WELCOME/INTRODUCTION

It is my pleasure to introduce you to the Millersville University Honors College Student/Faculty Handbook, a brief guide to the policies of the University’s flagship academic program. In the fall 2014 there were more than 210 students enrolled in the UHC, drawn from every major and area of study. We have residential and commuting students, and we are a socially and academically diverse study body. More than half these students live together in a shared living and learning environment in Reighard Hall. With the residential living and learning center moved to Reighard Hall a five-year strategic plan is now completed and the UHC is poised to embark on a series of student-centered initiatives.

You will find in the follow pages a summary of some of the policies and special opportunities pertinent to being a member of the UHC. Beyond a commitment to intellectual and social engagement at an advanced level, what most distinguishes the UHC is the “community of scholars” model we seek to realize in our shared living and learning goals. The UHC is dedicated to making an excellent liberal arts and sciences education more fulfilling through deep inquiry, research, community service, and through having fun together.

I especially want to thank Ms. Emily C. Neideigh for compiling this handbook. Through her efforts students and faculty will be better informed about UHC policies and practices.

Welcome to the University Honors College and its Student /Faculty Handbook!

Dennis B. Downey, PhD
Professor and Director, University Honors College
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Honors College Important Contacts

Millersville University Honors College
Location: Franklin House
Hours: Mon. - Fri. 8:30am to 4:30pm  
http://www.millersville.edu/honorscollege/

Dr. Dennis B. Downey  
Director, Honors College  
Franklin House  
Phone: (717) 872-3571  
Email: Dennis.Downey@millersville.edu

Barb Erdman  
Secretary, Honors College  
Franklin House  
Phone: (717) 872-3571  
Email: Barbara.Erdman@millersville.edu

Taylor Payne  
HCSA President  
Phone: (732)-570-7278  
Email: tlpayne@millersville.edu

Other Important Contacts

Fax: 717-871-7980

Admissions  
Location: Lyle Hall  
Hours: Mon. - Fri. 8am to 5pm  
Phone: 717-871-4625

Bursar  
Location: Dilworth Bldg, Room 103  
Hours: Mon.- Fri. 8am to 5pm  
Phone: 717-871-5101  
Fax: 717-871-7970

Career Services  
Location: Bedford House  
Hours: Mon. – Thurs. 11am-1pm  
Phone: 717-871-7655

Financial Aid  
Location: Lyle Hall, 1st Floor  
Hours: Mon. - Fri. 8am to 5pm  
Phone: 717-871-5100
Housing & Residential
Programs Location: 18 Boyer Hall
Phone: 717-871-4200
Fax: 717-871-7965

Learning Services
Location: 352 Lyle Hall
Telephone: 717-871-5554
Fax: 717-871-7943

Registrar
Location: Lyle Hall
Hours: Mon. - Fri. 8am to 5pm
Phone: 717-871-5005
Fax: 717-871-7894
Registration Help Line: 717-871-5005

Student Affairs
Location: SMC, Suite 107
Phone: 717-871-5714
Fax: 717-871-2147
Student Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

   A student should submit to the registrar, department chairperson, dean, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

   A student who wishes to ask the University to amend a record should write the University official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it is inaccurate or misleading.

   If the University decides not to amend the record as requested by the student, the University will notify the student in writing of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the University discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception, which permits disclosure without a student's consent, is the disclosure to school officials with legitimate educational interests. A school official is defined as a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); persons, contractors, volunteers, or service providers with whom the University has contracted as its agent to provide a service or function instead of using University employees or officials (for example, an auditor, collection agent or service provider such as the National Student Clearinghouse); a person serving on the
Council of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University.

Upon request, the University may disclose education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Millersville University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, D.C. 20202-5901

*Questions regarding FERPA should be referred to the University Registrar in Lyle Hall, registrar@millersville.edu.*
FERPA Frequently Asked Questions

What is FERPA?

The Family Educational Rights and Privacy Act (FERPA) affords you, the student, certain rights with respect to your educational record.

What are my rights under FERPA?

As a college student you have the following rights:
- to inspect and review your education records (does not include parents' financial information or University Police records)
- to request amendment of your education record
- to have some control over the disclosure of personally identifiable information from your education records, except to the extent that FERPA authorizes disclosure without consent
- to file with the U.S. Department of Education a complaint concerning alleged failures by the University to comply with the requirements of FERPA

What is Directory Information?

Please see above under "Public Notice Designating Directory Information."

Can I control the release of Directory Information?

Yes, you can restrict the release of Directory Information by completing a form (available in the Registrar's Office). You should carefully consider imposing a restriction on the release of Directory Information. The limits of our student information system make it an all or nothing option; you cannot select the Directory Information items. This restriction should be reserved for extreme circumstances, such as harassment, or on the advice of a legal or medical professional.

How does FERPA impact routine procedures such as registration, grade information, and transcripts?

Anytime you conduct business with the Registrar's Office, you must present photo identification. FERPA requires student consent for the release of, or amendment to academic information. These steps help insure the privacy of your educational record.

Do my parents or other family members have access to my educational records?

A parent or guardian does not have access to your educational records without your written consent, unless your parent or guardian presents a certified copy of the most recent federal income tax form that reports you as a dependent.

Which University Officer is responsible for administering the FERPA guidelines?

The Vice President for Student Affairs is responsible for institutional compliance with the FERPA guidelines. The Office of the Registrar is responsible for the maintenance and release of the academic record. The Registrar's Office is located on the first floor of Lyle Hall. Questions or concerns about FERPA are to be directed to the Registrar.
Part One: Potential Students

Honors College—A Community of Scholars

The University Honors College constitutes a community of scholars committed to serious intellectual and social engagement in a way that advances individual educational opportunities. Honors College students and faculty interact in the classroom and outside the classroom through seminars, service projects and special cultural events. Eligible students come from every major department and program at the University.

Admission to the Honors College is select and offered to students who demonstrate they have the intellectual skills to succeed in a more challenging program of study than the typical undergraduate. Though grades, SAT scores, and class rank are considerations for admission to the Honors College, the program is also looking for students who have been offered admission to the University and are in the upper 10-15% of their graduating class, and have a combined SAT score of 1200 or higher, will be encouraged to apply for admission to the Honors College. However, students who do not meet these criteria and are interested in admission to the program are encouraged to apply. A separate admission decision is made for entry to the Honors College. Once enrolled, students must continue to meet academic standards to continue in the program.

