted below:

- Research Methodology Course
- Honors Upper Division Course by Contract or Graduate Course Option
- Internship/Field Experience/Practicum/Student Teaching Option
- Study Abroad/International or National Student Exchange Option

Students pursuing these options may earn 6 course credits for their work or be granted waiver of a portion of their course credit requirements if they complete the option, but the option either does not include course credit hour production or is less than 3 credits. Specific details and information concerning each option are noted on the following pages, and students should carefully review that information if they wish to pursue a given option.

In advance of pursuing any option, the student **must submit the appropriate form (see back of this handbook)** and **must receive approval** from the Honors Program to undertake the option.

The student approved to pursue an option must satisfactorily complete all requirements outlined in his/her approved request by the deadline noted for the option.

Special Considerations regarding the Honors Experiential Learning Options:

- Approval deadlines for each option vary. Students should pay close attention to the specific approval deadline for any option they wish to pursue.
- Deadlines to satisfactorily complete an approved option vary. Students should pay close attention to the specific deadline by which their work must be completed.
- Options are not repeatable.



Research Methodology Course Option

Honors students pursuing the Research Track are required to successfully complete one research methodology course. This course may be a discipline-based course or may the course offered through the Honors Program.

HON420 - Spring 2017

Honors will offer HON420 (special topics) for 3 credits as the Honors Research Methodology Course in spring 2017. This course is specifically developed for students pursuing social science, education, applied, action and interdisciplinary research projects, and supplements the instruction received by the honors project advisor and that offered through other research methods courses (see below). The course supports the creation of an IRB proposal for your honors project.

McNair Scholar Courses

UNIV 431 will count as the Research Methodology course for Honors Students who are dual enrolled in McNair Scholars.

Other Courses

Discipline based courses must be approved by the Honors Program before they will count for the Honors Program Research Course. Please complete the Research Methodology Course form in this packet for approval for the course. The following classes are examples that would generally count for the Honors Research Methodology Course requirement:

- BAAC 420 - Accounting Theory and Research (3)
- CHEM 499 - Seminar and Research in Chemistry (1 - 3)
- CRJ 380 - Justice Research and Statistics I (3)
- HIST 397 - The Historian's Craft (3)
- ID 420 - Legal Research and Writing (3)
- PSY 300 - Research Methods in Psychology (3)
- SOC 361 - Methods of Sociological Research I (3)

Other courses not on the list above may count for Honors Research Methodology. Please submit the syllabus along with the form for approval for the course.

Graduate Course By Contract Option

- 1) An Honors student taking a graduate course (500-level) may seek approval from the Honors Program to apply this deeper subject exploration to meet a portion of the Academic Foundations requirements. 500-level courses require approval from the instructor and the Honors Program.
- 2) Before or during the semester in which the graduate course is taken, the student should submit the appropriate form to the Honors Program for approval to pursue the Graduate Course by Contract Option with all signatures and the following information:
 - ✓ the graduate course number and prefix.
 - ✓ the subject matter to be covered.
 - ✓ the name of the instructor.
 - ✓ when the course will be taken.
- 3) Students approved to do a Graduate Course by Contract Option must:
 - ✓ complete the approved course in the semester in which they request to take it.
 - ✓ earn an A or B in the course, or if the course is only taught on a pass/fail basis, the student must pass the course.
- 4) If all work has been completed successfully as noted above, the Graduate Course by Contract will be used to satisfy 3 course credits under the Honors Academic Foundations requirement.

Special Note: Approval to register in graduate level coursework is not actually granted by the University Honors Program. Students should consult their UNC Catalog and the Registrar's Office to determine their eligibility for such course enrollment and obtain the approval of the instructor for all courses.

Honors Upper Division Course by Contract Option

- 1) An Honors student taking an upper division course (300 or 400 level) may seek approval from both the faculty member teaching the course and the Honors Program to explore some topic in the course more deeply as a way to meet a portion of the Academic Foundations requirements.
- 2) Typical project proposals for the Upper Division Course by Contract Option include:
 - ✓ doing additional selected readings from two or three unassigned texts followed by a summary report on them.
 - ✓ undertaking additional research and writing a paper on it.
 - ✓ working on a related project with the course professor.
 - ✓ taking part in a hands-on experience to compliment course discussion then writing a summary on what was learned.
 - ✓ completing a service-learning component with appropriate reflection
 - ✓ completing on a related piece of faculty-guided research or lab work
 - ✓ NOTE: faculty may offer specific projects to Honors students in their class
- 3) If the faculty member teaching the course agrees to the proposed project, the student should submit the Honors Upper Division Course by Contract approval form.
- 4) Students approved to do an Upper Division Course by Contract must:
 - ✓ complete the approved project by the end of the last regular day of class for the semester in which they are enrolled in the course--i.e. BEFORE final exams.
 - ✓ obtain instructor signature on the Experiential Options form verifying that the project has been successfully completed.
 - ✓ earn an A or B in the upper division course for which the project is being done, or if the course is only taught on a pass/fail basis, the student must pass the course.
- 5) If all work has been completed successfully as noted above, the Honors Upper Division Course by Contract will be used to satisfy 3 course credits under the Honors Academic Foundations requirement.

Students who would like to do an Upper Division Course by Contract Option should first seek permission from their upper division course instructor and then submit the form for approval by the Honors Program NO LATER than the fifth week of classes in which they are enrolled in the course.

Internship/Field Experience/Practicum/Student Teaching Option

- 1) All Honors students wishing to undertake this option MUST be registered for university course credit. Students must contact the Honors Program IN ADVANCE of undertaking the option to discuss their plans. They may then be instructed to meet with UNC Career Services to complete required university paperwork depending on the option selected. The Experiential Learning Options form should be used to begin the approval process during the semester prior to the placement.
- 2) Students pursuing the Internship/Field Experience/Student Teaching Option must agree to:
 - ✓ complete required university paperwork before undertaking the option.
 - ✓ enroll in appropriate university course credit
 - ✓ log a minimum of 125 hours in the placement or experience (some exceptions may be made).
 - ✓ keep a journal detailing duties, special projects, experiences, and/or observations. (Note: the journal is to help you create your reflection paper and is not turned into the Honors office).
 - ✓ Create a reflection piece at the conclusion of the option. This may be one of the following:
 - 5-10 page written reflection
 - 10-20 slide PowerPoint presentation reflection
 - 5 minute video compiling aspects of the experience
 - ✓ update their resume to include appropriate reference to the placement or experience.
 - ✓ provide documented evidence of evaluation or assessment by the student's on-site supervisor of his/her performance in the field.
 - ✓ earn an A or B in the course, or if the course is taken on a pass/fail basis, the student must pass the course.
- 3) Students approved to undertake this option for Honors must complete and submit their log, reflective paper or presentation, resume, and supervisor evaluation to the Honors Program following completion of the experience and before the end of the fifth week of classes of the next regular semester for which the student is enrolled at UNC.
- 4) If all work has been completed successfully as noted above, the Internship/Field Experience/Student Teaching will be used to satisfy 3 course credits under the Honors Academic Foundations requirement.

Special Notes:

- The length of the placement or experience, in terms of hours served, should be confirmed in advance with the Honors Program to insure that sufficient hours will be logged and/or adjustments made for special circumstances such as a Student Teaching Practicum.

- Reflection Options:
 - ✓ **The reflective paper** (5-10 pages) – the student should plan to explore a variety of themes including: the relationship between the placement/experience and academic coursework the student has taken; personal and/or professional development that took place through the placement/ experience; and career focus and/or career context that the placement/experience provided.
 - ✓ **PowerPoint presentation** (10-20 slides)– the student should plan to use the notes section of the PowerPoint to explain more in depth the same themes noted above for the paper option. The slides themselves can provide images and captions to lead the viewer through the experience. Students should feel free to use creativity to develop the presentation!
 - ✓ **Video presentation** (5 minute)– students should use video or still clips to explain and reflect on the service learning experience. Ideas covered should include: The value of the experience to the student, how the experience could be of value to other students, what was learned during the experience including unexpected outcomes.



