

Carson-Newman College
Honors Program
Student Handbook

Updated: August 2017

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Preface

The first class of the Carson-Newman College Honors Program enrolled in 1963. And since then over 500 students have graduated with Honors from this grand institution. Today the Carson-Newman Honors Program alumni include internationally recognized scholars, physicians, ministers, attorneys, scientists, teachers, researchers, and leaders in practically every field. And they all began as college freshmen, wondering just what college education, and Honors education, was all about. In the pages of this Handbook, you will see valuable information that will begin to answer that question.

The Honors Program at C-N is a small but intentional community of scholars, dedicated to the life-long pursuit of truth, goodness, and beauty. The scholarly tradition of which we are a part has proven over and over again that rigorous, rational research addressed to questions large and small, attention which exposes and defies deceptions and irrational advocacy, will lead us toward a fuller understanding of what is most real about ourselves and about the world. Our creative energies that inform artistic creation do the same thing. And our service projects do the same thing. Carson-Newman's seal highlights the ancient and enduring values of "Truth, Goodness, and Beauty." C-N's Honors program is focused in its core on those values as well. And only from that starting point, one that is true to ourselves and to our cosmos, can leaders emerge who will succeed in serving God through serving others.

So this Handbook of our program contains many tools that will help you understand the academic conversation as it takes place at Carson-Newman, where the Honors Program provides leadership in student scholarship. What is an intentional community of scholars? We are a community, so we make sure that we spend some time getting to know each other. We are scholars, so we insist on rigorous academic standards. And our search for truth *wherever it may be found* inspires us to stretch, even break, disciplinary boundaries born of convention, to find the deeper truths of humanity and the cosmos. And the senior thesis provides a hands-on experience of contributing to humanity's ongoing quest for Truth, Goodness, and Beauty.

May God bless our work together.

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Overview of the Honors Program

Who can participate?

The Honors Council will invite approximately forty freshmen who scored at or above the ninety-third percentile on recognized national achievement tests (i.e., an ACT score of 28 and above or SAT of 1260 and above), and a 3.65 GPA to participate in the program. Second-semester freshmen and sophomores who show potential to succeed in and benefit from the honors program may apply with a professor's recommendation. Students must have at least a 3.25 GPA after the freshman year and a 3.5 GPA or better from the end of the sophomore year remain enrolled in the program. To be considered a part of the program, the student must be registered as a member of his or her class. Freshmen sign up for HON 001, Sophomores for HON 002, etc. These are listed in the catalog and should be added at the time of pre-registration. This is the official record that a student is a member of the Honors Program.

What does an honors student do?

The participants must take a core group of honors classes including twelve hours of team-taught classes. All freshmen begin with Humanity and the Cosmos I (this counts as the honors section of LA 101), but after that the students may choose what classes to take based on what will best fulfill their own academic needs. These may include Humanity and the Cosmos II; Form and Expression, Faith, Freedom and the Individual; Ecological Psychology, Society and the Individual, as well as study-abroad courses. The student can choose to take more than one class in a semester or spread them out over several semesters. Honors students are required to take honors sections of Religion 101 and 102, as well as the Honors section of ENG 101 (unless the student has already earned credit elsewhere for ENG 101). Juniors are strongly encouraged to take the one-hour research and writing course (HON 319) to help them prepare for their honors theses. All students are required to participate in two approved Honors Program extra-curricular activities per semester, one cultural event and one social event, though many students attend many more. Finally, each Honors student completes a senior thesis during the last two years of college. The process for completing the thesis is outlined later in this document. The thesis is an exciting chance for the Honors students to dig deeply into a project that they really love and produce a quality result of which they will be proud for the rest of their lives.

Are students ever asked to leave the Honors Program?

Unfortunately the answer to this question is yes. The Honors Council will automatically drop from the program any student who receives two C's or below in honors classes. In addition, a student will be dismissed if his or her GPA falls below a 3.25 after freshman year or 3.5 after sophomore year and beyond. If your GPA falls below this level, you will be placed on probation (from the Honors Program) and given one semester to bring it back up to the minimum requirement. If your GPA is still too low at the end of the next semester, you will be dismissed from the program. A procedure is in place to petition for s with regard to decisions made relating to this policy. See the "Academic Policies and Procedures" appendix to this handbook.

Is there any other way to be dismissed?

If a student fails to attend the two required extra-curricular activities during the course of a semester (one cultural, one social), that student will be placed on probation. Failure to make up the missed event(s) during the following semester (while also attending those required for the current semester) will cause the Honors Council to remove the student from the program. There are always many events planned--both cultural and social! Getting to something each semester is not difficult.

What are the perks of being an honors student?

One of the best things about the Honors Program at Carson-Newman is that it consists of much more than a specific prescription of classes. The goal is to become actively involved in a community of scholars. Some of the benefits

offered include use of the Honors Houses, special trips, parties, and interaction with other outstanding students and fantastic faculty members. During their time in the Honors Program, students have the opportunity to work one-on-one with great professors and form invaluable relationships that can benefit them throughout their academic careers and beyond.

Anything else?

One of the great perks of the program is the chance to work closely with professors in the students' chosen field in the completion of the Senior Thesis. This process prepares the student for graduate school in a way that no other program does. Also, Honors students can wash their clothes for free in the Honors House.

