



**UHP SENIOR PROJECT MANUAL
for RESEARCH-BASED THESES
& CREATIVE PROJECTS**

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University Honors Program**

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**This manual replaces all previous guidelines and is the
current resource for Honors Scholars and faculty readers.**

UHP SENIOR PROJECT MANUAL
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and CREATIVE PROJECTS

This manual is designed as a resource for UHP Scholars, Faculty Advisors, and Faculty Readers. It provides important information for students about preparing for and completing the senior project portion of the UHP curriculum. It explains Scholar responsibilities, provides a timeline for completion, and describes the minimum content and format requirements for all UHP senior projects, whether research-based theses or creative projects. For Faculty Advisors and Readers, this manual serves as an overall guide for evaluating Senior Projects submitted for UHP credit.

Important note for all UHP Scholars, Faculty Advisors, and Readers: it is the responsibility of Honors Scholar to be aware of the UHP Senior Project requirements and to ensure that their Faculty Advisor and Readers have a copy of this manual. ***Completing work does not in itself guarantee the work's acceptance and approval as a UHP Senior Project.***

UHP SENIOR PROJECT MANUAL: RESEARCH-BASED THESES & CREATIVE PROJECTS
TABLE OF CONTENTS

PART I. THE UHP SENIOR PROJECT

PLANNING FOR ZHON 360 AND ZHON 395	1
WHAT YOU WILL ACCOMPLISH IN ZHON 360	2
PROJECT PROPOSAL ACCEPTANCE & REGISTERING FOR ZHON 395 (OR APPROVED EQUIVALENT)	5
WHAT YOU WILL ACCOMPLISH IN ZHON 395 (OR APPROVED EQUIVALENT)	6
TIMELINE FOR COMPLETION OF THE UHP SENIOR PROJECT	7
ROLES OF FACULTY ADVISOR & FACULTY READERS (PROJECT COMMITTEE)	12

PART II. UHP SENIOR PROJECT CRITERIA

GENERAL CRITERIA FOR UHP SENIOR PROJECTS	15
CONTENT CRITERIA FOR RESEARCH-BASED THESES	15
CONTENT CRITERIA FOR CREATIVE PROJECTS	16
GENERAL NOTES FOR ALL UHP SENIOR PROJECTS	16
METHOD OF EVALUATION	17
ACADEMIC INTEGRITY	17

PART III. STYLE AND FORMAT CRITERIA

GENERAL CRITERIA, STYLE AND FORMAT	19
SAMPLE PAGES A-E: FRONT MATTER	21
SAMPLE F: UHP SENIOR PROJECT TITLES	26
SAMPLE G: UHP SENIOR PROJECT ABSTRACTS	27

PART I. THE UHP SENIOR PROJECT

When you declare your major, make appointments with both your departmental advisor and the UHP Coordinator to plan your time-to-degree and the best semesters in which to take the six credit hours that make up the two-semester UHP Senior Project: ZHON 360: Honors Seminar in Research and Creative Processes (a class) and ZHON 395: Thesis/Creative Project Hours (an individualized study with a faculty mentor of your choice).

Note: For students in majors with a senior capstone requirement and students pursuing double majors: you will complete *one* senior project to fulfill both UHP and departmental requirements. It is your responsibility to ensure that your work fulfills the academic requirements of each program and/or department approving the work for curricular and graduation requirements.

PLANNING FOR ZHON 360 AND ZHON 395: THINGS TO DISCUSS AND CONSIDER WITH YOUR UHP and MAJOR ADVISORS

1. ***Do not plan to take ZHON 360 as your first 300-level course.*** Give yourself a chance to get to know your discipline and your professors, to acquire some research experience in your field, and to develop an interest in particular topics, issues, or problems. As part of this, it's important to have completed the WIP course in your major. In other words, allow yourself time at the 300-level to develop the academic interests and skills you will rely on to develop and complete your senior project. With this in mind, plan to adapt at least one 300-level course for UHP credit prior to your ZHON 360 semester. This will give you discipline-specific research experience as well as a sense of what it's like to work one-on-one with a faculty member.
2. All Honors Scholars, especially those in Anthropology, Biology, MARC, Music, Psychology, and Social Work: discuss capstone requirements or thesis options in your major, and with your advisors review the pros and cons of overlapping departmental options with your UHP curriculum. There may be an option to substitute a discipline-specific course for ZHON 360; in such a case, both UHP and departmental approval are required.

