

WESTMINSTER COLLEGE
ALL-COLLEGE HONORS
PROGRAM
SCHOLAR HANDBOOK



2009-2013

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I. TIMELINE

	Fall	Spring
First Year	<ul style="list-style-type: none"> Accepted into Honors Program Take Honors Inquiry (INQ 111h) 	<ul style="list-style-type: none"> Take Honors Writing (WRI 121) By February 15 late admission application
Sophomore Year	<ul style="list-style-type: none"> Take Honors IP course 	<ul style="list-style-type: none"> Take Honors Seminar (HON) Take Honors IP course
Junior Year	<ul style="list-style-type: none"> By Fall Break – select Honors Advisor, Honors Board and honors topic. Start to write Honors Proposal. Take Honors IP course 	<ul style="list-style-type: none"> By April 15 – formal, written Honors Proposal has been approved by the Department Chair and Honors Advisor. [Take Honors IP course] Take discipline-specific research course (600-level or above)
Senior Year	<ul style="list-style-type: none"> Work on Honors Thesis and/or Project and Project Report. Take discipline-specific research course (600-level or above) 	<ul style="list-style-type: none"> Work on Honors Thesis and/or Project and Project Report. Take discipline-specific research course (600-level or above) By March 1 – Honors Scholar will schedule the date for the oral defense of the Honors Thesis or Project. The Honors Scholar will also arrange for time and reserve a room through the Registrar’s Office for the defense. By 2 weeks prior to the defense (March 17 at the latest), the Honors Scholar will submit the Thesis or final Project Report to the Honors Board and Honors Advisor. By March 31 – defense of Honors Thesis or Project Report with Honors Advisor and Honors Board. By May 1 – final changes to Honors Thesis or Project Report will have been made and accepted by Honors Advisor. The Honors Scholar will submit the final documentation to the Honors Program Coordinator. By May 10 – the Honors Scholar will present the Honors Thesis or Project at the Westminster College Undergraduate Research Symposium (URS) and is encouraged to present at a discipline-specific conference determined by the Honors Advisor.

II. PROGRAM COMPONENTS

A. DESCRIPTION OF THE PROGRAM

The Honors Program is structured to provide an avenue of special challenge and recognition for a select community of scholars. It provides an opportunity for dialogue with Honors Scholars in a variety of disciplines with a research project based in the student's major discipline.

All-College Honors at Westminster has several components:

1. Honors coursework provides for on-going structured conversations with all Honors Scholars.
 - ❖ In the first term Honors Scholars enroll in the Honors Inquiry course, INQ 111h, a class which discusses the values and methods of a liberal education; engage, experience, and explain different ways of knowing; and pursue interdisciplinary study and discuss important issues. This course carries four semester hours liberal studies course credit.
 - ❖ In the second term Honors Scholars enroll in the Honors Writing course, WRI 121, a class which concentrates on the skills of discovering, selecting, developing, and transmitting ideas in writing. This course carries four semester hours of liberal studies course credit. (See Section B for policy on writing requirement for Honors Scholars.)
 - ❖ In the third through eighth term Honors Scholars enroll in three Honors designated elective courses from three different disciplines. These courses may satisfy IP, Cluster, Major, or Minor requirements. Courses that satisfy this requirement may not have course prerequisites. Two of the three Honors courses must be earned outside of the Honors Scholar's discipline. Interdisciplinary majors must take two of the three Honors courses outside the discipline which constitutes the largest number of courses in the major. Courses not designated as Honors courses may not be substituted to meet this requirement. Each of these courses carries four semester hours liberal studies course credit.

Honors Scholars do not receive credit for Honors-related requirements via their Advanced Placement (AP) exam scores. That is, Scholars who made a 5 on the AP History exam, for example, cannot use that score as a substitute or for credit for a History Honors-designated course.