Study Abroad, International or National Student Exchange Option

- 1) An Honors student planning to take part in a formal international or national student exchange or other study abroad for academic credit may seek approval from the Honors Program to apply the exchange experience to meet a portion of the Academic Foundations requirements. The experiential learning options form should be used to begin the approval process during the semester prior to the placement.
- 3) Students pursuing the Internship/Field Experience/Student Teaching Option must agree to:
 - - ✓ keep a journal or blog detailing duties, special projects, experiences, and/or observations. (the journal is not turned in, but rather used to inform the reflection piece)
 - ✓ Create a reflection piece at the conclusion of the option. This may be one of the following:
 - 5-10 page paper reflecting on experience
 - 10-20 slide PowerPoint presentation
 - 5 minute video compiling aspects of the experience
 - ✓ update their resume to include appropriate reference to the placement.
- 3) Students approved to do the International or National Student Exchange Option must complete and submit their journal, reflective paper or presentation, and updated resume to the Honors Program following completion of their exchange experience and before the end of the fifth week of classes of the next regular semester for which the student is enrolled at UNC.
- 4) If all work has been completed successfully as noted above, 3 course credits under Academic Foundations will be waived from the student's Honors requirements.
- Reflection Options:
 - ✓ **The reflection paper** (5-10 pages) – the student should plan to explore a variety of themes including: the relationship between the placement/experience and academic coursework the student has taken; cross-cultural observations or experiences that were a significant part of the exchange placement; challenges that were faced and personal development that occurred as an outcome of managing such challenges; and what the exchange experience revealed about the student's understanding or sense of his/her place in the world
 - ✓ **PowerPoint presentation** (10-20 slides)– the student should plan to use the notes section of the PowerPoint to explain in depth the same themes noted above for the paper option. The slides themselves can provide images and captions to lead the viewer through the experience. Students should feel free to use creativity to create the presentation!
 - ✓ **Video presentation** (5 minutes)– The student can use video to explore the same themes as mentioned in the reflection paper.

The Honors Project - Introduction

The Honors Thesis/Capstone Project is the hallmark achievement of your academic experience at the University of Northern Colorado. The thesis/capstone is a two year, in-depth project or study on a topic of your choice that will give you the opportunity to work one-on-one with a faculty mentor and strengthen your research, project design and writing skills. The following are key benefits of the capstone experience:

- Integration of knowledge from one or more fields in a project of your own design.
- Heightened self-awareness as you engage in an independent project that will help to clarify your academic interests and career goals.
- A published research document which will be bound and placed in the permanent collection of UNC's James A. Michener Library.
- Recognition of your Honors accomplishments on your official transcript, on your university diploma, and at commencement.
- Evidence of independent intellectual pursuit which typically enhances graduate and employment opportunities after graduation.

General Thesis/Capstone Project Requirements

An Honors thesis/capstone project may be completed in any discipline so your topic need not be one from your major field, although students must have sufficient background knowledge in the field of choice. Interdisciplinary projects are also 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.
- A problem-solving project that applies theory to the issue.
- An original design for a model, prototype, or other programmatic area.
- 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.

Testimonials & Encouragement from Honors Alumni

Kaitlin (McCarthy) Odil, 2003

"I continue to be amazed at how my experiences in the UNC Honors program have been so useful in 'the real world.' By diving into the thesis process, I learned about many more subjects than just my thesis topic, and the knowledge and experience I gained by doing it is more useful than almost anything else I did in college. I know it seems like an overwhelming, impossible challenge.... just jump in and start gathering information. There are resources out there you can't imagine, and don't be afraid to ask anyone and everyone for help! You can do it!"

Kristin O'Connor Barkus, Biology, 1994

"I am convinced that the main reason I was accepted to this program [Kansas University Ph.D. in Genetics] and funded [free tuition & \$4,500 per semester] is because of my undergraduate Honors Program work. Send encouragement to all the current Honors students. Tell them to keep going; the work all pays off in the end."

Melissa Schmid, Business Administration, 2004

"The Honors Program for me has been both intellectually stimulating and inspiring. It has pushed me to shoot higher than my limits and be open to becoming a greater person."

Jen Bezek, Communications, 2002

"My experience in the Honor's Program not only taught me that I was capable of doing graduate level work, but it showed the #1 school in my field [Purdue] that I was willing and able to go beyond what was required for success. Interestingly, when I arrived at graduate school, I found out that almost all of us accepted as Master's students had completed an honor's capstone from various schools, thus confirming its invaluable worth as an addition to my previous experience."

Brian Dyk, History, 1995

"I've always dreamed of studying history in Oxford, but when I applied to Oxford Polytechnic, I was turned down. Then I sent them a copy of my capstone. They reversed their decision and accepted me because of the thesis."

Chris Jones, Meteorology, 1995

"Don't listen to anyone who thinks you should drop out of Honors without writing your thesis. That's terrible advice. If you follow it, you'll be sorry for the rest of your life! It's the best thing I did in college."

Morgan Curtis, Psychology, 2003

"The thesis experience was truly one of the academic highlights of my undergraduate career. Not only did it give me an opportunity to delve into a topic that was of interest to me, but it also allowed me to work side-by-side with [a] young, brilliant professor who had knowledge of cutting edge issues and methods in the field. That level of contact and mentoring is invaluable, especially as it relates to future academic endeavors."

Thesis/Capstone Courses

A total of 5 credit hours are required consisting of LIB 251-1 credit, HON 351- 1 credit, and HON 451 – 3 credits. Students may also want to take LIB150, LIB151 or LIB160 to hone their library research skills. This course is considered a pre-requisite for LIB251, but may be waived with instructor approval.

LIB 151 (1 credit)

An Honors-only section of Research Methods offered in both Semesters and geared for first year students, this course provides a foundation for college-level research and inquiry. All Honors students in all majors are recommended to take this course. Students in the Honors Interdisciplinary Program must take the course to complete the program. The course provides Honors level work to develop the student's skills in mastery of inquiry based knowledge acquisition. Students may also take an alternative section such as LIB150 for ASLS majors or LIB160 for Criminal Justice Majors.

LIB 251 (1 credit)- Junior/First year Upper Division Fall Semester

New Upper Division Program Honors students take this course in their Fall Semester concurrently with HON351. In this course, students will examine original research and thought as it presents itself across disciplines and learn to develop their own topics through all the various Honors Project types. The literature review process will be examined in depth, with students completing a literature review relevant to a topic of their choice.

HON 351 (1 credit) – Honors Junior Year, Fall or Spring semester

The HON 351 Honors Project proposal course is taken by Honors students in their junior year. It is recommended that Honors students complete this course in the Fall semester concurrent with LIB251, although individual students may in advisement with the Honors Staff defer the course to the Spring semester. The course gives students the opportunity to focus more intently on an area of study by undertaking a research project that closely examines an issue of personal academic interest. HON 351 allows students to explore their topic of choice and design a research or capstone project. Both qualitative and quantitative research methods are examined as well as project designs in applied/experiential and creative project types. This course allows the student time to solidify the topic by completing background research and writing a proposal that will then be reviewed by the Honors Advisor and Honors Directors before undertaking the second phase of actually completing the project. Students work closely with a Thesis/Capstone Advisor, which is a faculty member personally chosen to mentor them on their project. The project may be completed in any discipline, and the topic need not be one from the student's major field as long as the student has sufficient background in the area to complete the project.

HON 451 (3 credits) – Honors Junior & Senior Years

The HON 451 is an independent study class and students must arrange their own meeting times with their Thesis Advisor and Honors Advisors as necessary while they complete the project as designed and approved in HON 351. A total of 3 credit hours will be taken, but are generally

spread out over at least two semesters. The recommended schedule for most students is as follows:

- **Junior Year Spring Semester**—1 Credit of HON451 to begin project based on proposal. Students completing research projects should take this credit concurrent with a research methodology course, if not previously taken, or may delay the first credit until the senior year.
- **Summer Between Junior and Senior Year** - Continue working on the project. Students may apply for a Summer Undergraduate Research Stipend through the Office for Undergraduate Research.
- **Senior Year Fall Semester** – 1-2 credits, Conduct the research study/create the capstone/execute the project. Complete the project so that it can be used for Graduate School Application and so that the project is more competitive for Fall Undergraduate Research Symposium or other applicable awards for applied and creative projects.
- **Senior Year Spring Semester** –0-1 credits. Final editing, submission to publications, and presentations. Project must be submitted mid semester for Spring Graduation. Summer graduates may submit the final work in summer semester instead.

In all cases, the complete of HON 451 is successful only with close communication between student, Thesis Advisor, Honors Advisor and the Honors Staff.

Registration

- Contact the Honors Office at honors@unco.edu to have a seat opened for you in HON351 or HON451 each semester that you are enrolling.
 - Follow UNC Web Registration directions for variable credit registration to enroll in HON 351 and HON 451.

Grading Policies

- LIB 151, LIB 251, HON 351 and HON 451 are graded in accordance with the university's standard grading scale as published in UNC's Undergraduate and Graduate Catalog with letter grades.
- The NR (No Record) grade is used for HON351 until the final Honors Project Proposal has been submitted and approved.
- The NR grade is used for HON451 until the final Honors Project has been submitted. If credit hours are staggered normally the grade is NR until all credits are completed AND the Capstone Project/Thesis has been submitted and approved.

IRB Approval

The use of human participants in research at the University of Northern Colorado is regulated by University policy 3-8-104, enacted by the Board of Trustees to ensure that all research carried out under the auspices of UNC conforms to ethical standards.