In addition to smaller classes and greater opportunity for interaction with the teaching faculty, Honors College students receive a number of tangible benefits through participation in the program. Honors College students receive priority registration throughout their undergraduate careers. Students also have the opportunity to live in Honors College housing for all four years. Freshmen who reside on campus are required to living in Honors College housing during their first year. This is done to enhance the experience of a living and learning community. The Honors College also provides additional academic support and advisement services, and a professional mentoring program assists selected students in achieving their career goals. Many students appreciate the emphasis on faculty-student research opportunities, and study abroad.

There is an active Honors College Student Association that provides programming on campus and in the community. Students are encouraged to take an active role in the service and social opportunities sponsored by the HCSA. Honors College students also receive a number of cultural opportunities not available to other students. In addition to Honors College sponsored day trips to New York City, Philadelphia, and Washington, D.C., students have access to free tickets to local musical and theatrical performances.

Participation in the Honors College enhances the excellent undergraduate programs offered at Millersville University. We strive to make a difference on campus and in the community, and to open the “wideness of the world beyond” to each and every student. The Honors College is committed to helping students enjoy their college years and grow into the individuals they are meant to be.
How Do I Become a MUHC student?

Invitations to the program are extended to entering freshmen that have combined SAT scores of 1200 or above and are in the top 10 percent of their high school class. Other motivated, interested freshmen and currently enrolled students are encouraged to apply for admission to the Director of the University Honors College. The Honors College accepts applications for admission until the freshman class is filled. Due to the competitiveness of the program, the freshman class is often filled by April 1st of each year. Prospective students are encouraged to telephone the Honors College office at 717-872-3571 to inquire about remaining spots available for the fall.

Admission Directly From High School

Incoming freshmen are actively recruited to the Honors College if they have SAT scores of 1200 or higher and are in the top ten percent of their high school class. The Honors College does encourage, after acceptance by MU, incoming freshmen who do not meet the above criteria but who are interested in developing their potential to apply for admission.

Admission after Completing One or More Semesters at Millersville University

Millersville University students may apply to Honors College if they have successfully completed a minimum of 15 credits and are recommended by a MU faculty member.

Transfer Student Admission

Transfer students may apply to the Honors College after being accepted to Millersville University. All students with a 3.35 GPA or permission of the instructor may enroll in Honors courses at Millersville University.

To remain in good standing in the Honors College, students must maintain a GPA of at least 3.0 in the freshman and sophomore years, 3.25 in the junior year, and must have 3.35 GPA at graduation.

Intellectual Environment:

Much of the current strategic plan is devoted to improving the UHC's academic and intellectual environment. Not only was there the desire to stem the tide of attrition, we sought to improve the context for learning in and out of the classroom. This initiative remains very much a work in progress, with important accomplishments and areas that still require improvement. The objective is to enhance a challenging education based in the liberal arts.
Cultural Opportunities for Students:

With the needed financial support, the UHC has expanded cultural opportunities for students. In the past three years Honors students have taken trips to Philadelphia, Washington, DC, New York City, and Baltimore. These cultural excursions are offered at no charge to students who participate in UHC/HCSA service projects. The UHC also offers students tickets to local cultural events like the Lancaster Symphony Orchestra and the Fulton Theater.

Living Community in Reighard Hall

The Office of Resident Life has been instrumental in assuring the success of the Honors living community. Since 2006 we have nearly quadrupled the number of students living in the Honors community. In the past four years we have gone from 26 Honors students scattered about to 115 students living together and enjoying the benefits of community life in Reighard Hall. Requiring freshmen to live in Honors housing, creating a structure of support--student mentors, peer mentors, Honors RA's--and building programming specifically for the Honors students have been invaluable in increasing student enthusiasm for the living community. With the entire building occupied by Honors students living in community Reighard, there is ample evidence that the living experience is succeeding.
Part Two: Current Students

Academic Honesty

Students of the University are expected to be honest and forthright in their academic endeavors. To falsify the results of one’s research, to steal the words or ideas of another, to cheat on an examination, to allow another person to commit, or assist another in committing an act of academic dishonesty, corrupts the essential process by which knowledge is advanced. See: http://www.millersville.edu/about/administration/policies/pdf/academics/Academic%20Policy%20-%20Academic%20Honesty%20and%20Dishonesty.pdf for the University’s policy on academic honesty.

Academic Standards and Policies

To remain in good standing in the Honors College, students must maintain a minimum GPA of at least 3.20. University Honors College students who achieve a final overall GPA of 3.8 or higher will graduate from the University Honors College “With Distinction”.

To receive the University Honors baccalaureate, students must:

1. Earn a cumulative GPA of at least 3.20.
2. Earn a minimum of 25 honors credits (effective Fall 2017) and fulfill the Honors College curricular requirements. Honors credit is awarded only for those honors courses in which a B- or higher is earned.
3. Maintain a GPA of 3.35 in all Honors coursework
4. Students must complete and successfully defend an honors thesis.
5. With proper approval, an Honors College student may enroll in up to two courses (maximum of 6 or 8 credits, depending on the major) in their department major and earn Honors credit. Only courses at the 200-level or above will be considered appropriate. Students must have already earned a minimum of 15 credit hours with an honors designation

Advisement

The Director of the University Honors College acts as the academic advisor for all Honors academic policies and questions. Students also will have an advisor in their major department for major requirements and General Education. All Honors questions should be directed to the Direct, who may be able to help on some other matters when appropriate.
Registration - How To

Who registers?

First year students entering the Honors College do not need to register their first semester. Their classes are chosen for them. Everyone else will need to go through the registration process.

How do I register?

Registration takes place online through your MAX account.

When do I register?

Honors College students receive priority registration which is typically the Wednesday before the rest of the University. An advisement session is scheduled before registration. The Honors College director is the advisor for all things relating to honors registration.

Other Information:

Registration Holds- A hold may be placed on your record, and hinder you ability to register. It is important that you view your record on MAX before you register to make sure you do not have any holds.

Term Advisement Pin (TAP) Number- You must receive a TAP number from your academic advisor, or Honors College director, prior to registration.

Academic Advisement- Whether or not you have your TAP number you should still contact your academic advisor, as well as the director of the Honors College, on what courses you should be taking.

The Registration Process:

1. Days before you begin registering for classes, you must have your TAP number from your advisor and the Course Registration Numbers (CRNs) for each class you plan on taking.

2. On the day of your registration before your scheduled time, log into MAX. Enter both your Millersville University ID and your PIN and click on “Login.”

3. The homepage should come up. Click on the student services tab.

4. Under this tab, you can go to student academic records and view your holds, advisement and view your DARS, and register for classes under registration.

5. After you click on registration, you can then check your registration status by clicking on that link and selecting the term you are reregistering for.