- ❖ In the fourth term Honors Scholars enroll in the Honors Seminar course, HON 201, a class designed to provide a sense of community among Honors Scholars and to provide the opportunity for Honors Scholars to mentor one another. Senior Honors Scholars will present their honors projects and junior Honors Scholars will present their honors proposals in this course. The Honors Seminar formalizes co-curricular participation through attending lectures on campus, leading discussions, and

participating in Omicron Kappa Sigma (see Section C). This course carries two semester hours of elective course credit.

- ❖ In the fifth through eighth terms Honors Scholars enroll in two to three discipline-specific research courses (600 and above) in which they will successfully initiate and complete a creative/original, workable thesis and research project within a discipline through Capstone and Honors Research courses.

In addition to Honors Program requirements, Scholars must complete all other College requirements.

An independent research thesis or project which is larger and more challenging than that provided by the usual independent study will ordinarily begin in the term following the Honors Seminar. Theses or projects may take a variety of forms. They may include experimental research, descriptive research, an art show, a film, a musical composition, a play, a major recital, etc. Projects that are primarily creative in nature must be accompanied by a supporting paper which gives background and/or sets the context for the project.

The potential for Interdisciplinary Honors Projects for double majors exists. Such projects may take one of three forms:

1. a single interdisciplinary thesis incorporating both majors
2. two separate theses projects, one in each discipline, or
3. one honors thesis in one of the majors, but not in both.

Honors projects completed in formally-designated Interdisciplinary majors (Intercultural Studies, International Politics, Environmental Science, Financial Economics, International Business, Neuroscience, Psychology-Human Resources, and Quantitative Economics) should incorporate research questions and methodologies from the primary represented disciplines. Interdisciplinary Honors Projects should be approved and supervised by faculty from the primary represented disciplines.

Honors projects completed in Individual Interdisciplinary majors (a student-proposed, departmentally-approved major outside the established disciplinary majors and Interdisciplinary majors (referenced above)) should incorporate research questions and methodologies from the primary represented disciplines. Individual interdisciplinary Honors Projects should be approved and supervised by faculty from the primary represented disciplines. Interdisciplinary Honors Projects, as do all Honors Projects, require the approval of the departments involved.

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Honors Scholars work with a faculty member from their discipline to initiate and complete a creative, original, workable thesis or research project. The project proposal may begin as early as the fall semester of the junior year but no later than the spring semester of the junior year. Completed proposals must be submitted to and approved by the department chair and advisor no later than November 15 or April 15 of the relevant semester of the junior year. An oral defense of the project is made before an Honors Board.

Honors Scholars are responsible for creating an Honors Board for their research project. Honors Boards are comprised of three faculty: the Honors research advisor and two faculty, one of whom must be outside the student's discipline, selected by the Honors advisor and the Honors Scholar. (See section E.1.c.)

B. POLICY ON THE WRITING REQUIREMENT

Students who enter the All-College Honors Program in the fall semester of their first year must fulfill the Honors Writing requirement by taking Writing 121. Students who qualify and successfully petition for admission to the All-College Honors Program during the spring semester of their first year, may fulfill the Honors Writing requirement either by successfully completing Writing 111, or, if they earned AP writing credit that exempted them from Writing 111, by completing Writing 121.

C. PROCEDURES FOR ENTERING HONORS

To be eligible for application to the All-college Honors Program, high school seniors with a 1300 SAT or 29 ACT score, and a high school GPA of 3.7 are invited to submit an application and essay for the Honors Program. The above are interviewed and selected for the program. Students admitted to the All-College Honors Program receive the Vance Honors Scholar Award (\$18,000) and are designated Honors Scholars.

Students may also apply in the spring of their first year to enter the Honors Program in the fall of their Sophomore year. Students will be selected based on the following criteria: minimum Westminster College GPA of 3.7; support form signed by all WC faculty with whom they have had courses (coordinated by the Honors Program Coordinator), and an interview with the Ad-Hoc Honors Committee and the Honors Program Coordinator.