3-8-104 Human Subjects. It is the policy of the University that all research and research-related activities, in which humans are used as subjects, shall be subject to review under current Public Health Service regulations by an Institutional Review Board (IRB). The involvement of human subjects in research covered by this policy shall be prohibited until the IRB has reviewed and approved the research protocol.

If you are planning a research experiment or project in which you will utilize human subjects, you must submit a proposal to the university's Institutional Review Board (IRB) for approval. This not only includes traditional research, but *any* research that requires human participation. Examples of research requiring IRB approval includes, but is not limited to: interviews, focus groups, surveys, and classroom observation.

As stated in university policy, all research involving human subjects is prohibited until the IRB has approved the research protocol. IRB approval paperwork is comprehensive and it will become an integral piece of your Honors Proposal, constituting a majority of the body of your proposal. Start the IRB approval paperwork as soon as you have determined the scope of your project.

Requesting IRB Approval of Research with Human Subjects

University of Northern Colorado

Institutional Review Board for the Protection of Human Participants in Research and Research-Related Activity

Procedures, Guidelines, and Application Packet available on the website at

<http://www.unco.edu/osp/ethics/irb/index.html>

The Application is now an on-line process. However, you should complete the document and print a copy for your Proposal before uploading it through the on line submission platform. See the IRB website for details.

Choosing a Topic

Tips for Choosing a Topic

You will be working with your capstone topic for at least two years, so you want to ensure it is intellectually stimulating and interesting to you. It should also be focused but flexible so that you have the opportunity to adjust your project direction as you encounter unexpected information or findings. It is expected that you will have determined at least a broad topic area when you start your HON 351 coursework, and then you will refine the topic during the HON 351 process.

When working to define a thesis/capstone topic:

- Develop an ongoing list of research or project items of interest. Review the list to find common themes that may point to a capstone topic.
- Mentally review past courses that have excited you. What about them was interesting? Which ideas would you have liked to spend more time exploring? Is there an idea worth pursuing as a thesis/capstone topic?
- Use class research or project assignments to explore potential topics.
- Chat with others in your field of interest, students and professors, whose work you admire. Many times these discussions will spark ideas and can help you refine your thoughts and focus on a topic.
- Be realistic and not too ambitious in the project design. Maturity in scholarly research shows the ability to use topics to address specific questions that add to the knowledge of broad issues.
- Be sure to explore all possible capstone project/thesis structures, such as:
 - Research projects
 - Experimental/ Empirical
 - Quantitative Research designs
 - Natural and Health Sciences experimental designs
 - Investigative/Analytical
 - History research
 - Legal analyses
 - Qualitative designs
 - Applied/Engaged projects
 - Applied Research
 - Action Research
 - Program Assessment Research
 - Community based projects
 - Business plans/marketing plans/business research
 - Curriculum design projects
 - Creative/Out of the Box projects
 - Creative Writing projects
 - Music compositions
 - Art and Design projects
 - Anything that doesn't fit in one of the above categories

- Regardless of the particular scope and dimensions of the thesis/capstone and whether it involves creative or applied elements, all projects must include a written scholarly component and an appropriate review of the literature.

Examples of Past Topics

► Performing & Visual Arts

- Prelude and fugue: an original composition for chamber orchestra / Joseph Edward Sullivan. 2006
- Animation techniques as a reflection of artistic and economic forces in the animation industry / Steve Smart. 2005
- Restoring forgotten works of art / Sarah Coleman. 2005
- Let someone else be wise: song cycle for voice, cello, and piano / Alexis Smith. 2005
- The significance of studying the images of African Americans in the Harlem Renaissance / Michael J. Brown. 2004
- A new Christian response to contemporary American culture : art and music 1990-2005 / Gwendolyn Haworth Wagner 2005
- Metamorphosis : the allegory of nest building and assemblage art / Rebecca Beachy. 2004
- Aesthetics and pedagogy of the belt voice / Michael A. Ruckles. 2002
- Nanoworld: a drama in one act / Philip Rosenberg-Watt. 2002 The effects of consonant and dissonant music on desired exercise work output and ratings of perceived exertion / Karen L. Neukirchner. 2002

► Natural and Health Sciences

- Semantic development in a young child with a cochlear implant : a case study / Jeanna Adams. 2007
- Diet and nutrition for active individuals / Amber Courage. 2007
- Sonic imaging : a study in acquiring greater resolution for acoustical imaging by examining the differences in reflected waves dependent upon their angle of incidence / David Zartman. 2007
- Bilingual speech therapy and aphasia: a cultural approach / Megan Hoodenpyle. 2007
- Semantic language abilities of one child with a cochlear implant in a total communication program / Kristin N. Nelson. 2006
- Jump rope : the emergence of a sport / Lindsey Wallace. 2005

► Business

- An applied thesis in assessing organizational needs for the successful and efficient long-term operation of the International Film Series / Katie M. Goulet. 2007
- Expatriation and repatriation of corporate executives: an examination of training procedures / Jessica Ford. 2005
- Finding a niche in the music products industry-a business venture plan: Heart and Soul Music, LLC. / Melissa Ann Schmid. 2004

- Study of the glass ceiling in the business industry with partial emphasis in accounting / Brandy M. Annable 2003
- **Education and Behavioral Sciences**
 - The female offender: issues of gender in criminality / Jennifer Kawakami. 2007
 - The effect of color on mood attribution / Misty Anderson. 2006
 - The effects of cross-age peer tutoring on oral reading fluency for children with suspected or identified reading disabilities / Jennifer Geiss. 2006
 - Perceived differences between blonde and brunette females: intelligence, promiscuity and attractiveness / Chris J. Miller. 2005
 - An investigation of the relationship between inhibitory control and social problem solving in preschoolers / Lindsay Brubaker. 2005
 - Exposures to violence in relation to problem solving strategies / IvyAyn Moseley. 2005
 - Swarm intelligence: review and application / Russell Winkler. 2005
 - Visions for the future: environmental perspectives of college students and implications for education / Lindsey Piilani Fong. 2005
 - Exam-related stress and food choices among undergraduate college students / Laura Vallee Bailey. 2005
 - Standing in line for the roller coaster: personal narrative of a high school teacher candidate / Catherine Sedalnick. 2004
 - Number sense in the algebra classroom: a look into the number sense abilities of first year algebra students / John Morris. 2004
- **Humanities and Social Sciences**
 - The art of war: a comparative study of the militaries of medieval China and Japan / Amy Sachi Tadehara. 2007
 - The growing pains of transformation: a history of economic policy in Germany and the current problems in the German economy / Derek Hurst. 2007
 - The economic problem of poverty: is poverty necessary for a working market system? / Elaine Wall. 2006
 - This dangerous vice: Lenin and Madison's conceptions of the problem of faction / Joseph Maltby. 2005
 - Anytime, anywhere: an investigation of mobile phones and social interactions / David Charles Self. 2005
 - The legal classification of Pacific Islander Americans: a history and analysis / James Kawika Riley. 2005
 - Welcome, but please don't stay: an exposition of labor migration from Mexico to the United States / Andrea Bereznak. 2005
 - Democratization in Taiwan and its effects on political sovereignty / Elisa Chen. 2005
 - Comparative analysis of the United States' vs. Canada's health care system / Fairleen Adcock. 2005
 - An analysis of Lebanon: a movement from civil war to civil society / Jonathan Shumate. 2004

Thesis/Capstone Advisors

Finding a Thesis/Capstone Advisor

Your Honors Departmental Advisor is available to assist you in finding a Thesis/Capstone Advisor. They are knowledgeable about the faculty on campus and may suggest potential advisors you do not know. Also, the Honors Director and Honors advising staff are available to discuss topics and provide you with possible contacts to find your Thesis/Capstone advisor.

Keep in mind the following:

- Your Thesis/Capstone Advisor is ideally someone who is familiar with your work, for example either a faculty member whose class you have taken or whose advising you have sought.
- Your Thesis/Capstone Advisor should be knowledgeable in your chosen topic area.
- The faculty member and you should generally be compatible in terms of personality since you will spend significant portions of time together.
- Your Thesis/Capstone Advisor need not be a faculty member in your major but needs to meet the above criteria. However, some departments require that students completing theses in their discipline be declared majors in that discipline.

Capstone Project Committee

All students will have a Thesis/Capstone Project committee which will review the final project. This committee will be made up of the following roles:

- Thesis/Capstone Advisor
- Honors Departmental Advisor/Liaison
- Honors Director

Other Capstone Project Support

You may find utilizing the assistance of the following persons very helpful:

- Librarians – not just helpful, but also *essential*
- Career Services
 - Coordination with outside agencies
 - Field Experience
 - Internships
 - Other coordinated projects in the community
- Other outside experts. These may include:
 - Experts at other universities
 - Professionals in the field
 - Experts at other government agencies
 - Policy-makers

List of Honors Departmental Advisors/Liaisons

- See the Appendices for a list of Honors Departmental Advisors/Liaisons as of the date of printing.