6. When you’re ready to select your classes click on the Add/Drop Classes link.
7. A page will come up asking for your TAP number. If at first it does not work, do not panic, you may be too early. Wait a little, and then try it again. NOTE: You should have your TAP number BEFORE you start to register.

8. Once your tap number has been accepted, you will be taken to another page. At the bottom, there will be a section titled Add Classes Worksheet. You will need the CRNs of the courses that you plan to take. NOTE: You should get these BEFORE your registration time.

9. Enter the CRNs for the courses you plan to take either by copying and pasting or by typing them. Once you have finished, click on the submit changes button.

10. You should see an outline of the classes that you registered for. If you get Registration Errors, you were unable to be registered for the class(es) listed. Contact the help desk with for more information.

11. At any time, you can go back to this page and drop/delete a class if you no longer want to take it. Under where it says Action, click the arrow and another option, Drop/delete should come up. Select this, and then click on submit changes and the class will be removed from your schedule.

12. Now you can go back to the registration page and click on View/Print Class Schedule or Student Schedule by Day and Time to view your schedule.

13. If you cannot get into a class you wanted, you will need to waitlist that class. In order to do this, you will need to have the CRNs for the course that you want to waitlist. A registration error will come up saying that the class is full. If you can waitlist a class, under the ‘Action’ tab select ‘Wait List’ and click the submit changes button. When a seat becomes available, you will be notified through your marauder email account. Go back to your MAX account and go to Add/Drop Class under the Registration tab. Click the Drop down arrow on the Action bar for the class you received a notification for, and click Registered. Then click submit changes and you should be now registered for that class. If you want to remove yourself from the waitlist, under the Action tab select Drop/Delete, and click submit changes.

If you have any more questions regarding the registration process, please visit http://www.millersville.edu/registrar/scheduleandregistration/files/registration_guide.pdf
Honors Credits in the Major

With the approval of the Honors College Director and the consent of the instructor of record an Honors College student may enroll in up to two courses (maximum of 6 or 8 credits depending on the major) in their department major and earn Honors credit. Prior to registration the student must contract with the professor of record for the additional work and level of engagement that will justify Honors credit, and that contract must be approved by the Honors College Director.

Rationale: To assure timely matriculation and to improve retention rates the Honors College must provide students with a more flexible structure to complete University and program requirements. In some majors, there is not a critical mass of students to warrant sponsoring an H section, but students with an approved level of expertise will benefit from being able to earn Honors credit in their major department. This policy does not affect courses that carry a formal H designation. This policy only applies to Honors College students earning credit in their major. All steps in a formal approval process must be followed before a student enrolls for Honors credit. No additional compensation will be provided to the instructor of record.

Process:

1. A student will consult with both the Director of the Honors College and the instructor of record.
2. A student will develop a formal contract with the instructor that spells the nature of additional inquiry and work, and the added level of engagement, that merits Honors designation.
3. The Honors College Director will review the contract. With his or her consent, the student and the instructor will sign the contract and submit an original signed copy to the Director of the Honors College. The Honors College will communicate with the Registrar.
4. Once the Honors College Director has signed off on the contract the student will be permitted to earn Honors credit for the course, provided all requirements are met.
5. The instructor of record will communicate to the Honors College satisfactory completion of contract with final grade of B- or better.
6. After the completion of the course the Honors College will maintain a permanent record and communicate with the Registrar’s office.

Guidelines to the Student and the Faculty
Criteria for Honors Credit in the Major

University Honors courses require a deeper level of engagement, analysis, and expression than regular University courses. The University Honors College encourages critical thinking and interpretation, refined creative writing, and a constructive engagement of the course materials. Faculty are encouraged to work with the student to define clear and sensible standards for achieving these goals in major courses that count for Honors credit. In general, standards should be articulated and the work load defined in ways that are appropriate to the major and the course subject matter. Honors credit should include the following activities beyond the normal course requirements:
1. Additional reading, studio, or lab work, as appropriate to the subject.
2. Enhanced research opportunities, including some element of original research appropriate to the subject.
3. Regular tutorial discussions between the instructor and student.
4. An appropriate research product that engages issues, problems and materials presented in the class.
A Four-Year Plan to Graduation

*To complete the UHC requirements in a timely fashion, students should plan on taking 9-12 honors credits per year. In order to graduate with Honors, 25 credit hours of honors courses must be completed (effective Fall 2017).*

**Freshman Year**

- English Composition
- Speech Communication
- Lab Science
- Explorations in World Literature (spring semester of freshman year)
- Calculus or Statistics
- Explorations in the History of Ideas (fall semester of freshman year)

**Sophomore Year**

- Calculus or Statistics
- Explorations in World Literature (if missed in freshman year)
- Explorations in the History of Ideas (if missed in freshman year)
- Lab Science
- Honors Electives
- Attend Honors Thesis Workshop and focus on finding a thesis topic and a thesis advisor

**Junior Year**

First Semester:
- Discuss thesis topic with thesis advisor
- Honors Perspectives Course

Second Semester:
- HNRS 489: Thesis - 1 credit
- Complete thesis proposal and get committee in place

**Senior Year**

First semester:
- HNRS 499: Thesis - 2 credits
- Submit intent to graduate form

Second Semester:
- Defend Thesis
- Electives
The Thesis and Capstone Experience

Introduction

Students in the University Honors College are required to complete a thesis as the culmination of the undergraduate University Honors College experience. By “thesis” we mean either a formal research paper which contain an appropriate element of original research, or a comparable creative project suitable to your academic discipline or area of expertise. Students also have the option to pursue a research-oriented internship that provides the basis for completing the thesis. Whatever the option, a thesis is a tangible document based on research or creative adaptation that is defended before a faculty committee for a grade. In addition, the thesis fulfills the University’s Advanced Writing requirement.

A thesis may take a different shape and form, depending on your discipline and specialty, but theses share at least three elements in common: original research, clear methodology, and scholarly creativity. Undergraduate students in the humanities and sciences usually complete a written research paper, but it is conceivable for students in the fine and performing arts to engage in an appropriate alternative experience. The thesis document itself serves as a summing up of research, methodology, and findings. In talking about a thesis, we need to distinguish between the process and the final product, which is always defended before a faculty thesis committee.

There is considerable confusion about what the thesis requirement entails and the process for completing the requirement. This document is meant to help clarify the important issues related to a thesis or creative project. It is not meant to substitute for the Honors College advising system.

Why do a thesis?