The Honors Program is under the supervision of the faculty Ad-Hoc Honors Committee. Based on SAT/ACT, GPA, and an interview with the Honors Program Coordinator and the Ad-Hoc Honors Committee, students are admitted to the program. The Department chair and faculty advisor approves the research proposal. Upon recommendation of the Honors Board, scholars earn All-College Honors at graduation. Both the program of study and the resultant thesis or

project will be guided primarily by the department or departments involved. The Honors Program Coordinator coordinates the total program.

D. RESPONSIBILITIES OF HONORS SCHOLARS

Honors Scholars, while developing their own intellectual, ethical, and emotional growth, are expected to nurture the same in fellow students. Honors Scholars are expected to participate in the work of Omicron Kappa Sigma, the Honors society. Honors Scholars, with the guidance of the Honors Program Coordinator, lead the student body by planning, coordinating, and promoting lectures, discussions, events that responsibly elevate the intellectual climate and culture of the campus.

Honors Scholars must maintain a 3.5 GPA every semester. Honors Scholars who fall below the required GPA will be on probation for one semester at the end of which they will continue as Honors Scholars or acquire regular student status.

E. PORTFOLIOS

Each Honors Scholar prepares a portfolio with four sections, one section for each outcome statement. Outcomes and their corresponding supporting documentation are as follows:

Outcome 1 = Portfolio Section 1. To create a community of honors scholars who demonstrate intellectual vitality and academic rigor through the following:

Supporting Documentation

- a. List of honors-designated courses with descriptions.
- b. Evidence of participation in peer review of projects in Inquiry, Honors courses, and thesis research.
- c. .Description of participation in co-curricular programs and activities.
- d. Evidence of skills in collaboration and cooperation as evidenced in papers, course assignments, and other activities within the All-College Honors Program.

Outcome 2 = Portfolio Section 2. Through Honors-designated courses prepare the Honors scholars for accelerated, rigorous research, advanced thesis preparation, problem-solving, and independent investigation that demonstrate the following:

- a. Critical evaluation of ideas through empirical research or other means
- b. Assessment of the value of theories
- c. Choices based on reasoned arguments
- d. Verification of value and quality of evidence both qualitative and quantitative

Supporting Documentation

Papers and projects which provide evidence of the Scholar's capacity for each of the above.

Outcome 3 = Portfolio Section 3. To establish a working relationship between faculty and Honors Scholar focused on the Scholar's research and demonstrated by the following:

Supporting Documentation

- a. Statement from Scholar and Honors advisor addressing the Scholar's work with the faculty member
- b. Successful defense of Honors research
- c. Documentation of presentations at off-campus conferences and symposia, as well as campus events.
- d. Documentation of acceptance to pre-professional schools, graduate schools or professional employment immediately following graduation.

Outcome 4 = Portfolio Section 4. To provide opportunities for exceptional students to gain a deep appreciation of the multiple dimensions of knowledge through the successful completion of at least three IP/elective courses as well as participation in opportunities for enrichment.

Supporting Documentation

500 word essay based on work in each of the three IP/elective courses to demonstrate a dimension of knowledge from each course. For subsequent courses, a comparison/contrast between and among the dimensions of knowledge is expected.

Outcome 5 is to be assessed as described in the previous section (II.3.)

Specific guidelines for the preparation of the portfolio will be available from the Ad- hoc Honors Committee.

F. PRIVILEGES OF HONORS SCHOLARS

Honors Scholars may take out of the library up to 15 books under thesis loan for the summer, as long as they are returned by the beginning of the fall term. Honors Scholars graduating with Honors wear an engraved medallion at commencement, receive recognition during the commencement ceremonies, and have a special note placed on both the diploma and the official academic transcript. Those graduating with Honors will receive "ALL-College Honors".