Thesis/Capstone Advisor Agreement

Once you have chosen a faculty member with whom you would like to work, you need to fill out a Thesis/Capstone Advisor Agreement in coordination with that faculty member. The completed agreement must be submitted to the Honors office.

The purpose of the Thesis/Capstone Advisor Agreement is to confirm your Thesis/Capstone Advisor with the Honors office, to broadly define your capstone topic, and to clarify the general direction of your research. The agreement should be submitted during your HON 351 experience.

Document Organization

The Thesis/Capstone Advisor Agreement package must contain:

- The completed Thesis/Capstone Advisor Agreement
- A timeline for your project.

Timeline

The timeline should include a list of major activities that will be completed in each semester. This document should be created listing both the proposal phase activities (HON351) and the final project phase activities (HON451). A list of months with activities to be completed or a bullet pointed list for each semester showing major self-implemented deadlines is sufficient.

See the sample Timeline document in the Appendices of this Handbook. A single page is sufficient.

Thesis/Capstone Proposal

Review & Approval Process

A thesis capstone proposal is required of all students at the end of their HON 351 course experience. The proposal must be approved by your Thesis/Capstone Advisor and Honors Departmental Advisor before it is submitted to Honors Program office. Once your proposal has been approved by the Honors Director, you may begin work on your capstone research or project. The approved proposal will be placed in your student file in the Honors Program office.

The Thesis/Capstone Proposal should be turned in by the end of the semester of your HON351 course.

Document Organization

Proposals must adhere to a standard layout, as follows:

Format: Use standard 12 point font, Times New Roman, and 1 inch margins throughout.

Title Page: Modeled after the sample Title Page found on page 50.

Signature Page: Modeled after the sample Signature Page found on page 51. When you submit your proposal, you must have obtained all signatures except that of the Honors Director.

Abstract: Include the abstract as a separate page. The abstract must include sufficient information for readers to judge the nature and significance of the topic, the adequacy of the investigative strategy, the nature of the results, and the conclusions. An abstract is not an introduction; it summarizes the results of the work, not merely listing topics that are discussed in the manuscript. Abstracts should be no more than 300 words. For more information on writing an abstract see the www.unco.edu/our website.

Body of the Proposal: The body of your proposal should address, at a minimum, the following three areas. For most students, the body of the proposal will be between 15-25 pages inclusive of the literature review. Use subtitles in the document that relate the following primary sections, as appropriate to your discipline and choice of project type:

1. **Introduction (1-3 pages):** Define the topic you are covering, the project you are developing, why it is important, how it is original, and your working thesis (if applicable). The introduction must explain the significance of the project and will include a “statement of the problem” for most research-based projects along with a purpose statement. The research questions, if relevant, will either be included at the end of the Introduction or at the beginning of the Project Design section. For applied and creative projects, the introduction must include a general idea of what will comprise the final project, along with the significance and purpose.
2. **Review of Related Literature or Background (6+ pages):** The literature review makes up the largest section of the proposal, with a minimum of 6 pages, and often requires a longer review depending on the topic and project type. For research projects, summarize

the body of knowledge or range of perspectives that inform your particular research topic, with an analysis and synthesis of the material that explores gaps in the current scholarly discourse. For applied and creative projects, include information about similar projects completed in the past and what resources/previous works you will use to help inform you in the process of creating your project. Include individual researchers, methodologies, critics, etc. This section includes a comprehensive but preliminary literature review and will grow and change as your project progresses. In some disciplines and with some projects, the term “literature review” is not used, but you should still include a background section in your proposal explaining the background context or relevant information that you are using to inform your project.

3. **Project Design (2-5 pages):** This section will include specifics about how you will approach the topic in terms of research/project design, statistical procedures or qualitative methods, analysis of primary and secondary sources, etc., as appropriate to your capstone. This section should be thorough and explicit about how/what data will be analyzed, and in what way the contribution is original to the field. Applied projects should be specific about the intended outcomes and should include a timeline. The Project Design should typically be around 2-5 pages in length and sometimes even longer, depending on the design of the project.

- **IRB Requirements/Research with human subjects:**
 - If the project involves human subjects, including interviews, survey research, focus groups, classroom observation, etc., then Institutional Review Board (IRB) approval is required.
 - The IRB narrative and application may be submitted after your proposal is completed OR may be written concurrently with your proposal. In either case the IRB overlaps with the project design section of the proposal, and if it is completed in conjunction with the proposal should be added as an appendix to the proposal.
 - You should use the IRB related headings for your Project Design section if you will be submitting to IRB.
- **Suggested sub-headings for Social Science RESEARCH projects include:**
 - Methodology (e.g. “Case Study” or “Quantitative Correlational Study” or “Qualitative Phenomenological Study” or “Quasi Experimental Research,” etc.)
 - Methods (e.g. “Surveys” or “Semi-Structured Interviews” or the exact procedures for the experimental study, or “observations”)
 - If Quantitative: tools such as specific surveys or specific psychological tests, etc. (if applicable)
 - Participants (if applicable)
 - Site (if applicable)
 - Data Collection Procedures
 - Data Analysis Procedures
 - Data Handling
- **Suggested sub-headings for Natural Science Research projects include:**
 - Methods or Tools or Procedures
 - Data Collection Procedures

- Data Analysis Procedures
- Supervision (be specific about roles of other research team members and supervision of the project)
- **Suggested sub-headings for Humanities projects include:**
 - Research approach
 - Sources of data and data collection
 - Analysis process
- **Suggested sub-headings for Applied and Creative projects include:**
 - Purpose
 - Intended/Final Products
 - Process
 - Evaluation Methods (if applicable)

References (2-3 pages): Include a systematic list of all of the works you have consulted to this point in the course of your research. Follow the preferred documenting style in your field – e.g. MLA, APA, Chicago, etc. based on your thesis advisors recommendation. Please begin your references section on a new page.

Timeline (1 page): Include a timeline that specifies the extent of the work to be completed in each semester of the project.

Cost Estimate (1 page): Include any major cost items you believe you will need to undertake this thesis/capstone project: equipment, supplies, travel, etc. Research funding may be available to students through the Office of Undergraduate Research. Go to <http://www.unco.edu/hsl/our/> for information, forms and deadlines. The cost estimate section may be on the same page as the timeline.

Appendices: Appendices may be necessary for the following items if they are included in your project:

- IRB Narrative as it is being submitted to IRB review. This section is not required at the time of the proposal, and the IRB narrative may be finalized after the proposal is approved. However, if the IRB narrative is already complete at the time of proposal submission, please include your full IRB narrative as an appendix.
- Survey(s)
- Sample Interview Protocol and questions
- Any other tools being used for the research
- Any relevant documents for applied projects

Thesis/Capstone Submission & Publication

Review and Approval Process

To be approved and published, your thesis/capstone must be meticulously edited several times. Plan to have your first draft completed early in the semester of your last semester at UNC if at all possible. This will give you time to make necessary changes, find additional information, and revise your work as requested by your Thesis/Capstone Advisor and the others who will be reading your thesis/capstone project.

You should expect your Thesis/Capstone Advisor to require revisions on at least two drafts before the thesis/capstone is approved. The Honors Departmental Advisor/Liaison will also probably make comments and request revisions before approving the capstone. The Honors Director may even make stipulations before signing off on your work. Final deadlines are firm due to graduation requirements, so be prepared to follow the deadlines outlined in the “Deadlines” section in this Handbook.

Document Submission Guidelines

Style Manual

In drafting and organizing your thesis/capstone, follow the style manual guidelines that your thesis advisor recommends and is relevant for your discipline. If there is no specific recommendation from your thesis advisor, then the Honors Program recommends use of the current APA manual

Creative and applied project specifications

Projects that are not strictly research should follow a basic Honors Thesis format, using as many of the sections detailed below as apply to your project. All Creative and Applied Projects must have a foundational written/scholarly component with a literature review and describing the contextual framework that pertains to how the project was designed. Students are encouraged to format creative writing projects to be submitted for publication and therefore may follow the publication standards as appropriate for the targeted publisher.

Document Organization

The specifications given below follow the general submission guidelines for the Undergraduate Research Journal at UNC. If you plan to submit your thesis for publication in a different journal based on your thesis advisor's recommendation, then follow those specifications and submit the specifications with your manuscript.

Your document must include

- Title Page
- Signature Page (included in the Honors Thesis bound copy)
- Abstract
- Acknowledgements
- Table of Contents
- Introduction
- Manuscript body
- References/Works Cited
- Appendices (if applicable)

The following sections describe these parts of the manuscript.

Title Page

The title page must include the following:

- Manuscript title
- Student Name
- Faculty mentor/thesis advisor
- Date of Submission (final graduation month/year)

See the sample title page in the appendices. The title page will be adjusted before being submitted for the Undergraduate Research Journal.

Signature page

The signature page should be modeled after the sample signature page found in the Appendix. The signatures on the final printed copies should include all original signatures.