The simple reason is because the thesis is required to graduate from the Honors College and earn University Honors. But, in a larger sense the thesis should be the fulfillment of the undergraduate academic experience. To use a well-worn phrase, it is a “capstone” experience that allows a student to put into practice the intellectual and academic skills you have mastered throughout your college career. In the best sense, the thesis is a chance for the student to shine, and to demonstrate what she or he has learned in a chosen field of study. It is a chance to go more deeply into a subject and to demonstrate originality and creativity in research, methodology and a written or visual medium.

Is the Honors College Thesis the same as Departmental Honors?

The Honors College thesis is a requirement of the Honors College, but it is most often fulfilled within the student’s major subject area. (While most students will do so, you are not required to pursue thesis research in your major department.) Students completing the Honors College thesis do not automatically earn Departmental Honors, but students are encouraged to pursue Departmental Honors while they are completing their Honors College requirement. Think of it as two for one: most often you will earn both Departmental and University Honors. However, it is important to realize from the start that departments may have their own separate protocols for earning distinction and students have to be aware of the complete range of expectations if they are pursuing both University and Departmental Honors. The Honors College encourages its students to pursue Departmental Honors whenever possible.
Do I have to register for Thesis Credits? When and how do I do this?

Yes. Honors College students traditionally earn three credits for thesis work. Most often these credits are divided over two semesters, with one credit devoted to initial exploration, research and consultation, and two credits for completing the project. Though it is discouraged students may complete all three credits in a single semester. Students usually enroll for thesis credits during their junior or senior years, depending on other academic circumstances. Studying abroad, student teaching and other exigencies will influence when you register for thesis credit. Please note: must receive the final grade of B- or higher.

Do I go it alone?

In a word, “no”. Students work closely with a faculty thesis advisor and with a thesis committee. The Director of the University Honors College is also an important advisor in the thesis process. Good communication is the key to good advisement. Remember too that misery loves company—you have colleagues who are working on theses.

How do I choose a Thesis Advisor?

A good thesis advisor is a faculty member who has the necessary scholarly expertise and a familiarity with the thesis process. Directing a thesis is every bit as important as scholarly expertise, and students should choose wisely. However, knowledge of a subject is no guarantee that a faculty member will be a good thesis director. It is equally important to appreciate what is involved in the process of researching and refining the final product, and giving good advice to assure completion in a timely manner. Your advisor is the person you will work with most closely and it is vital to have a good rapport and mutual respect. Honors College students are required to attend the Thesis Workshop in their sophomore year, and they are encouraged to meet with the Director prior to commencing any discussion with faculty members about directing a thesis. These simple steps can save you potential headaches and heartache as you go along. The Honors College Director is the person most familiar with Honors College expectations and requirements. This troubleshooting will prove indispensable in the process. In consultation with the Director students can then approach an appropriate faculty member with a proposal to direct a thesis. In consultation with the Director and the faculty advisor the student can then make decisions about who else should serve on the thesis committee. Remember that one member of the committee must be a member of the Honors faculty.

How do I Decide on an Appropriate Topic?

Like choosing an advisor, identifying an appropriate topic is critical to completing the thesis requirement. Students should pursue research that will sustain their interest. They should also be confident that they have adequate preparation to succeed in the project. The thesis is a culminating experience, and it is an intellectual enterprise that provides an opportunity for sustained and original work that makes a contribution to the discipline. Identifying a manageable topic and defining a reasonable research agenda is critical to success. The thesis advisor plays an important role in helping the individual student achieve these goals. The Director of the Honors College also plays an important support role in the process.

What is the Role of the Thesis Committee?

There are usually three faculty members who serve on a thesis committee, one of whom is the thesis advisor. In the Honors College, we require that one of the faculty members represent the Honors College to assure that standards are maintained. Like your thesis advisor the other committee members can be an important resource in completing your work. As with everything else, good communication is a key to success in working with
your committee. In consultation with your advisor, you should choose committee members who have the scholarly expertise that is appropriate to the subject. They can offer comment and critique your work in advance of the final copy, and they will sit as a panel to assess whether you have successfully met the expectations for University Honors. After a successful defense the committee members must sign off on your thesis. The advisor, as the instructor of record, will assign the final grade.

**Must I take Advanced Composition?**

Successful completion of the thesis fulfills the Advanced Writing Requirement

**What should I do and when?**

**Freshman Year**
* Begin thinking about topics that interest you

**Sophomore Year**
* Attend the Sophomore Thesis Workshop *(mandatory)*
* Begin thinking about a general subject area for additional research
* Meet individually with the Director of the University Honors College *(mandatory)*

**Junior Year**
* Identify a faculty advisor and discuss potential topics
* In consultation with your faculty advisor choose a subject area and define your work
* Submit a Thesis Prospectus/ Statement of Intent to the University Honors College *(mandatory)*
* As you are ready, register for thesis credit and begin work under faculty direction
  (HNRS or Departmental 489/499=3 credits total)
* Attend an Honors College Thesis Jam Session

**Senior Year**
* If you have not done so, register for thesis credit and begin your work under faculty direction
* Meet individually with the Director of the University Honors College, as needed
* In consultation with the thesis advisor and the Director of the University Honors College choose a faculty committee for your thesis defense (usually two other members in addition to your thesis advisor; one member represents University Honors College
* Work closely with your thesis advisor and committee members
* Attend an Honors College Thesis Jam Session
* Defend your thesis and submit two final signed copies to the University Honors College
* With all University Honors College requirements completed, GRADATE WITH HONORS

**Senior Thesis Guidelines**

The senior thesis is the culminating experience in the University Honors College. Written under the personal supervision of a faculty member of the student's choice, it can be the most challenging and rewarding part of the honors student's college career. The thesis provides the honors student with the opportunity to make an independent contribution to human knowledge. While the thesis is normally written about a topic relating to the student's major, it need not be written for the major department. Students who choose to go outside their
major departments when writing their theses should realize that they will not be able to graduate with departmental honors.

Selecting a Subject

The primary consideration in selecting a thesis topic is that the subject be one, which will sustain the student's interest through a long period of hard work. In the preliminary stages, students should search for possible topics in broad fields that they have found appealing, and then consult members of the relevant departments who specialize in these areas. These professors can advise students on the feasibility of doing research on the topic. When a thesis advisor is chosen, the student should work closely with this individual at all stages of research and writing. However, it cannot be emphasized too strongly that the advisor will never take the initiative in actually producing the thesis.