G. PROCEDURES FOR CONTINUING IN HONORS

1. While enrolled in Honors Seminar in the Sophomore year, the Honors Scholar must prepare for the honors project by selecting a faculty advisor from his/her

discipline. By Fall Break of the Junior year, the Honors Scholar must decide upon a thesis and project topic and organize an Honors Board.

a. Selecting a Faculty Advisor

The Honors Scholar and the prospective advisor should consider their mutual desire to undertake the project, the expertise of the advisor, and the overall work load of the advisor. [NOTE: Some departments may encourage or require that the advisor be selected earlier than the deadline, even as early as the end of the first year. Other departments assign advisors for the Honors Scholar. Each Honors Scholar should check with the Department Chair to learn the current policy.]

b. Determining a General Project Topic

The Honors Scholar might think first about a sub-discipline within a major and then focus on a general area of interest. For example, a molecular biology major might consider the sub-discipline immunology and then select the “circadian rhythm of immune responses” as an area of interest. The project must be creative/original and workable.

c. Organizing an Honors Board

The Honors Board consists of three persons whose collective responsibility is to guide and evaluate the Honors Scholar throughout the project. Along with the Honors Advisor, the Honors Scholar will select two faculty members for the Honors Board.

Honor Boards are authorized to make decisions if two or more members are present.

No more than two members of the Board may be from the same discipline. Additionally, the Board for interdisciplinary programs must include at least one member who is not in the departments that sponsor the major (e.g., environmental science major is sponsored by biology, chemistry, mathematics/ computer science, and physics; one Board member must be from a discipline other than those listed above). However, a Board might consist of three members all from the same department but who represent different disciplines (e.g., political science and sociology). The Honors Program Coordinator will review and advise on the composition of each board.

2. By April 15 of the Junior year, the Honors Scholar must have completed a formal proposal, submitted it to the Honors Board and Department Chair and have received approval by the Department Chair and the Honors Advisor. Please note that revisions to this proposal are to be expected and that written

drafts of the proposal should be submitted prior to April 15. As with all honors-level work, the proposal must be well-articulated and well-written. The Honors Scholar should attend to proper grammar and appropriate organization, and the proposal should be free of errors. It should follow a form that is acceptable within the discipline; at the same time, it should be readable by a general audience.

The following time schedule for the Junior year must be followed.

If the first term of work is in the spring:

- a. By February 16 -- The Honors Scholar must meet with the Honors Board to review and obtain approval for the overall course of action for the project.
- b. By April 15 -- The Honors Scholar must complete a formal proposal and submit a copy to each member of the Honors Board. The Honors Board must meet to discuss the proposal with the Honors Scholar prior to this date and to recommend revisions, if necessary. Because the final copy of the proposal is due on this date, Honors Scholar should send first drafts of the proposal to their board and arrange for a meeting several weeks earlier to ensure adequate time for revisions. If the revisions are not approved by this date, the Honors Scholar may petition the Honors Program Coordinator for an extension to a specific date. If an extension is not granted, or if the revisions are still not approved following an extension, the Scholar must withdraw from the Honors Program. In such a case, the department, with the recommendations of the Registrar and the Honors Program Coordinator, will decide the appropriate disposition of the one term of honors research credit (e.g., conversion to credit as independent study), and the advisor will determine the grade.

The proposal must include:

- a. a cover page with the title of the project, the Scholar's name and major, the advisor's name, and the date;
- b. a topic statement that describes the objective(s), the rationale for undertaking the project, and its scholarly significance;
- c. a literature review with a bibliography or a literature cited section;
- d. a discussion of methodology; and
- e. a description of any research instruments (questionnaires, etc.).

During the time leading up to the proposal, the Honors Scholar is expected to be actively engaged in searching the salient literature and compiling the bibliography. This time may also be used to develop the research agenda, perform pilot studies, and standardize the methodology.

3. During the remaining terms of the program, the Honors Scholar is expected to complete the project and prepare a thesis or project report to defend before the Honors Board.