Abstract

Include the abstract as a separate page. The abstract must include sufficient information for readers to judge the nature and significance of the topic, the adequacy of the investigative strategy, the nature of the results, and the conclusions. An abstract is not an introduction; it summarizes the results of the work, not merely listing topics that are discussed in the manuscript. Abstracts should be no more than 300 words.

Acknowledgements

Thank the people/organizations that have supported the research and acknowledge funding sources where applicable. Be sure to thank your Thesis/Capstone Advisor and the friends and family members who supported you through your work.

Table of Contents

The Table of Contents should include the title page, signature page, abstract, and the acknowledgements with page numbers. List the chapters for the body of your thesis with the titles of the chapters and the page number on which they begin. List the appendices and the IRB approval before the references, again including page numbers.

Lists of Tables

If you have tables or charts, you need to provide a list of these. Give each table a title or number and indicate the page number on which it can be found.

List of Figures or Illustrations

If you include visual items (pictures, illustrations, graphs) that you refer to in the text of your thesis, give each figure a title or number and indicate the page on which it can be found.

Introduction

The introduction provides the information needed to understand the rest of the manuscript. Make sure to:

- Establish the basis and background for the project.
- Define terms that may not be familiar to readers outside the field.
- Present the objective(s) and question(s) the research addresses.
- Summarize previous research and current status of the topic.
- Discuss the relevance and significance of the research.
- Describe the general methods and rationale used to explore the hypothesis.

In some manuscripts, especially social science and history manuscripts, the Introduction should end with a clearly defined thesis or statement of the problem.

Manuscript Body

Organize the body of the manuscript carefully. Subdivide the body into sections to emphasize both content and clarity. Use headings and subheadings to make the organization clear.

Consider the following:

- Use the accepted terminology of the field to describe any materials, subjects, or experimental procedures used to gather and analyze data.
- Include detailed methods, so readers would be able to replicate the investigation.
- State the results clearly and succinctly. Thoroughly discuss, interpret and analyze the implications of the findings.
- Describe any problems you encountered and explain any unexpected findings. Include suggestions on how to improve or expand your research.
- Provide a conclusion that restates the question(s), results, and broader significance of the research.
- Plainly and succinctly discuss the impact of the results, both specifically and globally, to enlighten readers, regardless of their previous background in the field of study.

The following subsections describe content common in many social science and science manuscripts. While these sections are common, they are not required and you may use sections as appropriate to your methodology and project design.

Literature Review or Background

The literature review in the final project document will build upon the literature review written for the proposal. For research projects, summarize the body of knowledge or range of perspectives that inform your particular research topic, with an analysis and synthesis of the material that explores gaps in the current scholarly discourse. For applied and creative projects, include information about similar projects completed in the past and what resources/previous works you will use to help inform you in the process of creating your project. Include individual researchers, methodologies, critics, etc. In some disciplines and with some projects, the term “literature review” is not used, but you should still include a background section in your proposal explaining the background context or relevant information that you are using to inform your project.

Methodology, Methods and Materials

For more quantitative studies, the purpose of this section is to make it possible for someone versed in your area to repeat your experiment and reproduce your results. Describe, in complete detail, exactly what you did. Include any/all of the following if applicable to the project:

- Methods: Surveys, Interviews, Experimental procedures
- Participants
- Site
- Sample preparation technique
- Origins of samples and materials
- Data Collection procedures—how the procedures were performed
- Data Analysis procedures
- Information on computer programs used or written
- Descriptions of equipment setup and function

In Qualitative studies, you should explain your methodology in detail including how you are collecting and analyzing data and how you are maintaining study rigor.

Results or Findings

Present the key results of the project without interpreting their meaning since your interpretations are generally reserved for the discussion section. For more quantitative studies, do not present raw data; use text, tables and figures to summarize. If feasible, follow the organization of the Methods and Materials section to provide consistency for the readers.

Discussion

Use this section to interpret the results of the project. Restate the major issues you discussed in the introduction and interpret them in light of the results.

For quantitative studies, it is important to answer the questions posed here that would be applicable to your kind of study:

- Did the results provide answers to the testable hypotheses?
- If so, what does this mean for those hypotheses; are they supported or refuted?
- If not, do the results suggest an alternate hypothesis?

- What is it? Why do the results suggest it? What further results might solidify the hypothesis? Have others proposed it before?
- Do these results agree with what others have shown? If so, do other authors suggest an alternate explanation to explain the results?
- If not, how does this experiment differ from others? Is there a design flaw in this experiment?
- How do these results fit in with results from other studies? Do results from related studies affect the way you have interpreted these results?
- Beyond simply interpreting the results, consider the following (in any order):
- What factors or sources of error might have influenced your results?
- What anomalous data appeared and how can you explain them? Are they explained by a theory, either yours or somebody else's?
- Was this experiment the most effective way to test your hypothesis? How could the experiment be improved to gain further insight?
- How have the results and conclusions of this study influenced our knowledge or understanding of the problem? How could this research be applied?
- What would be the next step in this study?
- What experiments could be run—or data found—to further support your hypothesis?
- What experiments could be run to disprove your hypothesis?

Social Science and History Manuscripts

- Focus your manuscript on a theme/topic to avoid jumping between ideas.
- Use best practices for your discipline and the standards for the methodology that you have chosen. Your Thesis/Capstone advisor should help you to determine what is appropriate for your discipline.
- If your manuscript is a historical analysis, be sure that it is written in chronological order.
- Discuss how the facts and the history data you describe relate to the central theme of your manuscript.
- Every claim must be supported by citations, evidence, or through logical argument.

Fine Arts Manuscripts

- Introduce the analytical methodology if applicable.
- Use the accepted terminology of the field to describe the analytical procedure, sociological implications, or historical significance of the subject.
- State your conclusions clearly and succinctly. Thoroughly discuss, interpret and analyze the implications of these conclusions.
- Use appropriate tables, pictures, or illustrations to enhance your arguments.

Creative and Applied Projects (Not URJ specifications)

- For a creative capstone or applied project the written portion may take the form of a literature review with the contextual framework and may also include a shorter reflective critical analysis. The body of the project is the creative process itself. The exact nature of the final written portion should be determined during the proposal phase.

Conclusion

Conclusion is useful for making final remarks about the project and what next steps may be in process or planned. The conclusion can be broader and more general than the discussion section, and should be short in order to leave the reader with a final wrap up on the project.

Appendices

Appendices should contain information that is not a part of the thesis/capstone but is useful in understanding it. If you include appendices, assign each a number or letter, a title, and a page number. Appendices are not included in the URJ publication, and will not be submitted when your manuscript is uploaded through the URJ submission process. The Appendices are printed and included in the Honors Thesis Bound copies.

IRB Approval

If IRB Approval was required for your capstone you must include a copy of the authorization letter from UNC's Institutional Review Board as verification that your research process was approved. The IRB Approval should be incorporated into the appendices, preferably as the final appendix in your document.

References

Your references should be in the format accepted within your discipline and match the style used throughout your document. If your discipline/thesis advisor does not have a preference, then use APA style. References should always start on a new page.

Document Format

Page Count: **Research project** manuscripts should be limited to approximately 50 double-spaced pages (does not include figures, appendices and references) for Honors Thesis final bound copy. Page length for creative writing projects, humanities projects and certain applied honors or other project designs may be longer. The final manuscript submitted for Undergraduate Research Journal will be a shortened version per their specifications.

File Format: Submit electronic copies as a single .doc file for approval.

Printing Information: Two final printed, unbound copies of the capstone must be submitted to the Honors Program office after your Thesis/Capstone has been fully approved. One will be for Michener Library and one for HSL. If you would like additional copies, you may submit them along with your final copies for binding. Students are required to submit payment for their additional copies when turning them in to the HSL office. Note: If you would like your capstone copies mailed to you, you will also be asked to include the cost of the shipment with your payment. Check with Honors Program staff for current pricing.

Submission of unprinted portions: You must submit all accompanying artifacts such as works of art, software programs, models etc. on the same day that the written portion is submitted.

Margins: The left margin must be 1-1/2 inches to allow for binding. The top, bottom, and right margins must be 1 inch.

Spacing:

- For final printed Honors Thesis to be bound for permanent collection: Double-spacing is required throughout the body of the text, except in long quotations, table titles, headings, figure captions, endnotes or footnotes, and references.
- For the Undergraduate Research Journal Submission process: the final electronic copy to be submitted for the URJ must be single-spaced.

Pagination:

- Number all pages, except the title page and signature page, in top right corner using header function. Use Arabic numerals (1, 2, 3, etc.).
- Number all figures, including

Figures: Number and title all figures, including graphs, drawings, and photos. Place figure captions below the figures.

Tables: Number and title all tables. Place table captions above the tables

Figures: Number all equations. Place equation numbers in parentheses to the right of the equations.