In the case of overlapping thesis/capstone requirements, students will complete one senior project to fulfill both departmental and UHP requirements. All UHP Scholars are required to meet the Senior Project criteria outlined in this manual, and the UHP makes the final determination as to whether a project gets accepted for UHP credit.

Will you be doing a thesis or a creative project? Normally, students in education, business and management, the social sciences, and the natural sciences will do a

thesis, although some are also done in the humanities and the fine and performing arts. Creative projects are most often found in the humanities and in the fine and performing arts, though some can be found in other areas as well. Consult with your Faculty Advisor (see below) as to your interests and the nature of your work—either a thesis or creative project—will emerge.

3. Keep in mind that data collection, interviewing human subjects, and conducting laboratory research or field work can add additional time to the two-semester project and may require approval by NEIU's Institutional Review Board (IRB) or the Institutional Animal Care and Use Committee (IACUC). You may not begin to collect data, test individuals, interview, or conduct surveys without IRB or IACUC approval. The IRB application and specific information on the review process can be downloaded from the Office of Sponsored Projects on the NEIU website. All UHP Scholars should discuss with their advisor whether or not they require IRB or IACUC approval. It is important to work closely with your Faculty Advisor in developing your proposal to allow time for the IRB or IACUC to review it. Note that it is not unusual for proposals to be returned for revision after initial submission. *These processes take time*, so look ahead and fit it into your time-to-degree plans

WHAT YOU WILL ACCOMPLISH IN ZHON 360

1. All UHP Scholars, regardless of discipline, will develop and complete a Senior Project Proposal in ZHON 360 (or the approved equivalent course in your major).

All completed UHP Project Proposals will consist minimally of the following components:

- a. **One-paragraph abstract** (between 150-300 words—this will be the abstract for your thesis).
- b. **Brief project summary** (1-2 pages—you will have the opportunity to submit this summary for a UHP scholarship competition the semester you enroll in ZHON 395 or its approved equivalent).
- c. Name of **Faculty Advisor** who will direct your thesis.
- d. Name of a **Second Reader** chosen in consultation with your Faculty Advisor. This may be an academic professional (e.g., tenure-track, full- or part-time instructor, or adjunct faculty member) from NEIU or a college or university other than NEIU. They must know you and your work, have relevant expertise, and agree to evaluate your work according to the minimum criteria provided in this manual.

- e. Name of a **Third Reader**, chosen by the UHP Coordinator. Contact the UHP Coordinator and present your abstract and summary to aid in selecting an appropriate faculty member. Often you will learn of your third reader at the start of the semester in which you take ZHON 395 (or approved equivalent). **These three individuals will comprise your Project Committee.**
- f. **Research Question/Main Point** that your work is exploring/testing/investigating.
- g. **Literature Review** that describes the context of your work within an area of study or genre, and justifies the need for the work that you propose to conduct. Consider using at least 10-12 works for this, and consult with your Faculty Advisor regarding the relevance of sources and the quality of your literature review (see Item 4, below).
- h. **Methodology/Work Plan** (if applicable) outlining how you will do what you propose to do as part of your senior project. This includes a timeline from the start of your work to its completion (see the schedule on pp 9-11).
- i. **Significance/Contribution** of your work the field. Questions that may help you describe this include: How will your proposed project advance the field of which it is a part? How will the genre be more fully expressed or better (or less) well-understood as a result of your work? What gaps in the field will your work fill?

Proposals will vary in length depending on the project and the discipline, so there is no minimum length requirement on the UHP Senior Project Proposal.

UHP Senior Projects in the social and natural sciences, for example, are about the length of a manuscript submitted for publication in an academic journal (about 20-35 pages). Composition projects submitted by English majors, in contrast, can be over 130 pages in length, while other humanities projects have been about 20-35 pages long.

Regardless of the project, focus on content quality and relevant coverage of material consulted and synthesized, and the question that will contribute to an ongoing academic conversation.

Note about your ZHON 360 proposal: ideally, the work you propose in ZHON 360 will be the work you complete in ZHON 395. Each element of your project proposal will eventually form part of your finished UHP thesis/creative project. However, this may not always be the case. If you take ZHON 360 too early in your academic career, before you

have a solid sense of your discipline or before you develop relationships with faculty members whose area of specialization is of interest to you, you may find that your proposal no longer interests you by the time you're ready to take ZHON 395. If you decide to develop a new project proposal, keep in mind that before you can register for ZHON 395 it must (1) include the minimum elements listed above and (2) be approved by a Faculty Advisor and the UHP Coordinator.

2. Use Part II of this manual to ensure that your UHP Project Proposal meets all content criteria.
3. Format your UHP Project Proposal according to the accepted academic style of your discipline (e.g. AAA, APA, ASA, Chicago, MLA).