H. OVERLOAD FEE WAIVERS

The overload fee for Honors Scholars is waived in a semester in which enrollment in courses in their major program and enrollment in the Honors Seminar or Honors Research course places a student in an overload situation.

I. FINISHING HONORS

1. The Scholar will prepare a written thesis or project report. This thesis is in addition to any other required components of the project that are agreed to by the Scholar, Coordinator, faculty advisor, and Honors Board. (See Guidelines for Preparing Honors Theses or Projects for format and procedure.)

The Scholar is solely responsible for ensuring that all requirements of the All-College Honors Program and his or her individual department(s) have been met.

2. The thesis defense must take place before March 31 for spring Scholar graduates. The deadline for fall graduates is October 31. Because Scholars are usually asked to revise their thesis after the defense, it is best to schedule the defense several weeks before this date to ensure adequate time for revisions.
3. The Scholar is responsible for scheduling the date for the oral defense of the Honors thesis or project. Arrangements should be made no later than March 1 (October 1 in case of fall semester defense).
4. The Honors Scholar will arrange for a time and reserve through the Registrar's office a room for the defense before March 1 (October 1 in case of fall semester defense). It is the Scholar's responsibility to ensure that the reserved room is equipped with any necessary equipment and that the equipment supports the Scholar's presentation.
5. The Honors Board must receive copies of the thesis or project report and be able to examine the project at least one week before the scheduled defense.
6. The defense is an opportunity for the Scholar to provide a brief summary of the project (15-30 minutes) in a manner that is appropriate for the project and the professional standards of the Scholar's discipline. Current students and Faculty are invited to attend this presentation. Questions, ideas, and suggestions will be offered at this time. Following the presentation, the Honors Board will privately discuss the quality of the project and decide

whether or not the project merits All-College Honors, and if revisions are required.

7. Following the defense, the Scholar will submit the thesis or the final documentation of the project, including revisions, to the Honors Program Coordinator. The final thesis must be submitted by May 1 for spring graduates (December 1 for fall graduates). Scholars who fail to submit a final thesis by this deadline will graduate provisionally. The Honors Program Coordinator will provide a form to be submitted to the College's central duplicating office for printing and binding the final copy.

The Scholar should check with his or her individual department(s) regarding additional requirements for submitting the final thesis.

J. EVALUATION OF HONORS WORK

1. A letter grade will be given by the Honors Program Coordinator at the completion of the Honors 600 course sequence.
2. Honors Research courses may be graded I until the completion of the thesis or project. The I grade will be equated to the average of the other grades received during the term for which the I is recorded. A course graded I will be considered a graded course for Dean's and Honors scholarship list eligibility purposes.

If a I grade is assigned, it will be replaced with a letter grade at the time of the thesis or project evaluation.

3. Upon completion of the defense and submission of the final copy the advisor, in consultation with the Honors Board will determine a grade to replace the previously recorded I grades in Honors Research courses.
4. When a Scholar chooses not to complete a thesis or project, the primary project advisor shall submit a grade for the Honors Research course(s) completed. This letter grade (or grades) shall replace the former I grades in Honors Research. These are then converted to Independent Study courses.
5. For those who finish their Honors research courses before their last semester in school, all work, including the defense of the thesis, must be completed by the Registrar's deadline for removal of incomplete grades following the term in which the Honors Scholar was registered for the last unit of Honors Research. Scholars failing to do so will be dropped from the program and appropriate letter grades will be assigned.

K. AUDIENCE AWARENESS

Honors Scholars are expected to be able to communicate with various audiences. While the honors thesis or project itself is under the direction of a particular discipline and should be written in a discourse and style acceptable to a particular discipline, both the proposals and the defense are presented to wider audiences and must be clear and comprehensible to those audiences. Generally, avoid jargon and/or provide a glossary.