Typeface: Use standard 12 point font, Times New Roman. Boldface and italics may be used for emphasis. In general, the same font must be used throughout the capstone.

Hand-made notations: Entries that must be made by hand should be done with permanent black ink. A black fine-tip felt pen is acceptable. Hand-made notations should be meticulously and consistently lettered.

Paper: Final copies must be printed on 20-pound, 100% cotton fiber paper of 8-1/2 x 11 inches. This paper is normally stocked in the Honors Program office, and your document may be printed from the office if you make an appointment in advance.

Spine Title: The thesis/capstone title will be printed on the spine of the bound thesis/capstone copies. Space limitations allow no more than 55 characters, including letters and spaces.

Thesis/Capstone Presentation

Presentation Information

In order to graduate with Honors Distinction, you must present your thesis/capstone in a public forum. **This is not an oral defense.** Rather, it is your chance to speak to interested people about your work. The purpose of the presentation is to educate others on your topic and gain presentation experience.

You are allowed to present at any appropriate venue, but most students present at UNC's Research Day in Spring or at the Fall Undergraduate Research Symposium or at Embracing Community in Fall for Applied or Engaged projects. You are welcome and encouraged to invite whomever you would like to your presentation. Your Thesis/Capstone Advisor, Honors Advisor, and the Center for HSL Director should be present, if possible. Invite other faculty, family, and friends. The bigger the audience, the better!

Verification of Thesis/Capstone Presentation

You must notify the Honors Program office of the date, time, and location of your capstone presentation. Even if you have already been working with the Honors office staff in preparation to present at Research Day, a formal confirmation of your planned presentation is required. If you are presenting in a venue other than at Research Day, please submit a Verification of Thesis/Capstone Presentation form to the Honors Program office.

Research Day and Honors Research Night

Most Honors students present their thesis/capstone at UNC Research Day during Academic Excellence Week in Spring. Research Day Honors presentations are scheduled in a 15 minute time slot. If your project is a creative arts work, you should present as well as explain it. Students who are completing their thesis in Fall semester will be required to present at the Fall Honors Research Night.

Fall Undergraduate Research Symposium

All Honors seniors are strongly encouraged to compete in the Fall Undergraduate Research competition held in Fall. Each year a small number of students are selected from this competition to represent UNC at the National Conference on Undergraduate Research (NCUR) the following Spring.

You need not have completed your thesis/capstone at the time of the Symposium to be eligible to compete to attend NCUR, however projects that are closer to completion are given preference.

Helpful Tips & Resources

Suffering from pre-thesis or thesis anxiety? Here are some tips and resources which can help ease the pain and get you on track.

Tips for HON 351 and HON 451

- Take into account your academic major course loads when deciding how to stagger the credits for HON 351/451 so you are able to manage your coursework.
- Plan to complete your thesis/capstone before beginning student teaching if you are an education major.
- Attend Office of Undergraduate Research Workshops. These workshops are specifically designed to help Undergraduate students like you to complete your projects successfully. The workshops are specifically designed for the Junior year.
 - All students in HON 351/451 are eligible to have graduate library privileges while doing their research. Take advantage of this benefit and sign up with the Honors office each semester.
 - Pay attention to all capstone-related due dates and deadlines so that you stay on track.
- Keep an annotated working list of your reference sources as you go. This will aid you in referencing sources at a later date, and with the annotated working list, you will be able to quickly draft your reference list for your proposal.
- Meet regularly with your Thesis/Capstone Advisor(s) to discuss your research progress and work to narrow your focus for your proposal, and during the writing of your thesis and work on your capstone. Generally a once a week or every other week meeting helps keep the project successful.
- Draft a well-thought out proposal. It will make the rest of the project much easier by clearly directing your research and writing.
- Utilize the summer between your junior and senior years to work on your thesis/capstone. This will significantly cut down your stress level during your final year of studies.
- The UNC Michener Library staff can provide invaluable assistance with your research. Do not hesitate to utilize their services.
- Remember - This is your chance to explore a topic of interest you are passionate about. Have fun with your research!

Summary of Thesis/Capstone-Related Timelines

The deadlines and recommended timeline below and on the next two pages reflect the specific thesis/capstone-related due dates to use as you progress towards your planned semester of graduation.

Before entering Upper Division Honors Program

- Enroll in 1 credit hour LIB 151 if in the Honors Interdisciplinary Program while a Freshman. Students considering Upper Division Honors who are not in HIP should take LIB150 or LIB160 or an equivalent course prior to applying for UHP.
- Begin brainstorming potential capstone topics and thinking about potential Thesis/Capstone Advisors.

Junior year - 1st Semester

- Take the LIB251 and HON351 seminars in Fall Semester as concurrent courses, if possible.
- Attend Office of Undergraduate Research Workshops that are appropriate for your project.
- Complete the Thesis/Capstone Advisor Agreement and turn it into the Honors office with your List of Objectives for your project early in the semester.
- Complete your literature review.
- Complete and submit the first draft of your Honors Thesis Proposal.

Junior year - 2nd Semester

- Register for a research methodology course if you are completing a research project or least one credit of HON451. If you are studying abroad, you can defer taking HON451 until the following semester.
- McNair scholars will take their second HESA course. McNair Scholars should submit their Honors Project Proposal by the end of their Junior Year detailing how they will build their McNair thesis into an Honors Thesis (often this is through a second phase of research).
- Revise, refine, and submit your final Thesis/Capstone Proposal per recommendations of your Thesis Advisor, Departmental Honors Advisor and the Honors Director.
- Begin your project once your proposal has been approved.

- Students are encouraged to plan their project timeline so that they can complete a substantial portion before beginning the senior year.

Senior year - 1st Semester

- Register for your remaining credits of HON451. Occasionally students may want to leave the registration for their credits for their 2nd Senior semester, but generally should continue working on the project even if they are not enrolled in HON451.
- Complete your capstone project or thesis research. In most circumstances students should plan to fully complete their project in their first Senior semester. Applied Projects and Creative Projects should be completed this semester or in Junior Year or even over the summer if possible.
- You should meet with the Honors Director at least once or twice during the semester, and should meet with your Honors Departmental Advisor at least once during the semester, and meet with your Thesis/Capstone Advisor frequently (once a week or every other week is usual).
- Compose the first draft of your thesis/capstone and plan to submit it to your thesis advisor no later than the end of the semester. Students who will be completing student teaching in their final semester should plan to complete their first draft by mid-semester to have time to complete final drafts by the end of the semester.
- Depending on the number of credits you have already enrolled in for HON 451, plan to register for the remaining credit hours for next semester.

Senior year - 2nd Semester

- Plan the date, time, and location of your capstone presentation and submit a Verification of Thesis/Capstone Presentation form to the Honors Program office.
- Continue editing your drafts based on feedback from your Thesis/Capstone Advisor and Honors Departmental Advisor and turn in subsequent drafts to your Thesis/Capstone Advisor for approval.
- Once you have obtained your Thesis/Capstone Advisor's approval and signature, submit the final copy to your Honors Departmental Advisor for review and approval.
- Once you have obtained the Honors Departmental Advisor/Liaison's signature, submit the thesis/capstone to the Honors Director for final review and approval.

DEADLINES

December Graduation Deadlines

- Prior to the start of the Fall Semester, complete the first draft of your capstone and plan to submit it to your Thesis/Capstone Advisor as classes begin.
- September - Early October: Work closely with your Thesis/Capstone Advisor to make updates to the first draft. You may need to submit additional drafts for revision before the capstone is approved.
- October: Schedule a thesis/capstone presentation and clear it through the Honors Program office. Students may fulfill the requirement at the Works in Progress Symposium this semester.
- October 15: Submit the final draft of the thesis/capstone, as approved by your Thesis/Capstone Advisor, to your Honors Advisor for approval and comments. If necessary, make revisions and resubmit the capstone to your Honors Advisor.
- November 1: Submit a capstone copy, signed and approved by your Thesis/Capstone Advisor and your Honors Advisor, to the Honors office for final review and approval.
- December 1: Receive the capstone from the Honors Director. If necessary, make revisions and resubmit the thesis/capstone to the Honors office.
- Mid-December: Submit at least 2 final copies to the Honors office for binding, each with the signatures of your Thesis/Capstone Advisor, Honors Advisor, and the Honors Director.

May Graduation Deadlines

- Prior to the start of the Spring Semester, complete the first draft of your capstone and plan to submit it to your Thesis/Capstone Advisor as classes begin.
- January - Early March: Work closely with your Thesis/Capstone Advisor to make updates to the first draft. You may need to submit additional drafts for revision before the capstone is approved. Give the Thesis advisor at least 2 weeks to review any draft.
- March: Schedule a thesis/capstone presentation and clear it through the Honors Program office. Students may fulfill the requirement at Research Day this semester.
- March 15: Submit the final draft of the capstone, as approved by your Thesis/Capstone Advisor, to your Honors Advisor for approval and comments. If necessary, make revisions and resubmit the capstone to your Honors Advisor.