Honors Courses

Listed below is a brief summary of some of the Honors classes. While not an exhaustive list, it should help you as you are planning your schedule each semester.

Humanity and the Cosmos I and II

How did science and philosophy begin? Why did humans decide to investigate the natural world? When and why did the use of reason become important in the human conversation? What are the reasons behind what we believe: about the world? about God? about ourselves? about goodness? about beauty? In addition to providing the students with some familiarity with this material, the courses also seek to accomplish several other goals:

1. To provide the students an intellectually challenging and enjoyable entrance into the courses of the Honors Program.
2. To develop research and writing skills.
3. To develop a sense of camaraderie among the new students of the Honors Program.

Faith, Freedom, and the Individual

This course is a study of the political, religious and economic philosophies which emphasize principles of liberty and individualism. For example, the ideas of economist Milton Friedman and religious and civil rights leader Martin Luther King Jr. are usual topics of study. Emphasis is given to current political, national and international events; church-state relations is also a focus of concern. Students are required to submit critiques of journal articles and books and complete examinations over materials read and discussed in class.

Form and Expression in the Contemporary Arts

The honors contemporary arts class introduces each student with many facets of art: music, visual arts, drama, dance, literature, poetry, etc. Historical overview as well as topical information helps the student see twentieth-century art as a natural outgrowth of its historical traditions. Both structural and expressive elements in each discipline are underscored. Students are not expected to be proficient in the arts, although background and interest are obviously helpful. The course requires no research, but textual readings will deepen the class's understanding. Students must attend and critique a number of artistic events during the semester. One project is required: one work of art in a field of the student's choice, to be displayed, presented, performed, or read in class.

Society and the Individual

According to Lahey, psychology is the study of the science of behavior and mental processes. Meanwhile, sociology can be understood as the study of social order. That is, the immense regularity, the repeated patterns, found in human interaction and behavior everywhere. In this course, you will be introduced to the basic principles of sociology and psychology and how they relate to each other and the everyday world. As a result, this course is designed to: To encourage the student to take an active role in improving society by providing an understanding of social problems. To provide the student with an understanding of the basic concepts, and theoretical foundations and methods for dealing with and researching modern social problems. To provide the student with both a sociological and a psychological lens from which he/she can view, understand and affect the world in which he/she lives.

Humanity and the Biosphere

This course explores the interconnections of human behavior and well-being with the natural environment, with special emphasis on the Southern Appalachian bioregion and Upper Tennessee Valley. Students will also have the experience of living sustainably in community for one weekend through a retreat at Narrow Ridge Earth Literacy Center. Narrow Ridge is a land trust and educational facility in Grainger County that is totally "off-grid" in terms of electrical power, that recycles everything, and built largely of locally grown and renewable materials and constructed in such a way as to take advantage of the natural heating and cooling capacities of the earth. The class will prepare its own meals and eat wholesome and delicious organic food grown low on the food chain. Students will learn about Narrow Ridge's various programs, such as its recent efforts in community-supported agriculture and its foundational philosophy that emphasizes humanity's spiritual connections with Earth as part of God's good Creation. A very important goal of this weekend is to *have fun!*

Other Courses

There are other various courses that will be offered from time to time to help you fulfill your honors requirements. You will be notified of these courses before registration time. Often, these courses help you fulfill your general education requirements and honors requirements at the same time. Also, ANY study abroad experience can be used as Honors credit.

Honors 00__?

Each semester in the Honors Program, you must sign up for your respective HON 00_ class. It is a zero credit class that lets administrators know who is enrolled in the program. (For example, Frank Freshman will sign up for HON 001, whereas Julie Junior will register for HON 003.) This class does NOT require a signature from the Honors Director. **Those who want to graduate early should sign up for the HON 003 four semesters before you plan on graduating. This will alert the Honors Director and Council that you will be starting the senior thesis.**

Studying Abroad

As briefly mentioned earlier, any approved coursework completed overseas can count toward honors credit. In order to have a particular class approved, students must contact the Honors Program Director prior to scheduling a study abroad program.

Ireland and Its Literature

During alternating Mayterms, the English Department teaches a course called Ireland and Its Literature. For more than two weeks students travel throughout Ireland studying Irish Culture, literature, and history. Past trips have gone to the Aran Islands, the Dingle Peninsula, and the many fine theatres of Dublin. For more information, contact Dr. Kip Wheeler in the English Department.

Cape Town, South Africa

Every May term, the Religion Department, sponsors an international trip to Cape Town, South Africa for approximately twenty students. Two courses are taught in situ and worth six credit hours: “Being Fully Human: A Spirituality out of Africa” (REL 452 -BHR) and a course under the rubric of “Topics in Missions.” (REL 454) Students have the opportunity to encounter the political, cultural and religious “heartbeat” of Africa. Some of the unforgettable experiences include: standing in the prison cell where Nelson Mandela spent 18 years on Robben island; sitting in a gallery overlooking the surgery theater in Groote Schuur hospital where Dr. Christiaan Barnard performed the first world heart transplant operation in December of 1967; and working with children in the afternoons from economically depressed areas. A day is spent in London en route and on the return sector a day at a game reserve in the African bush.