Scholars are required to participate in the annual Westminster College Undergraduate Research Symposium and are also encouraged to present at a discipline-specific conference determined by the Honors Advisor. Scholars can present their projects and/or support their peers who are presenting research. The Faculty view this symposium as an excellent opportunity for Scholars to see the kinds of projects that merit All-College Honors, to stay current on multidisciplinary research, and to strengthen the academic community that is fostered in the Honors program. A call to submit proposals for the Undergraduate Research Symposium is made during the spring semester.

Additionally, graduating scholars are expected to participate in the Honors Convocation that is held each spring. During the convocation, Scholars are recognized by their Faculty, peers, and larger community. Scholars will receive a medallion that can be worn during the commencement ceremony. All Scholars, regardless of their academic year, are encouraged to attend the convocation to celebrate the accomplishments of their peers.

L. POLICY ON WITHDRAWAL AND LEAVES OF ABSENCES

Students in good academic standing (3.5 GPA) who choose to withdraw from the All-College Honors Program may do so for one of three reasons:

1. Voluntary Leave of Absence from the College,
2. Medical Leave of Absence from the College, or
3. Other.

Students who exercise options 1 or 2 above, must do so in accordance with the College's Policies on leaves (College Bulletin – Withdrawal or Leave from College). Students in good academic standing who choose to withdraw from the All-College Honors Program for reasons other than a Voluntary Leave of Absence from the College or a Medical Leave of Absence from the College must submit a letter of intent to withdraw from the All-College Honors Program to the All-College Honors Program Coordinator. The Program Coordinator is responsible for notifying appropriate College personnel. Students who withdraw from the All-college Honors Program for "Other" reasons are ineligible for re-admission to the All-College Honors Program.

Students who are granted a leave of absence will be permitted to resume their studies subject to the same graduation and program requirements to which they

were subject at the time they began their leave, and do not need to re-enter the admissions process if they meet the stipulated conditions for their return. Specific conditions for future re-admittance after a Medical leave of absence are stipulated at the time of the withdrawal or granting of a leave of absence.

M. APPLICATION FOR LATE ADMISSION TO ALL-COLLEGE HONORS PROGRAM

Students applying for admission to the All-College Honors Program in the spring semester of their first year must complete this application and submit it to the Honors Program Coordinator. This application is to be completed by the student and submitted by **February 15**.

Name of applicant: _____
last first middle initial

Major: _____

Minor: _____

Please list all the instructors whose courses you took last fall semester:

Instructor: _____	Course: _____
Instructor: _____	Course: _____
Instructor: _____	Course: _____
Instructor: _____	Course: _____
Instructor: _____	Course: _____

The Family Educational Rights and Privacy Act of 1974 gives students (persons admitted and enrolled) the right to inspect evaluations written in support of applications.

If you wish to waive your right to examine the accompanying evaluations, please sign the waiver below.

I expressly waive any rights that I might have to access this evaluation under the Family Educational Rights and Privacy Act of 1974, or any other law, regulation, or policy.

Student signature: _____ Date: _____
type if electronically submitted

Please do not write below this line.

This part of the application is to be completed by the Honors Program Coordinator and submitted to the Honors Steering Committee by March 1.

SAT/ACT: _____

Westminster GPA: _____

N. FACULTY RECOMMENDATION FOR THE ALL-COLLEGE HONORS PROGRAM

Please fill out the top portion of this recommendation form and give a copy to each of the instructors who taught you last fall.

Name of applicant: _____ Date: _____

Name of instructor: _____ Department: _____

* * * * *

The student named above is applying to the All-College Honors Program. All applicants must submit a recommendation form from each instructor they had during fall semester 2008. To complete the application process, please fill out this recommendation form and return it to the Honors Program secretary, Carol Morrow, in the English Department by **March 31, 2009** (morrowcs@westminster.edu; 724-946-7342).

Using the numerical scale below, please evaluate the applicant's writing, verbal, and analytic skills, as well as the applicant's ability to work independently for an extended period of time.