The thesis subject should permit the student to make an original contribution to the knowledge and understanding of the chosen topic. Students should avoid subjects that are already covered adequately in available works, but they should not automatically reject subjects upon which research has already been done. It is possible to introduce an original interpretation of a previously studied topic. Students should also avoid the common temptation to choose too broad or too ambitious a subject. They should remember that the purpose of the thesis is to make some original and significant contribution of fact or interpretation. The more carefully the subject is defined, the more intensively the students can examine available materials and the easier it will be for them to do an outstanding piece of work in the limited time available. It is also recommended that the thesis topic be approved in the junior year so that the preliminary reading, research and writing can be started as early as possible.

Writing the Thesis

The essence of the thesis is the student's critical judgment about the subject, evaluation of the material being analyzed, and interpretation of the data presented. Here, powers of criticism, of honest skepticism, and of enthusiastic determination to justify the validity of a position are essential.

Organization of data is also of great importance in the development of the thesis. As soon as the outlines of a thesis begin to take form in the mind, the student should attempt to determine the logical divisions of the topic, deciding which elements should be given prominence, which should be placed in subordinate positions, and in what order the various aspects should be treated. A tentative outline should be made in the early stages of research and should be tested and redrafted as research and writing progress.

Unless students save time and energy for writing, their research will have been wasted. The actual job of writing is often difficult to get underway without a clear view of how the thesis is going to develop. The best way for students to overcome this problem is for them to start writing without giving too much consideration to style or length. A preliminary draft of the entire thesis is absolutely essential, and most honors students find an intermediary draft helpful. Many students need a third draft before getting their ideas and conclusions properly organized and expressed. While the length of theses varies from discipline to discipline, most theses range between thirty and fifty pages. Students should try to keep their theses within those guidelines. In the first draft, they should strive to put facts and ideas on paper in a logical order as indicated by the outline. Often problems clarify themselves in the process of composition. If the introductory sections cause trouble, the student should put them aside and undertake the substance of the thesis. Only with a preliminary draft, no matter how awkward, can students achieve a clear, vigorous, objective, logically-argued, and well-written final version.
Revisions are always much easier to do if the thesis is written on a word processor. Try to avoid the common error of substituting the rearrangement of existing material for the rethinking of the positions expressed in the paper. If you compose your thesis on a word processor, always keep a back-up copy on a separate disk. Many a paper has disappeared without a trace into a black hole created by a malfunctioning computer.

A final word of caution: the thesis must be the student's own work. To take data, knowledge, interpretations, organizations, or phraseology from another without full acknowledgement is common theft and a punishable act of plagiarism. All ideas and data which are not common knowledge must be appropriately cited. Each discipline has its own standard citation form, be it the MLA: Handbook for Writers of Research Papers, the Chicago Manual of Style, or one of the forms of documentation preferred in the sciences. The paper's conclusion should synthesize the student's original contribution to existing knowledge in the field.

The thesis must be typewritten in legible black-letter type on white paper. The text must be double-spaced, and it must be carefully proofread for errors. The title page should include the title, the name of the author and the following statement: "A Senior Thesis Submitted to the (Department name) and the University Honors College in Partial Fulfillment of the Requirements for the University Honors Baccalaureate." A second page should contain the signatures of the members of the faculty committee before whom the thesis was defended and by whom it was approved. Two copies of the thesis must be presented to the Honors College Office. One of these copies will be retained in the office. The other will be bound and added to the University library's permanent collection.

Note: Effective fall 2013 Honors students must submit both an electronic (Word) document and two printed copies of their final and approved thesis.

“Anatomy” of a Thesis

A thesis is NOT a term paper. In the process of completing a thesis, you will do a thorough investigation of background literature/research (referred to as a “Review of Literature,” a “Bibliographic Essay,” or simply “Background”) related to your thesis question and to your mode of inquiry. This portion of your thesis is similar to what is typically thought of as a “term paper.” However, a thesis goes far beyond the requirements of a term paper in that it involves original inquiry or creative activity of some kind.

In general, every thesis project requires that you

• Explain clearly what you are up to and why.
• Review thoroughly the research/thinking that has already been done relative to your particular issue of interest.
• Explain how you will conduct your inquiry or creative activity.
• Carry out some inquiry or creative activity that has not been done before.
• Publish the results of your inquiry or creative activity.

All University Honors Theses require:

Title Page
Signature Page
[Table of Contents]
Abstract

Format for these items is specified by the Honors College and is available in Franklin House.
An Honors Thesis in a **science or social science field** will typically (though not always) consist of the following parts:

- Introduction
- Background/Review of Literature
- Statement of the Problem/Hypothesis
- Materials and Methods/Methodology
- Data
- Discussion
- Conclusion
- References/Works Cited

Some fields (e.g. history, anthropology, literary studies) lend themselves to a more **narrative structure**:

For example, an historical thesis might include:

- Introduction and statement of historical issue
- Historical narrative
- Bibliographic essay

A literary thesis might proceed through:

- Introduction and statement of thesis focus
- Description of analytic mode or framework
- Preliminary review of relevant literature
- Original literary analysis integrated with relevant literary criticism literature

An anthropological thesis typically includes:

- Introduction and description of the study
- Context
- Descriptive/ethnographic essay
- Interpretation

In some fields (particularly mathematics) and in some instances, a particular thesis problem or topic will dictate an even looser, more **problem-determined structure** for the written thesis.

Students in the **performing arts and in technical fields** (such as Industrial Technology and Computer Science) may choose to complete a thesis project that involves performance (e.g. a musical composition, the development of software, or a design/invention) to a greater degree than it involves a written record of inquiry. The Honors College encourages students to develop theses projects that match their interests, talents and field of study closely. In all cases, the results of the thesis inquiry must be “published.” i.e. available to interested persons. This publication **must** include a written explanation of the intent of the project as well as a written description of the intellectual, practical and/or creative context for the work. It **may** include alternative media such as musical score, videotape, slides, a computer disk or even a WWW address.
Students are urged to consult closely with their thesis advisor and the members of their committee regarding the “parts” appropriate to their particular thesis project. It is also helpful to take a look at theses completed by past Honors graduates. These are available in Franklin House and in McNairy Library.

Senior Thesis Format Guidelines
University Honors College

Due to the library’s requirement that senior theses be uniform in structure, the following guidelines must be followed when submitting the final draft of your thesis.

**Title Page:** Must include title, student’s name, phrase indicating what it is submitted for (fulfillment of University Honors, Departmental Honors, etc.), Millersville University, and date it was successfully defended.

**Second Page:** List the thesis defense committee. You must have their signatures in order for the thesis to be placed in the University Archives. Also, please note the department for which the thesis was written on this page.