Oxford Studies

The Oxford Studies Program is a competitive scholarship program that accepts one student each year. Students selected attend Regent's Park College of Oxford University during Trinity Term (end of April through the middle of June). The fall and spring semesters before they attend Oxford, the students take several required courses, such as History of the Baptist People and readings in Baptist History and Theology. They also take six hours of tutorials/research under C-N religion professors. In the tutorial courses, the students meet every other week and present a five-page paper on a topic of Baptist history and theology. When the students arrive at Oxford, they begin work on a research project under the direction of Professor Larry Kreitzer. This project explores some aspect of Baptist history or theology. Students receive a total of 18 hours for the entire program (including the C-N courses) and they receive an Oxford Studies Minor. The scholarship includes flight, housing, meals and Regent's Park tuition. The only part not covered is the Oxford University fee, which is about \$3,500.

Honors Council and Advisory Board

Honors Council

The Honors Council is the governing body that supervises the Honors Program. The council consists of faculty representing various fields of study who serve rotating terms of three years. The basic duties of the Honors Council include the general administration and supervision of the Honors Program as well as the creation and application of academic policies of the Honors Program. In addition, it oversees the progress and approval of the senior honors theses. One member of the Honors Council will serve as chair of each senior thesis committee.

It is possible to appeal the decisions made by the Honors Council. If students wish to appeal being placed on probation or dismissed from the program, or believe that those actions were taken incorrectly, they should contact the Honors Program Director. Appeals received after one calendar month has passed following the original decision will not be considered.

Advisory Board

The Student Advisory Board lets the Honors students to have a say in their own program. Two student representatives from each class represent all honors students to the Council. Meetings with Honors Director will address ways to improve the program and the nature of events offered for Honors students. The Honors students will elect their representatives at a mandatory meeting at the beginning of each Fall Semester.

Honors House

The Honors Houses are facilities for use by Honors students. Common areas are open to all Honors Students between the hours of 9:00 a.m. and midnight (noon until midnight on Sundays). There is a gaming system there for leisure activity in one of the living rooms, dining rooms, kitchens, bathrooms, and other living room areas available to students. The house is ideal for study group sessions, get-togethers, parties, and just generally hanging out together.

Up to sixteen Honors students live in the houses each year for a reduced fee in exchange for housekeeping duties (please note: this is general cleaning, *not* cleaning up after other students). These students also serve as hostesses or hosts when prospective students visit the house. Students live in bedrooms which are private and should not be entered without their permission. The Honors director must receive all applications to live in the Honors House during the school year by the fourth Wednesday in March. The application should include a faculty letter of reference accompanied by a letter written by the student that addresses why he or she desires to live in the house and why he or she would make a good resident for one of the Honors Houses.

Honors Students can receive access to the houses during daytime hours through processes that will be reviewed with students by the Honors director.

Dear Honors Student, Here are the House Rules:

- Honors students live here. You may come into the house as early as nine o'clock in the morning and must leave by midnight.
- If you light anything (lights, gas logs, stove, oven, etc.), don't leave without putting it out.
- Clean up after yourself. If you use dishes, wash them by hand if you have only used a few. If you have used more, please wash them in the dishwasher then put the dishes back where you found them.
- The cabinets in the island and the cabinets to the left of the sink contain items which belong to the program and are fair game for everyone. Cabinets to the right of the sink contain things that belong to the residents. Please leave these alone. The cabinets under the sink contain cleaning supplies.
- Coffee and tea are available for the use of Honors students. Please observe a charge of twenty-five cents per cup of either coffee or tea. This system works on the honor code, so be honest!
- The refrigerator contains the residents' food. Please don't eat or drink anything that you find there. At the same time, feel free to bring anything that you would like to eat or drink. Just remember to clean up.
- Please keep phone calls reasonably short, especially when others might be waiting. The phone is for local calls only.
- The washer and dryer are free, but are for the use of honors students only. You must bring your own detergent.
- Honors students should accompany non-honors students. Each honors student can bring two non-honors students with him or her.
- If you notice that something is amiss (light bulb blown out, no paper towels, etc.), please leave a message on the message board in the kitchen.
- The Honors House is for you! You are always welcome.

Honors Trips

The Honors Program gives students the chance to participate in official honors trips and social activities. The program always offers a fall trip—but to a different destination each year. Here are a few of the places we have gone in the past:

∞ **Biltmore House** in Asheville, North Carolina, is a magnificent mansion constructed by Commodore Vanderbilt. This trip also includes a visit to the Red Rocker Inn, a magnificent restaurant in Black Mountain, NC.

∞ A visit to **Atlanta, Georgia** has proved to be a favorite among Honors students. This trip features a delightful dinner and play at the Shakespeare Tavern, dessert at the rotating restaurant in the Peachtree Plaza and a tour of the Coca-Cola Museum and Atlanta Underground. Other trips to Atlanta have gone to CNN Studios and the Center for Disease Control.

∞ The **Abingdon, Virginia** trip includes a visit to the Barter Theatre, the state theatre of Virginia, which got its name decades ago when admission was paid in food and livestock rather than money. In addition, students have an opportunity to tour historic downtown Abingdon and ride bicycles or hike on the Virginia Creeper Trail.