5 = excellent 4 = above average 3 = average 2 = below average 1 = poor

Fall Semester _____ (YEAR)

Course	Written	Oral	Analytic	Work Independently

Additional comment:

Instructor signature: _____ Date: _____
type if electronically submitted

O. SCHOLAR PORTFOLIO FORM

Honors Scholar Portfolio

All-College Honors Program, Westminster College

Honors Scholars are required to submit this portfolio at the end of their senior year. To that end, please review this file and keep it secure as you add to it.

Name: _____
last *first* *middle initial*

Graduation year: _____

Major: _____

Minor: _____

Section 1

1.1. Required Honors-designated courses

Year Semester Course number and name

1.2. Peer review

Provide brief descriptions of peer reviews of work done for Honors Inquiry, Honors Writing, Honors courses, and Honors thesis or project. Indicate the year and semester for each peer review. Attach supporting documentation if available.

1.3. Co-curricular activity

Provide brief descriptions of the co-curricular activities you helped plan or attended. List the activities, providing the year and semester in which they took place.

1.4. Collaboration and cooperation

Provide evidence of your skills in collaboration and cooperation. List assignments and activities, especially those specific to the All-College Honors Program, in which your skills were used or were evident. Indicate the year and semester in each case.

Section 2

Briefly describe the ways in which all the courses required in the Honors Program have prepared you for independent research. Address the items listed below and attach supporting documentation (e.g., papers, projects) that provides evidence of your capacity for each of the items:

1. critical evaluation of ideas through empirical research or other means
2. assessment of the value of theories
3. choices based on reasoned arguments
4. verification of the value and quality of evidence, both qualitative and quantitative

Section 3

3.1. Work with faculty

Briefly describe your experience of working with your Honors thesis or project adviser. **Attach a statement from your Honors adviser describing her or his experience of working with you.** Attach documentation of your successful Honors defense.

3.2. Presentations

Document any presentations on campus as well as at off-campus conferences. Provide year and semester for each.

3.3. Graduate schools and professional schools

List the graduate schools and professional schools to which you have been accepted.

3.4. Employment after graduation

Provide information of the employer for whom you will work after graduation.

Section 4

Write an essay of approximately 500 words articulating how the three required Honors courses have helped you gain an appreciation of the multiple dimensions of knowledge. Include a discussion of at least one dimension of knowledge from each course.

P. ORAL DEFENSE OF HONORS THESIS OR PROJECT

This form is to be filled out by the Honors Advisor in consultation with the Scholar's Honors Board. Completed copies should be sent to the Academic Dean of the College, the Registrar, and the Chair of the Scholar's department. One copy also should be placed in the Scholar's Honors file.

Scholar's name: _____

Title of thesis or project: _____

Scholar's major: _____

Date of examination: _____

Evaluation of Oral Defense (Satisfactory/Unsatisfactory): _____

Brief summary of the Scholar's performance: _____

Signatures of Honors Board:

_____ Advisor, Honors Thesis or Project Comments:	_____ S/U	_____ Date
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_____ Faculty Member of Honors Board Comments:	_____ S/U	_____ Date
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_____ Faculty Member of Honors Board (Member-at-Large) Comments:	_____ S/U	_____ Date
--	--------------	---------------

Q. HONORS THESIS OR PROJECT EVALUATION FORM

Grade for Honors Thesis or Project: _____

Signatures of Honors Board:

_____	_____	_____
Advisor, Honors Thesis or Project Comments:	Grade	Date

_____	_____
Faculty Member of Honors Board Comment:	Date

_____	_____
Faculty Member of Honors Board (Member-at-Large) Comment:	Date

Coordinator

The Honors Program Coordinator should have a digital copy of the final version of the thesis or project placed in McGill Library, another paper copy filed in the Honors Lounge, and a third paper copy sent to the department of the Scholar's major.