- April 1: Submit a capstone copy, signed and approved by your Thesis/Capstone Advisor and your Honors Advisor, to the Honors office for final review and approval.
- May 1: Receive the capstone from the Center for HSL Director. If necessary, make revisions and resubmit the capstone to the Honors office.
- Mid-May: Submit at least 2 final copies to the Honors office for binding, each with the signatures of your Thesis/Capstone Advisor, Honors Advisor, and the Honors Director.

August Graduation Deadlines

- Prior to the start of Summer Session, complete the first draft of your capstone and plan to submit it to your Thesis/Capstone Advisor as classes begin.
- May – early June: Work closely with your Thesis/Capstone Advisor to make updates to the first draft. You may need to submit additional drafts for revision before the capstone is approved.
- June: Schedule a thesis/capstone presentation and clear it through the Honors Program office.
- June 15: Submit the final draft of the capstone, as approved by your Thesis/Capstone Advisor, to your Honors Advisor for approval and comments. If necessary, make revisions and resubmit the capstone to your Honors Advisor.
- July 1: Submit a thesis/capstone copy, signed and approved by your Thesis/Capstone Advisor and your Honors Advisor, to the Honors office for final review and approval.
- August 1: Receive the thesis/capstone draft from the Honors Director. If necessary, make revisions and resubmit the capstone to the Honors office.
- Mid-August: Submit at least 2 final copies to the Honors office for binding, each with the signatures of your Thesis/Capstone Advisor, Honors Advisor, and the Honors Director.

Note Concerning August Graduation:

Due to the non-traditional nature of Summer Session, August graduation-related deadlines may be adjusted. Students should keep in mind that faculty may not be on campus on a regular basis, so if you are planning an August graduation, please confirm all dates and deadlines with the Honors Program office and coordinate accordingly with your Thesis/Capstone Advisor and Honors Departmental Advisor/liaison before the start of Summer Session.

Becky R. Edgerton Memorial Scholarship

Each year Honors Program awards the Becky R. Edgerton Memorial Scholarship to a graduating Honors student who's Thesis/Capstone Project demonstrates the highest level of achievement and passion for in-depth scholarship. Every Honors student who completes all the requirements for graduation including successfully submitting their Honors Thesis by all required deadlines is automatically included in the competition for the award. See Appendix for information about Becky R. Edgerton.

Past award winners since its inception have included the following Honors students:

- Kyle Banker 2002
- Kaitlin McCarthy 2003
- Jonathan Shumate 2004
- Andrea Bereznak & Elisa Chen 2005
- Misty Anderson 2006
- Katie Goulet 2007
- David Bloemker 2008
- Karen Traxler & Carissa Taylor 2009
- Jennifer Koops 2010
- Nicole Vincelette 2011
- Kamille McKinney 2012
- Alexandra Deselms 2013
- Justine Sheehy 2014
- Denise Muro 2015
- Emilie Scharf 2016
 - Honorable Mention: Jasmine Aas 2016

Appendices



Thesis/Capstone Advisor Agreement

Sample Timeline

Sample Title Page

Sample Signature Page

Research Methodology Course Form

Upper Division Course by Contract Form

Graduate Course by Contract Form

Experiential Learning Option Forms

Upper Division Program Plan

Upper Division Progress Report

Becky R. Edgerton Memorial Honors Scholarship

Honors Departmental Advisors/Liaisons



UNIVERSITY OF
NORTHERN COLORADO

HONORS PROGRAM

Thesis/Capstone Advisor Agreement

This form and the requested supporting documents serve as a working agreement between the Honors student and Thesis/Capstone Advisor. The student should submit this completed form and the list of objectives to the Honors Program office during HON 351. The materials will be kept in the student's Honors Program file.

Student Name: _____ Major: _____

Email Address: _____ Bear Number: _____

Expected Date of Graduation: _____

Thesis/Capstone Advisor: _____ Dept. _____

Please explain why you have chosen this faculty member to be your Thesis/Capstone Advisor:

Note - Please attach a timeline for your project. The list should be developed in consultation with your Thesis/Capstone Advisor.

Student Signature: _____ Date _____

Thesis Advisor Signature: _____ Date _____

Honors Departmental Liaison _____ Date _____

For Honors Office use only:

Received Date _____

Logged:

Packet sent to Thesis Advisor: _____

Sample Project Timeline

Honors Project Timeline

Dr. John Q Professor and I discussed an outline which he will use to assess my progress in the project. We will meet [weekly/bi-weekly or whatever the timeframe will be] to assess my progress and decide what I need to have completed for the next meeting.

Semester 1 Fall Year XXXX:

- a) Work on defining the area for research and the methodology or design for the project.
- b) Begin to prepare an IRB for review since I will be working with human subjects.
- c) Compile a comprehensive list of references and prepare the literature review.
- a) Prepare a working outline of the written thesis body.
- b) Complete formal thesis/capstone proposal consisting of the literature review and the IRB.
- c) Submit the IRB for consideration.

**** NOTE** - If the project includes applied problem solving, include how you will contact collaborative agencies and what steps will be taken to complete the project.

Semester 2 – Spring Year XXXX:

- a) Review the research I have done so far.
- b) Review the list of references and determine if additional sources are necessary.
- c) Review the working outline of the written body.
- d) Conduct all research on human subjects. (If this is a creative project or project with applied experiences, the work would be completed.)
- e) Submit a first draft of my capstone project to my Thesis/Capstone advisor by the end of the semester.

Semester 3 – Fall Year XXXX:

- a) Make revisions to my thesis/capstone based on my Advisor's feedback.
- b) Be prepared to submit at least two additional drafts, if requested.
- c) Submit the final draft of the thesis/capstone after approval of my Thesis/Capstone Advisor to my Honors Advisor for approval and comments by mid-semester.
- d) Follow the timelines and deadlines as outlined in the Thesis/Capstone Project Handbook.
- e) Submit my thesis/capstone project to the Honors Director at least 5 weeks before end of the semester.

*****NOTE** – the work can be stretched out over 3 semesters.

Sample Title Page

University of Northern Colorado
Greeley, Colorado

TITLE OF THESIS IN INVERTED PYRAMID FORM
IF TWO OR MORE LINES

A Thesis/Capstone (or Thesis/Capstone Proposal)
Submitted in Partial
Fulfillment for Graduation with Honors Distinction and
the Degree of Bachelor of Arts / Science

Student's Name

School or College of

MONTH YEAR

(For Thesis/Capstone Proposal: Month and year proposal is submitted)
(For Thesis/Capstone Final Project: Month and year of proposed graduation)

Sample Signature Page

TITLE OF THESIS/CAPSTONE PROJECT

PREPARED BY: _____
Type: Student Name

APPROVED BY
THESIS ADVISOR _____
Type: Thesis/Capstone Advisor Name

HONORS
DEPT LIAISON: _____
Type: Honors Liaison Name

HONORS DIRECTOR: _____
Type: Honors Director Name

*RECEIVED BY THE UNIVERSITY THESIS/CAPSTONE
PROJECT COMMITTEE ON:*

_____ / ____ / 20__
(For Thesis/Capstone Proposal: Date proposal is submitted)
(For Thesis/Capstone: Date of proposed graduation)



UNIVERSITY OF
NORTHERN COLORADO

HONORS PROGRAM

Research Methodology Course

Please complete this form to indicate the course that you plan to use for your Honors Research Methodology Course and obtain signatures by the add deadline for the class. Please contact the Honors Program office at (970) 351-2940 with any questions.

Submit a syllabus for the course along with this form in order for the class to be approved.

Name: _____ Bear Number: _____

Major(s): _____ Email: _____

Research Methodology Course # : _____

Research Methodology Course title: _____

Instructor: _____ Semester/Year: _____

How will this course help you to develop your Honors Project?

Approval (due by the add deadline for the course)

Student Signature: _____ Date _____

Instructor Signature: _____ Date _____

Honors Program: _____ Date _____

FOR OFFICE USE ONLY:

☐ Logged in Access. Date _____



UNIVERSITY OF
NORTHERN COLORADO

HONORS PROGRAM

Honors Upper Division Course by Contract Form

Submit this form with the initial faculty signature by the fifth week of the semester, keeping a copy for end of semester signatures. After the course is completed, including the "enriched" work, submit the form the second time to the Honors office within one week of the end of the semester. Please contact the Honors Program office at (970) 351-2940 with any questions.

Name: _____ Bear Number: _____

Major(s): _____ Email: _____

Course #/Title: _____

Professor: _____ Semester/Year: _____

Please list the additional work to be completed in this course in order for it to be counted as an Honors Course (attach an additional to describe the work that will be completed if required):

Initial Semester approvals (due by the 5th week of the semester):

Student Signature: _____ Date _____

Instructor Signature: _____ Date _____

Honors Program: _____ Date _____

End of Semester approval (due one week after end of semester):

Student Signature: _____ Date _____

The student completed the additional work in a satisfactory manner.