∞ The **Huntsville, Alabama** trip focuses on a visit to the U. S. Space and Rocket Center. Our tour of the museum includes hands-on exhibits in the main building and a driving tour to see missiles and launch pads.

Other destinations have been Chattanooga, Cincinnati, and Washington, D.C. In addition to the major trips, honors students have opportunities to see plays and concerts at area venues including The Tennessee Theatre, the Clarence Brown Theater, The Knoxville Coliseum and other area attractions. Sometimes these trips include dinner or dessert, or discussion groups with professors before or after these events. We try to make these events as cheap as possible and free whenever we can. Honors trips are open to Honors students only, but oftentimes the available spaces for students don't fill up. A few days before each trip, the program director will open the trip to interested non-Honors students. This is a great opportunity for your non-Honors friends to have a chance to experience some fun trips for very little expense.

The Senior Honors Thesis

Who can do a thesis?

A student who has applied, been accepted, and completed the honors coursework then go on to complete a senior honors thesis. The student should have completed the required four three-hour honors courses in addition to Honors sections of ENG 101 (if applicable), REL 101, and REL 102 prior to the senior year.

What is the thesis?

The Senior Thesis is in many ways the culmination of the Honors student's undergraduate career. It represents original work that approaches or matches graduate-school quality. Work on the thesis has proven to be invaluable as preparation for more advanced study at the graduate level. The Senior Honors Thesis gives the honors student an opportunity to do independent honors work in his or her major field under the direct supervision of a faculty member. The student, in consultation with a faculty member, isolates an area of research, creative work, or pedagogical contribution on which he or she will focus much of the last year and a half of college. The Honors Council insists that it be original research, pedagogical, or creative and be relevant to a student's major field of study. Students with two majors may pick between the two or find a project that intersects the two fields of study.

What is its value?

Some students are motivated to do the senior thesis in order to "graduate with honors," which is no small reward! However, the value extends far beyond graduation day. The experience of working individually with a professor in doing thesis work at the undergraduate level and of completing major research and writing is invaluable to the graduate. If the graduate is not planning to go on to graduate school, then this is a singular experience from which important skills are sharpened. Should the student go on to graduate school, the senior research experience is excellent preparation for graduate level research and writing.

Who grades my thesis?

The Honors Council will approve students' topics during the proposal hearing in the fall of the junior year. After that, the Honors Council will create a committee consisting of one member of the Honors Council and two members of the student's major department. This Committee will then grade and discuss the final project with each student during the spring of the senior year.

Where can I see a real Honors Thesis?

They can be found in the online catalog by performing a keyword search on the phrase honors project. Honors theses done before 2009 are located in the College Archives. Honors theses completed between 1990 and 2008 are also located in the general collection and may be checked out. Honors theses completed since 2009 may be accessed on the library website (<http://library.cn.edu>). Lastly, copies of projects written since 2002 conveniently reside in the dining room of the Honors House.

How much input should an advisor have?

Honors project advisors are an integral part of completing the thesis. They will most certainly be your biggest ally and give some of the most constructive feedback during the course of thesis work. The goal of each honors student working on a project should be to maintain close contact with his or her advisor. It is the student's responsibility to keep the lines of communication active. The value of an advisor during the research process can hardly be overstated. He or she will partner with the student to explore new realms of the discipline and encourage him or her to stretch beyond what was thought possible before. Remaining accountable to an advisor is also a great way to stay on task, and the Senior Contract is a tangible way to do this. Not only is it courteous to keep the advisor up-to-date

on the progress and issues of the thesis through very regular meetings, but he or she will be glad to sit down with the student and mull over difficult ideas and provide honest feedback.

What is the senior contract?

As mentioned briefly above, the senior contract is a tangible agreement between the student and the advisor to invest the necessary time and effort that a successful honors project demands. Students who have completed the program find that setting personal deadlines and having someone hold the student accountable for them are two of the most important steps towards successful completion of the thesis. This contract provides a guideline for the semester before the student submits the thesis to the Committee (generally the Fall of the senior year). During this semester, the student customarily does the bulk of the project's writing. This contract, due on the third Friday of classes during the appropriate semester, also provides a basis for any research grants or awards. It is *very* important for students to submit.

Guidelines/Timeline for Developing Your Thesis

Sophomore Year: Spring Semester

- Select a professor from your major department to advise you in your senior research.
- Brainstorm with your advisor possible ideas for a topic.
- With your advisor, determine the topic you will explore.

Junior Year: Fall Semester

- Write a one-to-three page proposal outlining what you intend to accomplish by completing answers to the "Questions" document for your type of thesis. Turn it in via Edvance360 dropbox to the Honors Director by the fourth Wednesday in October.
 - You will be notified of the procedures for scheduling a topic approval hearing and the available times. This takes place in late October or early November.
- Confer with your advisor regarding a time convenient for both of you.
- Schedule the hearing as instructed.
- At the time of your hearing, go to the assigned room and wait with your director in the outer office. The Honors Director will call you into the conference room where you and your advisor will have an informal session of approximately fifteen minutes with the Honors Council. The council will want to know how feasible your topic is, if it merits six hours of senior credit, and if it is "original research, creative, or pedagogical" as the guidelines stipulate.
- During the hearing, you will learn whether or not the committee approves your topic. If not, you will receive some ideas on how to come to an acceptable topic, and you will submit a new proposal.