Part III of this manual also includes sample abstracts and example titles of UHP Senior Projects to help you refine late drafts of your work.

4. **Choosing a Faculty Advisor:** While beginning your initial research and developing your UHP Project Proposal in ZHON 360, enlist a Faculty Advisor who is willing to direct your project, work with you as you complete it, and evaluate it with a letter grade on behalf of the UHP. Your faculty advisor will chair your ZHON 395 committee, must approve your proposal, and be aware of the minimum requirements of the UHP Senior Project. It is your responsibility to provide your Faculty Advisor with a copy of this manual.

The best candidate for a Faculty Advisor is usually a tenure-track faculty member, though full- and part-time instructors and adjunct faculty can also serve as a Faculty Advisor. The Faculty Advisor normally holds a terminal degree in their field (e.g., PhD, DPhil, DMA, EdD, MFA, JD, etc.). This person will have completed their own thesis or creative project, so they are usually familiar with what is expected in terms of content, rigor, drafts/revisions, appropriate role of the Faculty Advisor, other committee members, formatting, etc.

Your advisor must be an NEIU faculty member who has expertise in your topic area and who will be on campus during the semester you plan to complete your project. This is normally someone in your major or minor field of study who knows your work from other courses and whose academic area and direction you respect and admire. Part-time instructors and adjuncts will need to consult their Department Chair.

Often, UHP students approach a faculty member with whom they have completed an adapted course. Most importantly, it should be someone willing to guide and provide feedback on your work throughout every stage of preparing for and completing your senior project.

If you have not already done so through your adapted courses, starting an academic relationship with a Faculty Advisor early during ZHON 360 and building your Project Committee is required and critical to the success of your Senior Project. It is important to identify your potential Faculty Advisor relatively early during ZHON 360 and to supply

them with a copy of this manual. It is your responsibility to discuss your written proposal with your Faculty Advisor and to request critical feedback by the 8th week of the semester in which you take ZHON 360, and at least 2 months *prior* to registering for ZHON 395. Plan to revise your proposal to incorporate your Faculty Advisor's feedback.

PROJECT PROPOSAL ACCEPTANCE & REGISTERING FOR ZHON 395

1. Complete ZHON 360 no later than the first semester of your senior year. As the first half of the UHP Senior Project, this course is a prerequisite to ZHON 395—the two courses cannot be taken concurrently. You are not eligible to enroll in ZHON 395 until you receive a letter grade of “B” or better in ZHON 360. In the case of a grade of “I” (Incomplete) in ZHON 360, you will not be eligible to enroll in ZHON 395 until the “I” is replaced with a letter grade of “B” or higher.
2. It is your responsibility to discuss your written project proposal with your Faculty Advisor and to request critical feedback and approval *prior* to entering into an UHP Senior Project contract. This dialogue can last for 4-8 weeks, so plan accordingly. Expect to revise your proposal more than once to incorporate your Faculty Advisor's feedback. ***It is your responsibility to provide your Faculty Advisor with a copy of this manual.***
3. Unless you have already done so in ZHON 360 or its approved equivalent, pick up the UHP Senior Project Contract Packet (which includes an Individualized Study Form) from the UHP office or download it from the UHP website at least 2 months before the start of the semester in which you will take ZHON 395 or its approved equivalent. Once your Faculty Advisor has approved your completed UHP Project Proposal, set up a meeting to fill out these forms.
 - a. The UHP Senior Project Contract must be discussed and completed with your Faculty Advisor, as it includes key information and asks you to agree on target deadlines and standards for completion. By completing this contract, both you and your Faculty Advisor agree to the project proposal and indicate your awareness of the minimum criteria required of any UHP Senior Project, whether it is a research-based thesis or a creative project.
 - b. No later than four weeks before the first day of the semester in which you

take ZHON 395, submit the following to your Faculty Advisor:

- Individualized Study Form
 - Forms in Thesis Packet (note the included packet checklist)
 - 2-page project summary (you created this in ZHON 360)
4. Please also email a copy of your project summary to the UHP coordinator once your Faculty Advisor signs the form.
 5. When your ZHON 395 paperwork has been processed, email the UHP office to schedule a Senior Project Meeting with you, your Faculty Advisor, and the UHP Coordinator.

Once approved by the Dean, your paperwork will be returned to the UHP for approval by the Coordinator.