Instructor Signature: _____ Date _____

FOR OFFICE USE ONLY: Logged in Access. Date _____



UNIVERSITY OF
NORTHERN COLORADO

HONORS PROGRAM

Graduate Course by Contract Form

Please complete this form and obtain signatures prior to enrollment in course. You may enroll in 500-level courses with permission of the instructor. Please contact the Honors Program office at (970) 351-2940 with any questions.

Name: _____ Bear Number: _____

Major(s): _____ Email: _____

Graduate Course # : _____

Graduate Course title: _____

Professor: _____ Semester/Year: _____

Approval (due before enrollment in the course)

Student Signature: _____ Date _____

Instructor Signature: _____ Date _____

Honors Program: _____ Date _____

FOR OFFICE USE ONLY:

☐ Logged in Access. Date _____



UNIVERSITY OF
NORTHERN COLORADO

HONORS PROGRAM

Experiential Learning Option PRE-Experience Form

For information on guidelines and a list of materials to be submitted upon completion, see the Honors Program Handbook. Please contact the Honors Program office at (970) 351-2940 with any questions.

IMPORTANT: After you have completed the option, you must then complete and submit the Post-Experience Form along with your required reflection assignment by the 5th week of the semester you return to campus.

Check the option being used for Honors Requirements:

- ☐ International Student Exchange (ISE, ISA or other programs)
- ☐ Study Abroad (Faculty led or single course based programs)
- ☐ National Student Exchange
- ☐ Internship
- ☐ Practicum/ Field Experience

Student Teaching Complete all fields that apply to your option:

Name: _____ Bear Number: _____

Major(s): _____ Email: _____

Course Name/Number (if applicable): _____

Program (e.g. ISA, Summer at Sea) _____ Semester/Year: _____

Location(s) (City/Country/Company/School/...): _____

University abroad that you will be attending (if applicable): _____

Instructor (for faculty-led options) _____

Initial approval (submit before the option begins):

Student Signature: _____ Date _____

Honors Program: _____ Date _____

FOR OFFICE USE ONLY: ☐ Logged in Access. Date _____



UNIVERSITY OF
NORTHERN COLORADO

HONORS PROGRAM

Experiential Learning Option POST-Experience Form

For information on guidelines and a list of materials to be submitted upon completion, see the Honors Program Handbook- <http://www.unco.edu/hsl/honors/forms.html>. Please contact the Honors Program office at (970) 351-2940 with any questions.

Check the option being used for Honors Requirements:

- ☐ International Student Exchange (ISE or ISA programs)
- ☐ Study Abroad (Faculty led or single course based programs)
- ☐ National Student Exchange
- ☐ Internship
- ☐ Student Teaching
- ☐ Field Experience/Practicum

Complete all fields that apply to your option:

Name: _____ Bear Number: _____

Course Name/Number (if applicable): _____

Program (e.g. ISA, Summer at Sea) _____ Semester/Year: _____

Location(s) of placement _____

University abroad or Teaching School name (if applicable): _____

Instructor (if applicable) _____ Supervisor: _____

Submission Check-list

- ☐ Reflection (may be submitted to honors@unco.edu) - either essay, powerpoint, blog or video.
- ☐ Updated Resume

I completed the experiential option listed, and completed all of the requirements per the UNC Honors Program Handbook.

Student Signature: _____ Date _____

FOR OFFICE USE ONLY:

- ☐ Logged in Access. Date _____
- ☐ Course adjustment form completed & faxed to Registrar. Date _____
- ☐ Option appears in student's Degree Works. Date checked: _____



UNIVERSITY HONORS PROGRAM - PROGRESS REPORT

Upper Division Honors 2016-17

Name : _____

Today's Date: _____

E-mail: _____

Expected Graduation Date: _____

Major(s): _____

UNC Status: _____

Honors Project Core

- ✓ *Minimum of 5 credits to be completed toward the Honors Project along with an approved final thesis/creative capstone project.*

Honors Electives

- ✓ *Minimum of 6 credit hours or equivalent experiential options to be completed in two of the four areas.*

Must also attend at least one Honors Colloquium event each semester.

Total of 11 Credit Hours

All students must designate their selected Honors Path by the time they have complete LIB251. Please check the path that you are designating (if you have completed LIB251).

- ☐ **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.”

Honors Project Core

Complete all of the following courses:

- **LIB 251 (concurrent w/HON351). 1 Credit** Semester/Year: _____
- **HON351 – Jr Honors Seminar/Project Design Course. 1 Credit** Semester/Year: _____
- **HON451 – Senior Honors Capstone/Thesis. 1-3 Credits ♦** Semester/Year: _____
HON451 Semester/Year: _____
HON451 Semester/Year: _____

- ✓ *HON451 may be taken over a total of 1-3 semesters, for 1-3 credits each semester, maximum of 3 credits.*

- ✓ HON451 may begin in 2nd semester of the Junior Year after Thesis/Capstone Proposal is approved.
- ✓ HON 451 is a directed study with meetings independently scheduled with student and Thesis Advisor and monthly full class meetings. See the Thesis Handbook for more details.
- ✓ A presentation of the project is required in the final semester of the project work (usually in the final semester of HON451).

Honors Electives

Complete two of the following options:

- ☐ Approved research methodology course such as HON420 or directed study with research methodology project (Required for Research Path) Semester/Year: _____
Course Title: _____
- ☐ Internship, service learning course, practicum or field experience must be contracted for Honors credit (Required for Applied Path) Semester/Year: _____
Course Title: _____
 - Must complete Experiential Option form prior to commencing the experience for approval by the Honors Program. A reflection is required after the experience. See Handbook
- ☐ Honors Course by Contract – Undergraduate or Graduate level Semester/Year: _____
Course Title: _____
 - Must complete Course by Contract form prior to commencing the experience for approval by the Honors Program. See Handbook
- ☐ Study Abroad/International Student Exchange Semester/Year: _____
Where? _____
 - Must complete Experiential Option Form prior to commencing the experience for approval by the Honors Program. A reflection is required after the experience. See Handbook

Thesis/Capstone Paperwork Checklist:

- ☐ Thesis/Capstone Advisor Agreement submitted to Honors Program
- ☐ Thesis/Capstone Proposal approved by Honors Program
- ☐ Thesis/Capstone Final Draft Submitted to Honors Program
- ☐ Thesis/Capstone Verification of Presentation submitted to Honors Program

Other Requirements:

GPA Requirement: Honors Program students must have achieved a minimum 3.25 cumulative grade point average to graduate with University Honors Program distinction at commencement. Students are not automatically withdrawn from Honors if the GPA drops below 3.25, as students are given the opportunity to continue working toward their Honors requirements and raising their GPA.

➤ **Current UNC GPA is** _____

Advising Requirement: Honors students must attend at least one Honors Program advising session per semester which may be either a group advising session or independent meeting with the Honors Program staff. Call 970-351-2940 to schedule an advising appointment.



THE BECKY R. EDGERTON MEMORIAL HONORS SCHOLARSHIP

for
Honors Students
at the
University of Northern Colorado

Becky Richards Edgerton (April 22, 1942-December 17, 1999) loved poetry, opera, and good movies; The New York Times Book Review and The New Yorker magazine; good literature, wine and conversation; feminist theory, loyal friends, and her family. For her, reading was a way of life, and she read just about everything. She published poetry, taught in the Honors and Life of the Mind programs, and directed the UNC Cluster Program from its inception. She wrote her doctoral dissertation on "Bright Glass: The Fictional World of Mary Webb," and later became a recognized scholar on the poems of Jane Kenyon. Her favorite places in the world were New York City, Paris, the tiny town of Russellville, Indiana where she grew up with her sister Bronna, and the sunny family room of her house in Greeley, its coffee table stacked high with books, and a cup of tea within easy reach. She was the warm and loving mother of two children, Kate and Jeremy, and the endlessly fascinating marriage partner of her husband, Ron.

Becky once asked herself: "What have I learned, then?" And she answered:

That I do have inner resources.
That tragedy is part of life.
That love can cause destruction.
That much can be salvaged.
That one can give only so much of oneself without permanent loss.
That children too become both more and less of me.
That relationships are central.
That there is a God.
That one learns to feel more from both love and loss.
That work is a saving grace.
That there is grace, and that it is unexplained.
That the way you meet a trouble is important.
That it is necessary to forgive and to know when to forgive.
That loyal friends count.
That the failure to create is a felt failure.
That taking risks can cause great pain.
That wild birds can bring pleasure.
That music can bring pleasure.
That these things can help save one.
That one can sleep through periods of one's life.
That poetry is part of life.
That religion is part of life.
That literature and religion are parts of the whole and part of each other.

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