I, _____(Printed name), grant
Westminster College permission to use my completed Honors Project for educational
and promotional purposes. _____(Signature)

R. GUIDELINES FOR PREPARING THE ALL-COLLEGE HONORS THESIS OR PROJECT

Introductory Explanation

This manual presents the Westminster College regulations for preparation of an Honors Thesis or Project. Individual departments of the College may add to the requirements herewith specified. It is the responsibility of all Honors Scholars to study these regulations and to apply them carefully in the preparation of final manuscript.

These regulations govern format and style of the finished thesis or project at the point of submission to the examining committee set up for the thesis or project defense. Scholarly methods and procedures prior to this stage are under supervision of the thesis or project advisor, and are not within the jurisdiction of this manual.

Because approval for Honors Research is granted only to students with an adequate command of the English language, every thesis must exemplify superior communications skills. It is the responsibility of each author to submit a clear, well-organized, error-free draft for final committee consideration.

Final Preparation Procedures

Number of Copies

The Honors Scholar must submit one computer-prepared or otherwise reproducible (e.g., originally typed), and one digital copy of the final version of the thesis or project to the Honors Program Coordinator after the thesis or project defense for deposit in McGill Library. This copy must contain any and all additions, corrections, and revisions deemed necessary by the examining committee.

Cost of Copying and Binding

The College will pay to have four copies made of the original thesis or project in the duplicating center. These copies are to be made available to the examining committee at least one week prior to the defense. The College also will pay for the binding of the official thesis or project copies (i.e., the McGill Library original, the department copy, and the student's copy).

Paper

The paper used for the thesis or project is to be twenty-pound, heavy bond, non-erasable, standard-dimension printer (or typing) paper.

Manuscript Preparation

1. **Text.** The student will use a standard word processing program with Arial, Times New Roman, or Verdana 12 point font and a laser quality printer to prepare the text of the paper.

All textual material should be typed. Symbols, characters, or special markings not found on word processors may be carefully drawn by hand, with black India ink. Corrections must be undetectable on the original and all submitted copies.

2. **Pagination.** Only one side of the paper is to be used, and each page must be numbered (with the exception of the window title page and the title page proper).

The preliminary pages, including the copyright page (if used), the Acknowledgments, Abstract, Preface or Foreword, Table of Contents, and any lists of figures or tables should be numbered with small Roman numerals (ii, iii, iv, etc.) centered at the bottom of the page one-half inch from the edge. The title page proper is page I, but the page number should not appear.

All remaining pages, including text, illustrations, appendices, and bibliography should bear Arabic numerals (1, 2, 3, etc.). On pages carrying a center heading (e.g., first page of a chapter or bibliography), the page number should be centered one-half inch from the bottom of the page. All other pages should be numbered at the top, one inch from the right-hand edge and one-half inch from the top. No punctuation is to be used with page numbers.

3. **Margins and Spacing.** The left margin should be one and one-half inches. The top, bottom, and right margins should be one inch. These margins apply to text, tables, figures, and illustrations.

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4. **Headings, Captions, and Subdivisions.** Any of the systems suggested and illustrated in the various style manuals may be used as appropriate. Students should check current practice in the professional literature of their disciplines and must use consistently whatever method they adopt.
5. **Footnotes and Bibliography.** Citation forms and bibliographic footnotes forms may vary among disciplines and the style manual recommended by the department should be consulted. Whichever forms are adopted should be used consistently.

Special Pages

Title Page Proper – see sample

Table of Contents – see sample

Tables and Figures

Tables and figures should be typed. The form should be consistently followed.

Sample

A HISTOLOGICAL STUDY OF SKIN GRAFT
TOLERANCE IN THE MONGOLIAN GERBIL
(MERIONES UNGUICULATUS)

by

Stephen C. Mills

Submitted to the Department of Biology
Westminster College, New Wilmington, PA,
In partial fulfillment of the requirements for Honors Research

Advisor: Patrick C. McCarthy, Ph.D.

April 15, 1981

Sample

Sample

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