Junior Year: Spring Semester

- Before writing your prospectus, make sure you have completed (or are completing) your Honors courses.
- Also know and be able to use the writing style guide used by your department.
- With the help of your advisor and professor of HON 319, compose your prospectus.
- The Council member/Committee chair for your prospectus hearing will schedule the meeting and notify you of the time and place.
- See that your prospectus, approved and signed by your thesis advisor, is turned in on time—the first Wednesday of April for the normal schedule—to the Honors Director via Edvance360 dropbox.
- At the time of your hearing, you and your advisor will give a brief informal presentation of your topic. The Committee will discuss the particulars of your proposal and likely make suggestions for adjustments to the plan..
- If approved, pre-register for the project academic credit (HON 499) at the end of your junior year (if

desired).

Senior Year: Fall Semester

- You will work closely with your advisor on the research and development of the thesis.
- Complete a Senior Contract and turn it in to your Honors Director by the second Friday of classes.
- At the end of the semester, the Honors Council will request a progress report from your advisor.

Senior Year: Spring Semester

The final draft of your thesis will be due the last Wednesday in January by 4:30 p.m. to the Honors Director via Edvance360 dropbox. *Late theses will automatically be penalized one letter grade.*

- ✓ See the sample title page
- ✓ Be sure to have a 1.5-inch left margin, and 1-inch at top, right, and bottom of paper so that the library bound copy will have proper margins.
- ✓ Carefully follow the writing and documentary styles of the manual you are using.
- ✓ Write as an educated scholar in your discipline.
- Again, your Committee chairperson will notify you of your scheduled hearing time. Project hearings last approximately one hour.
- At the time of your hearing, the Committee will follow the same procedure as in the prospectus hearing. The Committee may call the project advisor in first before the student joins the discussion.
- Grading for the project is as follows:
 - ✓ The Committee may pass the project “as is.” This requires no revisions, and rarely happens. Such projects will receive the grade of “A.”
 - ✓ It also may be passed with minor revisions (the Committee trusts you to make corrections with your Advisor and does not require you to meet before them again) These will also receive the grade of “A.”
 - ✓ Or it may be passed but with major revisions needed (the Committee requests major changes and feels the need to review it again before passing it). Theses requiring major revision receive a “B.”
 - ✓ The Committee may choose not to pass a thesis. Theses with plagiarism problems or obvious lack of effort always fail.
 - ✓ The Honors Council reports the grade for the thesis to the registrar, a step that informs them the student will be graduating with honors. Should a student receive a “C” grade or lower, the student will not be given honors credit. The thesis may be approved by the student’s director as an independent study, but the student will not be an “honors” graduate.
- If your thesis is approved, note the following list of tasks:
 - ✓ You must create a signature sheet (without signatures) and include it immediately following your title page. If you only have one Faculty Advisor, alter the form appropriately by moving the Department Chair’s signature up to the same line as the Faculty Advisor
 - ✓ Get your approval sheets signed by your advisor, department chair, and Honors Director.
 - ✓ Take the completed and corrected copy, including signed approval sheet, to the Honors Director by the last Wednesday in April.
 - ✓ The program copies and binds three copies—one for you, one for you advisor, and one for the Honors house—but you may purchase extras for \$16 each. Indicate the number of extras you would like and submit payment for them when you turn in the final copy.

Starting your Honors Thesis

Proposal: Information

The Proposal is a short (typically one-to-three pages) document that gives the Honors Council a general idea of what you want to do for your Honors Project. The content is written in response to the “Questions” document that will be supplied by the Honors Director. The council sees the Proposal four semesters before you intend to graduate. Since there are few guidelines in the way of style for the proposal, samples from previous years are available in the dining room cabinet of the women’s Honors House. These are organized according to discipline and can give you a great idea as to which information is expected for your proposal.

The council wants to see your idea for a thesis, learn a bit about how you will go about doing your project (this is especially applicable to students doing projects that are not library-based research papers), see that you are working closely with a faculty advisor, and hear why you think your idea is worth becoming an Honors Thesis. For many, a rudimentary outline showing the main points for the paper is appropriate at this stage. In general, the more developed your thinking the better, but the Council recognizes the fact that you will probably have quite a bit of fine tuning left to do on your idea for a project (that is why you come back the next semester with a prospectus).

If, for some reason, the Committee chooses not to approve your proposed topic, they will let you go back to the drawing board under the guidance of your advisor in order to devise another topic approach. Once you have written a second proposal, the Committee will reschedule a meeting with you in order to discuss your new ideas.

Proposals are due on the fourth Wednesday in October for those on the normal schedule.

Prospectus: Information

The Prospectus is the last document an Honors Student submits to the Honors Council before turning in the Senior Thesis. As such, this document needs to outline for the council in very clear terms what the student’s thesis will be and how the student will approach or undertake the thesis. It is imperative that the thesis has a clear focus and a definite direction at this point. Although each prospectus should include these thoughts, specific ideas for different types of theses are included below. Although the council is hesitant to publish anything resembling a guideline with regards to the length of a prospectus, most students find that 8-12 pages is adequate to provide the Senior Thesis Committee with the expected information. Prospectuses are due the first Wednesday in April.