**Abstract Page:** Include title, name, department, and a brief summary of what the paper is about. Please underline keywords which best describe the subject of your thesis as they make cataloging the thesis easier.
Examples of how these pages are to be set up are listed below:

Title Page:

Millersville University

Josiah Strong:
Cultural Assimilation & The Immigrant Question

A Senior Thesis Submitted to the
Department of History & The University Honors College
In Partial Fulfillment of the Requirements
For the University & Departmental Honors Baccalaureate

By
Richard W. Schultz

Millersville, Pennsylvania
May 2000

Committee Signature Page:

This Senior Thesis was completed in the Department of Psychology,
Defended before and approved by the following members of the Thesis Committee:

(Signature of Professor)
Susan P. Luek, Ph.D. (Thesis Advisor)
Professor of Psychology

(Signature of Professor)
Dorothee J. Blum, Ph.D.
Assistant Professor of Mathematics

(Signature of Professor)
Richard D. Clark, Ph.D.
Associate Professor of Earth Science

Abstract Page:

The author examines three plays by the twentieth-century dramatist, Arthur Miller. Miller’s use of the American Dream is analyzed in the American clock, Death of a Salesman, and A Memory of Two Mondays. These plays are connected by the Great Depression. Concludes that Miller shows true success is found not through the attainment of money, but through the intrinsic reward found in work.

*This abstract has been chosen because its brevity allowed it to fit on this page. Most abstracts are more detailed.
Research and Study Abroad

Original research is a key component of an undergraduate liberal arts education. The University Honors College encourages students to engage in original research with faculty mentors. It is also expected that some element of research will be part of every course that carries Honors credit. Every Honors student must complete a research thesis, or when appropriate a creative project, that involves a substantial element of original creative research. That thesis or project must be defended before a faculty committee that includes the thesis advisor.

Study abroad is a key component of an undergraduate liberal arts education. Honors students are encouraged to study abroad, when it is possible. The UHC participates in the PASSHE Summer Honors Study Abroad experience and selects two students each summer to share that experience with 26 peers from other PASSHE universities. Students interested in how study abroad might fit in the Honors curriculum should consult the Director before making contact with the Global Partnership office.

Scholarship Opportunities

The UHC offers a limited number of modest scholarships to new and current students. There are also a limited number of endowed scholarships, and other means of financial support, available through the UHC. Most are based on both need and academic merit and are tied to specific areas of knowledge and engagement.
**HCSA: Honors College Student Association**

The purpose of this organization is to promote interaction among students, to serve Millersville University and the surrounding community, and to cultivate the intellectual development of its members.

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**University Research Newsletter**

On behalf of the Provost and the Office of Academic Affairs, the University Honors College presents *The University Research Newsletter*, a semi-annual publication that recognizes the importance of scholarly research at Millersville University. Student writers and editors, under the direction of Dr. Dennis B. Downey, produce this newsletter, which is shared with a campus and community audience each fall and spring semester of the academic year.

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**Beideman Initiative Program:**

Through the generosity of Paul and Caroline Beideman the UHC established a professional mentors program for designated students. Select Honors students are paired with mentors who can provide them with advice and direct as they prepare their future career plans. This program marks an important new direction for the UHC.

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**Honors College Curriculum Committee**

The University Honors College Curriculum Committee reviews and coordinates Honors College curriculum with the director of the Honors College. Consisting of faculty members, as well as students from the Honors College, they typically meet several times per year depending on the need.
Cultural Opportunities

Co-curricular activities are an important part of the honors experience at Millersville University. The Honors College recognizes that much of your education occurs beyond the walls of the classroom. Your ideas are shaped by your experiences. We encourage our students to participate in an array of social, cultural, and recreational activities.

Downtime is essential for the successful college student. To relieve stress, students have cheered the Marauders on at football games, picnicked with the swans, and relished sumptuous end-of-the-semester banquets.

Nearby, Lancaster boasts nightlife and culture. Honors Students attend plays, Broadway musicals, museum and gallery openings, the ballet, and opera.

Student Service and Community Engagement

In keeping with the emphasis on community here within the Honors College, we also recognize the need to give back to the community-- both the university community and the community at large. Honors students participate in the United Way Day of Caring and many other community service based programs.

Service is a rewarding part of college life. The Honors Activities Board is committed to lending a hand. You may devote your energies to various causes: human rights, hunger and homelessness, women's issues, and tutoring programs.

PASSHE Honors Summer Study Abroad

Did you know that as a member of the Millersville University Honors College you are eligible to apply for the opportunity to spend almost two weeks in another country and earn honors credits?

Every summer since 1985, The Pennsylvania State System of Higher Education (SSHE) has sponsored, and one of the State System Universities has hosted, a summer honors program that takes place on the campus of that university and in another country.

Two honors students from each of the 14 state system universities are selected to participate each summer. Each program of study lasts approximately 4 weeks and is equivalent to 6 honors credits of course work. The cost of tuition, room and board, travel and program related trips are covered in full for each student selected to participate in the program.
FAQ- Frequently Asked Questions about the Honors College Curriculum

1. Do I have to take Honors English 110 and/or Honors COMM 100?

No, but both of these courses count toward the 25 hour minimum (effective Fall 2017).

2. Do I have to take an Honors Calculus class on top of the Calculus requirements in my major?

Absolutely not. A number of Calculus classes fulfill the Honors requirements – you should pick what best works for you. But only Honors sections count toward the 25 credit minimum (effective Fall 2017).

3. Isn’t it going to take me forever to finish my Honors requirements and my General Educations requirements?

No. you can fulfill both at the same time. Just by meeting the core requirements in Honors, you can simultaneously fulfill General Education requirements. All the required Honors courses are General Education requirements.

4. Can I graduate from the Honors College without writing/doing a thesis?

No. You must write a thesis, do a creative project, or a research internship with written explanation on the project or internship. The thesis is a piece of original research that you will conduct in an area that you find interesting. The thesis is a great opportunity to work closely with a faculty member in your discipline. If you are considering graduate school, this is excellent preparation for the type of work you will be expected to do.

5. How do I write an Honors Thesis?

First, you should attend a thesis seminar sponsored by the Honors College. In about your sophomore year, you’ll need to find a thesis adviser so you can start putting together your thesis committee. The thesis committee consists of your thesis adviser (the person you’ll work most closely with) and two to three other committee members. Your adviser will be helpful in identifying appropriate faculty. The adviser and committee help you design and execute your research project. When you’ve finished, the committee reads your thesis and you will sit for a defense—an oral interview with the committee about your thesis. While researching and writing your thesis, you need to register for at least three thesis credits. You register for thesis credits by special arrangement with your adviser, department, and school. The form to register for the thesis is available at the Honors College office. Your adviser and the Honors College should be able to help you with the details.
6. Do Honors students get to register early every semester?
Priority (early) registration is available to all Honors students. We try to get you past the toughest years while you’re fulfilling the General Education requirements and when you’d otherwise be at the end of the registration line. Students with 0 to 44.5 credits should attend scheduling socials and seek advice **early** concerning Priority Registration.