Scholarly Research

Students undertaking library-based scholarly research should have done enough of a literature review to understand how their topic interacts with current thought in their field. These prospectuses should also contain a tentative outline of the thesis and a bibliography.

The Sciences

Students in the sciences will need to discuss the experimental techniques they will use and provide the council with a timeline for conducting their experiments (including how many hours per week the student will need to spend to run the experiments).

Surveys and Interviews of Human Subjects

Students whose projects include interviews or surveys must present the interview questions or surveys to the Institutional Review Board (human subject review board) for approval. The form for seeking this approval is appended to this Handbook. This completed form and the IRB’s approval of it should be appended to the prospectus. The particular method of statistical analysis to be employed must be spelled out in the prospectus.

The Arts

Those students doing creative projects will need to provide an overview of the project including its particular style and form as well as discuss any research involved. They must provide the council with a five-to-eight-page document discussing how the student will overcome potential challenges and what lessons the student should master from it. Students might provide samples of their work at this time, including short stories, character descriptions or portions of a screenplay. This document, along with a similar document reflecting on what the student learned/discovered while doing the project, will be included with the student's final thesis when it is placed in the library.

Pedagogical Works

Credit Hours

You are expected to do the equivalent of three semester hours of work on your thesis during *each* semester of your senior year. The Honors Council will ask your director for a report on your progress at the end of the first semester.

Registration for HON 499

You may register for the credit hours as it is most convenient for you financially and academically. You may register for three hours each semester, six hours in one semester, or not register for the hours at all. If you feel it is necessary, you may also register for part of your hours in the spring of your Junior year, *but* you will receive an incomplete for any hours you take if you fail to complete the project. Also remember, you will receive "IP" (in progress) on all credits you receive in semesters prior to your final semester, with full credit given at the end of the final semester. Keep in mind, however that only six hours total may be registered for the Honors Thesis. If the project is done in conjunction with the student's senior project for their major, only six hours of credit can be given for the project as a whole. (Example: a senior project requires three hours of credit for a theater major. An honors student who combines the senior project with the honors thesis can only register for three more hours of honors credit.)

More Thesis FAQs

Do I have to accept the six HON 499 credit hours?

It is not imperative that all students working on an honors thesis register for the six available hours of independent study credit. In the case of students who have double or triple majors, the student may face strict limitations in possible credit hours. Students can complete an honors thesis without registering for a single independent study hour, if necessary. Other students may accept three hours if they prefer. Six hours is simply the maximum number of credit hours any student can receive for completing an honors project.

Am I required to take Honors Research and Writing?

Research and Writing is not a required class, nor does it fulfill general education or honors requirements. That said, it is an invaluable experience for juniors in the beginning stages of their theses. This class is a one-hour class that discusses methods and ethics in various types of research through presentations by guest faculty members. A primary purpose of the class is to oversee the writing of the prospectus in mid-March. Other topics include keeping students accountable to their deadlines and adhering to style guides in various disciplines, and most of the time it's fun, too! Statistically, the majority of students who take this course end up seeing their theses through to completion the following year. Again, it is not a requirement, but the benefits warrant that honors students are strongly encouraged to register for this course.

What if I don't finish with honors classes my sophomore year?

The program's design is such that students should complete required honors courses by the end of the sophomore year; however, no specific deadline exists for having them completed, short of graduation. The program's organization fills up the students' first two years with classes while the senior project occupies the last two. It is highly recommended, for the sake of simplicity and the sanity of students, that Honors program members take the required classes as soon as possible, but seniors face no penalties if they are still taking honors classes during their final semester.

Proposal: Checklist

Here is a helpful checklist. Please use the cover sheet in Appendix A as a sample for your proposal.

All hearings will take place in the Faculty Affairs Office Conference Room on the second floor of the Fite Administration Building.

Checklist

- _____ Cover sheet done correctly
- _____ Advisor has had adequate input into the proposal
- _____ Advisor has signed the cover sheet after proofreading the final draft
- _____ Placed in the appropriate Edvance360 dropbox by 4:30 on the fourth Wednesday in October.

Prospectus: Checklist

The council likes to view the prospectus as something of a contract between the student and the Senior Thesis Committee. This can only happen if the student presents the committee with a prospectus outlining a well-developed thesis with a clear focus and then incorporates the committee's thoughts as they are expressed during the hearing. Students who do this can go into the final hearing assured that the committee will not reject their theses based on the topic or their approach to the topic.

Hearings will be scheduled by the member of the Honors Council who is serving as chair of the Senior Thesis Committee.

Checklist

- _____ Cover sheet done correctly
- _____ Advisor has had adequate input into the prospectus
- _____ Advisor has signed the cover sheet after proofreading the final draft
- _____ Correctly documented prospectus according to the style guide of the correct discipline
- _____ Place completed prospectus in the appropriate Edvance360 dropbox by 4:30 on the first Wednesday in April

Final Thesis: Checklist

Take great care to present the Honors Council with your best possible copy of your final thesis.

Checklist

_____ Cover sheet done correctly

_____ Advisor has had adequate input into the thesis

_____ Advisor has signed the cover sheet after proofreading the final draft

_____ Triple checked citations and bibliography

_____ Placed completed thesis in the appropriate Edvance 360 dropbox by 4:30 on the last Wednesday in January.

Proposal: Sample Cover Sheet

**INFLUENCE OF WALT DISNEY ON
THE FILMS OF ANDREW STANTON**

an Honors Proposal submitted by

Andrew Smith
457 Coile Road
Jefferson City, TN 37760

(865) 471-3243

in partial fulfillment for the degree
Bachelor of Arts (or other) with Honors

October 25, 2017

Project Advisor(s): Dr. Arsene Wenger (list primary advisor first)
Dr. Josep Guardiola (list secondary advisor next, if applicable)
(Advisor signs cover sheet near her/his typed name)

Advisor Signature(s) _____

Prospectus: Sample Cover Sheet

**INFLUENCE OF WALT DISNEY ON
THE FILMS OF ANDREW STANTON**

an Honors Prospectus submitted by

Andrew Smith
457 Coile Road
Jefferson City, TN 37760

(865) 471-3243

in partial fulfillment for the degree
Bachelor of Arts (or other) with Honors

April 4, 2017

Project Advisor(s): Dr. Arsene Wenger (list primary advisor first)
Dr. Josep Guardiola (list secondary advisor next, if applicable)
(Advisor signs cover sheet near her/his typed name)

Advisor Signature(s) _____

Senior Thesis Sample Cover Sheet

INFLUENCE OF WALT DISNEY ON THE FILMS OF ANDREW STANTON

an Honors Thesis submitted by

Andrew Smith
457 Coile Road
Jefferson City, TN 37760

(865) 471-3243

in partial fulfillment for the degree
Bachelor of Arts (or other) with Honors

January 28, 2017

Thesis Advisors: Dr. Arsene Wenger and Dr. Josep Guardiola

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Proposal Content for **Research** Theses:
Four Questions to Be Answered in the Proposal

1. What is your topic/research question?
2. What is the current state of knowledge among experts in your field with regards to your topic and who is currently doing the most cutting-edge research in your area?
3. What do you hope to add to the current body of knowledge about your topic?
4. How will you go about researching to answer your question?

Proposal Content for **Creative** Theses:
Five Questions to Be Answered in the Proposal

1. What will your finished product be? What is your working title?
2. What medium will you use for your project and what experience do you have working in that medium?
3. Are there new skills you will need to develop? What are they and how will you develop them?
4. What existing works most closely resemble your anticipated final project? How will yours differ from those?
5. How will your finished product be used, displayed or viewed, and archived?

Proposal Content for **Pedagogical** Theses:
Six Questions to Be Answered in the Proposal

1. What is the ultimate goal of your thesis? What is your working title?
Describe the anticipated content of your finished product.
2. What pedagogical skills do you hope to learn or to improve upon as you work through constructing your thesis?
3. How will your thesis incorporate innovative pedagogical techniques or principles?
4. What existing literature will help inform your development of this thesis?
5. What existing works most closely resemble your anticipated final product?
How will yours differ from those?
6. How will your finished product be used (by whom, in what setting, for what goals and objectives)?

Proposal Content for **Social Innovation/Social Entrepreneurship** Theses

Service/Social Innovation Thesis Proposal: Six Questions

1. What is the ultimate goal of your thesis? What is your working title?
Describe the social problem that your work will address.
2. How will your finished product address this problem?
3. Describe the features of your project that will allow it to be replicated by others into the future?
4. What existing literature will help inform your development of this thesis?
5. What existing programs/organizations most closely resemble your anticipated final product? How will yours differ from those?
6. What steps, if any, towards the execution of this project do you anticipate being taken prior to your graduation?

**CARSON-NEWMAN UNIVERSITY
INSTITUTIONAL REVIEW BOARD COMMITTEE**

**FORM FOR REQUEST FOR REVIEW OF PROJECT INVOLVING
HUMAN SUBJECTS**

I. IDENTIFICATION OF PROJECT

- A. Principal investigator: include complete name, telephone number, and address including e-mail address**
- B. Co-principal investigator(s): include complete name, telephone number, and address including e-mail address**
- C. Chair of the Thesis Committee and Committee Members (if applicable):**
- D. Department/unit of committee chair:**
- E. Project identification: Enter one of the following terms as appropriate: Dissertation, Thesis, Class Project, Research Project, or Other (please specify)**
- F. Title of project:**
- G. Start date: Specify the intended start date or insert "Upon IRB approval"**
- H. Estimated completion date:**
- I. External funding (if any):**
 - 1. Grant/contract submission deadline:**
 - 2. Funding Agency:**
 - 3. Sponsor ID number (if known)**
 - 4. C-N Proposal number (if known)**

II. TYPE OF REVIEW REQUESTED:

- A. Full review (more than minimal risk involved)**
- B. Short review (minimal risk project)**
- C. Exemption review (may qualify under federal guidelines for categories of studies exempt from coverage)**
- D. Investigational Drug? Yes () No () Brochure available? Yes () No ()**
- E. Re-Evaluation (the study has been temporarily inactive)**