7. Do I have to take an Upper Level Writing class (AW), such as ENG 311, 312, 313, or 316?

Not if you write an Honors Thesis. The thesis may substitute for the General Education AW requirement. If your major requires a specific AW class, however, you may need to take it in addition to writing your thesis. Students may elect to take AW courses in addition to writing the thesis. Because AW courses often include practice writing a resume or interviewing, students who do only the thesis should check out Career Services in Lyle Hall.

8. Are Honors Classes harder than regular classes?

Not necessarily. They are meant to be more research oriented, more engaging and to require more active participation on the student’s part. They usually are limited to 20 students. This gives you a chance to participate more, to know your peers and your professors, and to get more individual attention from your professors.

9. What do Honors students do besides take Honors classes?

Honors students have the opportunity to be involved in cultural events that are developed especially for them. For example, Honors students have gone whitewater rafting, attended a Shakespearean play in Washington, D.C., seen the opera *Carmen* in Lancaster, toured The Barnes Foundation near Philadelphia, visited Longwood Gardens, traveled to the National Aquarium in Baltimore’s Inner Harbor, and much more.
Critical Thinking Across the Liberal Arts (G1-G3)

General Guidelines:

- Only approved General Education (GenEd) courses may be used.
- Exactly two courses must be taken from at least one department within each G1, G2, and G3 block.
- At least three courses taken throughout blocks G1, G2 &/or G3 must be at the 200 level or above.
- Up to six “Required Related” courses may be counted toward GenEd requirements.
- Courses from the primary major may not fulfill the G1, G2, and G3 blocks; courses from a minor or secondary major may fulfill these blocks.

G1. Humanities and Fine Arts: Three courses minimum totaling at least 9 credit hours.
Select courses from: Art, Communications & Theatre, English, Foreign Language (which includes HUMN courses), Music or Philosophy. Students majoring in a Humanities & Fine Arts department may not count courses from the major department in this block.

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<th>Subject/Course#</th>
<th>Course Title</th>
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G2. Science and Mathematics: Three courses minimum totaling at least 9 credit hours.
Select courses from: Biology, Chemistry, Computer Science, Earth Sciences, Mathematics, Nursing or Physics. Students majoring in a Science or Mathematics department may not count courses from the major department in this block.

Additional Guidelines:

- At least two courses must be taken from the “natural sciences”: Biology, Chemistry, Earth Sciences and Physics. This can be two courses from any one of these departments OR one course from any two of these departments.
- One course taken within the G2 block must be a Lab course.
- A math course in G2 may count along with the math course from Foundations in Lifelong Learning to satisfy the “two courses in one department” requirement for this block.

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<th>Subject/Course#</th>
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G3. Social Sciences: Three courses minimum totaling at least 9 credit hours.

Additional Guidelines:

- Sociology and Anthropology are considered separate in regard to the “2 from 1 department” requirement.

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<th>Subject/Course#</th>
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Additional General Education Requirements

Foundations for Lifelong Learning (4 courses minimum 12 credit hours)
This category requires: 1. ENGL 110, 2. COMM 100, 3. GenEd (G2) approved Mathematics course (MATH 1XX), and 4. Advanced Writing (AW) course (ENGL 311, 312, 313, or 316).

Guidelines:
- ENGL 110 must be completed with a grade of C- or better.
- COMM 100 must be completed with a grade of C- or better.
- The upper level writing (AW) course has a prerequisite of ENGL 110 (C- or better) and a minimum of 60 credit hours completed. Many majors recommend or require a specific AW course. Check the catalog for further details.
- G2 Math course must be different from that used towards the G2 block in the Liberal Arts Core.

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<tr>
<td>1. ENGL 110</td>
<td>English Composition</td>
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<td>2. COMM 100</td>
<td>Fundamentals of Speech</td>
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<td>3. MATH</td>
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<td>4. ENGL</td>
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Connections & Exploration Courses (minimum 12 credit hours)

Guidelines/Prerequisites:
1. First-Year Inquiry (FYI) Seminar – UNIV 103 (3 credit hours) or Open Elective (3 credit hours)
   - Open electives (including #4 below) must be 100 level or above and must be taken outside of primary major.
   - For BSE students, required professional education courses cannot count as open electives.
2. Perspectives (P) Course (3 credit hours)
   - Cannot be used to also fulfill a major requirement.
   - ENGL 110 and COMM 100 completed with grades of C- or better.
   - Minimum of 60 credit hours completed.
3. Wellness/Health Education course (3 credit hours)
   - Any WELL 175 course will fulfill this requirement.
   - Elementary Education or Elementary/Special Education major must take WELL 352.
4. Open Elective (3 credit hours), see #1 above for more information.

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Cultural Diversity & Community (D) Course
- May be satisfied with approved courses from the GenEd requirements (including Perspectives), the major, the minor, the required related area, or general electives.

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Writing Intensive (W) Courses (4 courses)

Guidelines/Prerequisites:
- May be satisfied with approved courses from the GenEd requirements, the major, the minor, the required related area, or general electives.
- ENGL 110 must be completed with a grade of C- or better.

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Developmental Courses (COMM 010, ELED 090, ENGL 010, MATH 090)
These do not count toward the 120 credit hours required for graduation.

Revised by Michelle M. White 06/2008
To graduate in The Honors College, students must complete at least 30 credits of Honors (H) course work including Explorations in World Literature, Explorations in the History of Ideas, Honors Laboratory Science, Honors Math Requirement, Honors Perspectives, and Thesis. Although not specifically required, ENGL 110H and COMM 100H are frequently taken to meet General Education requirements with Honors credit.

<table>
<thead>
<tr>
<th>Explorations in World Literature</th>
<th>Honors Perspective Course: ____________</th>
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<tr>
<td>(ENGL 241H - 3 credits)</td>
<td>(Selections vary each semester – 3 credits)</td>
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<tr>
<th>Explorations in the History of Ideas:</th>
<th>Honors Thesis, Creative Project or Research Internship:</th>
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<tbody>
<tr>
<td>(SSCI 203H - 3 credits)</td>
<td>HNRS 489 (1 credit)</td>
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<td>HNRS 499 (2 credits) (3 cr. total)</td>
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<tr>
<th>Laboratory Science:</th>
<th>Article I. Additional Honors courses to reach 30 credits total:</th>
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<tr>
<td>Choose 1 set from:</td>
<td>For example, ENGL 110H</td>
</tr>
<tr>
<td>1. BIOL 100 and 108H (3 credits + 1 credit)</td>
<td>COMM 100H</td>
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<tr>
<td>2. BIOL 211 and 212H (4 credits + 1 credit)</td>
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<td>3. BIOL 221 and 222H (4 credits + 1 credit)</td>
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<td>4. BIOL 362 and 266H (4 credits + 1 credit)</td>
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<td>5. CHEM 112 and 113H (4 credits + 1 credit)</td>
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<td>6. ESCI 202H (4 credits)</td>
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<td>7. PHYS 231 and 230H (5 credits + 1 credit)</td>
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<td>Honors Math Requirement: Choose 1</td>
<td>Total Honors Credits:</td>
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<td>(depending on mandatory Math Dept. placement)</td>
<td>A grade of <strong>B- or higher</strong> must be achieved in each course to receive credit towards graduation from the Honors College. Total GPA to graduate from the Honors College is at least a <strong>3.35</strong></td>
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<td>(0-6 credits)</td>
<td><strong>General Education</strong></td>
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<td>MATH 130 or higher Statistics</td>
<td><strong>Requirements Met:</strong></td>
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<td>MATH 151</td>
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<td>MATH 161</td>
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<td>MATH 163H (5 credits)</td>
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Revised 06/12
REQUEST FOR SPECIAL STUDY ASSIGNMENT

Article II. PART 1: TO BE COMPLETED BY STUDENT REQUESTING SPECIAL STUDY

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<th>Student Last Name</th>
<th>First Name</th>
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<tr>
<td>MAX ID Number</td>
<td>Degree and Major</td>
<td>Expected Graduation Date</td>
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</tbody>
</table>

Local Address

Local Phone

(i) Student Signature Date Email

(ii) Student Adviser Signature Date

(iii) Student Adviser Information

Please attach to this form a justification for the student’s need for this course.

Article III. PART 2: TO BE COMPLETED BY COURSE INSTRUCTOR OR FACULTY SUPERVISOR

CHECK ONE: SPECIAL STUDY COURSE INFORMATION (print year)

☐ INDEPENDENT STUDY (ugrd - use 498; not for Honors Course)

Fall _____ Summer 1 _____

☐

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1. **INDEPENDENT STUDY (grad -- course number varies)**
   - Spring
   - Summer

2. **INDEPENDENT STUDY (ugrd -- use 489; for Honors Course)**
   - Winter
   - Summer 3

3. **INDEPENDENT STUDY (ugrd -- use 499; for Dept Honors Thesis)**

4. **INDEPENDENT STUDY (ugrd -- use 499; for Univ Hnrs College Thesis)**

   FACULTY SUPERVISOR/INSTRUCTOR

5. **INDIVIDUALIZED INSTRUCTION (ugrd or grad – use catalog number)**
   (Includes Graduate Practicum or other course in the grad or ugrd catalogs that are not scheduled in the special study term)

   Print name: ____________________________

6. **THESIS (Graduate Level Only)**

---

### Subject and Course Number | Credits | Short Course Title or Thesis Topic:
--- | --- | ---
(ex: ENGL 489) | (ex: The Writings of Jane Austen)

---

### FOR INDEPENDENT STUDY AND INDIVIDUALIZED INSTRUCTION ONLY

For the term indicated above, list the total number of independent study credits _______ and individualized instruction credits _______ you will supervise, including the credits on this form.

**NOTES:**

A maximum of 9 student credit hours of independent study and a separate maximum of 9 student credit hours of individualized instruction may by supervised in any one term. This applies to fall, spring/winter or the entire summer term (including Summer 1, 2 and 3 combined).

All part-time faculty may teach individualized instruction but not independent study.

---

Faculty Supervisor Signature Date MAX ID Number
Section 3.01 PART 3: SIGNATURES REQUIRED FOR APPROVAL AND PAYMENT AUTHORIZATION

(i) Chair of department in which study will occur          Date

__________________________________________________________

__________________________________________________________

Dean of school in which study will occur          Date

Estimated cost: ______________________________________ For Registrar’s Office use only:
CRN ________________________________________________
c:Registrar’s Office 7/2004

Instructions for Processing “Request for Special Study Form”

Person Responsibilities:
Student - #1 and #8
Adviser - #2
Instructor/Supervisor - #3
Department Chair - #4
School Dean - #5
Registrar’s Office - #6
HR Technician - #7
Payroll - #9

1. Discusses proposed special study with course instructor or faculty supervisor. Completes PART 1, discusses plan with academic adviser and obtains adviser’s signature.

2. Discusses request with student, attaches a clear and detailed justification for the study and signs form (PART 1) if approved.
3. Completes all information in PART 2 and signs form. Forwards form to department chair.

4. Chairperson of department offering course will review special study request form and faculty load information, sign form (PART 3) if approved, and forward form to dean of his/her school.

5. Dean of school offering course will review special study request form and faculty load information, sign form (PART 3) to authorize payment of faculty member, and forward it to Registrar’s Office for processing.

6. Process student’s registration for special study assignment.

   Notifies Bursar's Office if processing the special study results in a change to the student’s billing status.

Distributes copies of approved special study forms as follows: Faculty member supervising special study assignment, Budget Office, HR Technician in Provost’s Office
7. Verifies student’s registration for and/or completion of special study assignment. Completes the SSHE form for calculation of faculty payment and forwards it to the Payroll Office for processing.

8. Settles any additional cost resulting from registration for special study credits. 
*Appendix* Processes SSHE form so that faculty member will be paid. Forwards a copy of completed payment form to the Budget Office.
Appendix D.

Approval Form

Honors Credit in the Major

In special circumstances students enrolled in the University Honors College may pursue Honors credit for courses taken in the designated department major. In no circumstances can this form be used to pursue Honors credit in a course outside the department major. Only courses at the 200 level or above will be considered as appropriate. Students must have already earned a minimum of 15 credit hours with an Honors designation. Students should include a copy of the syllabus with this form.

Date:

Name:

MU I.D. :

Semester:

Department Major:

Course # and description:

Instructor of Record:

Describe proposed work to earn Honors credit (use a separate sheet):

Approvals:

_______________________________ (instructor of record)

_______________________________ (student)

_______________________________ (Director of University Honors College)