III. DESCRIPTION AND SOURCE OF RESEARCH PARTICIPANTS

- A. Human subjects (check all that apply)**

<input type="checkbox"/> Inpatients	<input type="checkbox"/> Volunteers	<input type="checkbox"/> Pregnant Women
<input type="checkbox"/> Outpatients	<input type="checkbox"/> Fetuses	<input type="checkbox"/> Mentally Incompetent
<input type="checkbox"/> Minors	<input type="checkbox"/> Prisoners	<input type="checkbox"/> Elderly Population
- B. Compensation to Human Subjects: _____**
- C. Type of Project/Procedure to be used (please check the most applicable):**
 - 1. Medical-Therapeutic (evaluation of drugs, treatment protocol, surgical procedure, etc):**
 - 2. Medical-Non-Therapeutic (physiological studies, laboratory analysis of blood or body substance):**
 - 3. Investigation drug (drug study protocol):**
 - 4. Radioactive materials:**
Name: _____

Subcommittee on radioactive materials approval date: _____

5. ___ Psychosocial-Manipulative (response to stressful stimuli, hypnosis, etc.)
 6. ___ Psychosocial-Non-Manipulative (evaluation of subject response to educational material, attitude, survey, etc.)
 7. ___ Study involving confidential material without human participation (chart review, etc.)
 8. ___ Other (please specify): _____
- D. Source of subjects/participants:
 E. Number of estimated participants:
 F. Relationship between researcher/participant:

IV. METHODS AND PROCEDURES:

Clearly and concisely describe in non-technical language the data collection and experimental research methods used in this project. This section should be consistent in every detail with the descriptions provided to participants in the consent form or procedure. Include non-technical descriptions of stresses to participants, experimental manipulations, tests or measures, surveys, interviews, observations, photography, video, and audio recordings. Clearly distinguish between control and experimental/treatment participant groups.

V. SPECIFIC RISKS/PROTECTION MEASURES:

Specify all potential risk to participants. Estimate the nature and amount of potential risk, stress, or discomfort and assess its seriousness. Describe precautions you will take to reduce risk and assess the effectiveness of these protective measures. If appropriate, include a description of the means you will use to assist or treat participants who may incur injury from one or more of the risk identified in this section. Permit sufficient detail to permit reviewers, who may not be familiar with your area of study, to evaluate any specific risk to the participants of this research.

Include methods and provisions by which you will address the issue of anonymity of confidentiality of data. Note that anonymity (protecting the identity of the subject/participant) is only possible if the investigator cannot discover the participant's identity from data collected. In either case, describe how you will maintain the confidentiality of the participant's data. Identify any security measures you have for protecting the data and identify to whom access is given. If thesis committee members or others will review or help with analysis of data, address the steps that you will take to ensure subject's anonymity and confidentiality.

VI BENEFITS:

Evaluate the reasonableness of the risk stated in section II in relation to the anticipated benefits, if any, to the participants and/or society. If the risks are minimal, please state that the risks are minimal and include a statement of anticipated benefits.

Note that in most research projects, the only relevant benefits are those that contribute to generalizable knowledge in a field of research. In these cases, participant benefits are incidental. Please do not inflate the significance of incidental benefits in this form or in your informed consent procedures.

Payment for participation in research, if any, is an incentive for participation and should be included in this section.

VII METHODS FOR OBTAINING “INFORMED CONSENT” FROM PARTICIPANTS:
Please state the methods you will use to legally obtain effective informed consent, assent, or permission from participants or their legally authorized representatives. Clearly describe how you will seek consent from participants in a manner that allows them sufficient opportunity to consider participation and that minimizes the possibility of coercion or undue influence. Indicate that the language used in your informed consent procedure is understandable to your participants or their legally authorized representatives. Attach a copy of your informed consent document as an appendix to the completed IRB.

VIII RESPONSIBILITY OF THE PRINCIPAL/CO-PRINCIPAL
You must enter the following information verbatim in Section VIII.

By compliance with the policies established by the IRB Committee, the principal investigator(s) subscribe to the principles stated in “The Belmont Report” and standards of professional ethics in all research, development, and related activities involving human participants under the auspices of Carson-Newman College. The principal investigator(s) further agree that:

- 1. Approval will be obtained from the IRB Committee prior to instituting any change in this research project.**
- 2. Development of any unexpected risk will be immediately reported to the IRB Committee.**
- 3. An annual review and progress report will be completed and submitted when requested by the IRB Committee.**
- 4. Signed informed consent documents will be kept for the duration of the project and for at least three years thereafter at a location approved by the IRB Committee.**

IX. SIGNATURES – must be on a separate page; provide two (2) copies
When you submit this application for review please note that all signatures must be original. As your application moves through the review process, you should prepare two identical applications, both of which contain original signatures. As primary investigator, you should keep one copy and submit the other application with original signatures for review.

Principal Investigator: _____
(Typed/Printed Name)

Signature: _____
(Date)

Co-Principal Investigator: _____
(Typed/Printed Name)

Signature: _____
(Date)

Faculty Advisor: _____
(Typed/Printed Name)

Signature: _____
(Date)

DEPARTMENT/SCHOOL REVIEW AND APPROVAL

I have read and reviewed this research application and recommend its approval.

Department Chair/School Dean: _____
(Typed/Printed Name)

Signature: _____
(Date)

IRB COMMITTEE REVIEW AND APPROVAL

The IRB Committee has read and reviewed this application for research and approves the application described.

IRB Committee Chair: _____
(Typed/Printed Name)

Signature: _____
(Date)