Important Note about Timing: if you are receiving financial aid or a merit tuition award that requires that you be enrolled in a minimum number of credit hours on the first day of classes, be aware that ZHON 395 will show up on your academic transcript only *after* your paperwork is returned to the UHP by the Dean's office and approved by the UHP Coordinator. If you have questions about this important sequence of approvals, please contact the UHP Administrative Assistant the semester before you wish to enroll in ZHON 395.

WHAT YOU WILL ACCOMPLISH IN ZHON 395 (or approved equivalent)

1. The primary goal of ZHON 395 is the completion and final approval of your UHP Senior Project. Your main task is to set up a consistent work routine and a regular schedule of contact with your Faculty Advisor. Plan on frequent collaboration with your Faculty Advisor, especially in the form of intellectual conversation and back-and-forth exchanges of written drafts. The one-on-one relationship with your Faculty Advisor is the hallmark of the UHP Senior Project. It is up to you to meet benchmark dates and seek out the direction and feedback of your Faculty Advisor.
2. At the start of your ZHON 395 semester, consult with your Faculty Advisor to ensure that the second faculty member you identified as a reader for your project is still available. Often, the second reader will become involved in commenting on the final drafts of the project; discuss with your Faculty Advisor the stage of the project when the second reader's input will be enlisted. The second reader should represent your

field or a related field, be familiar with you and your work, and be able to provide relevant feedback on your project. Expect that the second reader will request changes, corrections, and/or clarifications before agreeing to approve the senior project by signing the Signature/Approval page (Sample B below). The second reader is not responsible for submitting a letter grade for the project.

Note on the Second Reader: The second faculty reader may be an academic professional (e.g., tenure-track, full- or part-time instructor, or adjunct faculty member) from NEIU or a college or university other than NEIU. They must know you and your work, have relevant expertise, and agree to evaluate your work according to the minimum criteria and the schedule provided in this manual.

It is your responsibility (1) to submit the name of your second faculty reader to the UHP when you register for ZHON 395 and (2) to ensure that your second reader has a copy of this manual and understands his or her role as a faculty reader of your UHP Senior Project.

3. It is also your responsibility to ensure that your UHP Senior Project conforms to the minimum content and formatting guidelines set out in this manual. Your time commitment alone does not guarantee that your finished project will be accepted by the UHP. Each member of your Project Committee may request that changes be made before they accept your project and agree to sign your Signature/Approval page. The UHP Coordinator may also return your project for additional revision if it does not conform to UHP guidelines.
4. Similarly, it is your responsibility to ensure that your UHP Senior Project meets UHP deadlines and any pending graduation deadlines. *Imminent deadlines do not guarantee that your project will be approved.* Your Project Committee members and the UHP Coordinator may request that changes be made before they accept your project and agree to sign your Signature/Approval page.

TIMELINE FOR COMPLETION OF THE UHP SENIOR PROJECT

Your UHP Senior Project is complete once each step of this timeline is accomplished. It is your responsibility to be aware of these requirements, to submit your work *no later than* the following deadlines to the appropriate Project Committee members and to the UHP Office, and to make all requested revisions by the last day of the semester in which you plan to file your UHP Senior Project and graduate. Failure to meet any of these requirements

may result in a delay in the acceptance and approval process and/or in postponement of graduation or ineligibility for “Honors Scholar” designation. Keep in mind that the UHP makes the final determination as to whether the project gets accepted for UHP credit.

Note that this timeline provides ***the latest possible deadlines*** by which to file your UHP Senior Project and graduate as an Honors Scholar. ***Plan to complete each of these items at least 1 week prior to these latest possible deadlines*** to allow for any of your thesis readers being ill, traveling, dealing with a family emergency, or otherwise unavailable. Keep in mind that Project Committee members accepting and approving your work for UHP credit are reading for content, style, and mechanics and to judge whether your project meets the minimum requirements of the UHP Senior Project. They will have two weeks to provide feedback on your drafts. ***If you fail to submit a revised, working draft to your 2nd reader and the UHP by the following deadlines, you are responsible for any missed graduation deadlines.***

AT LEAST 4 WEEKS BEFORE THE START OF YOUR ZHON 395 SEMESTER:

- Submit completed forms to Faculty Advisor (Individualized Study Form, Thesis Packet, and 2-page project summary) for approval and registration for ZHON 395 (or approved equivalent). Ask your Faculty Advisor to forward these materials to their Department Chair. Once your Faculty Advisor has signed your forms, email the 2-page project summary to UHP Coordinator. The Chair will then forward your paperwork to the UHP Coordinator, who will then send it to the Dean of your college, and they will send it to Academic Affairs for the final level of approval. See the ***Important Note about Timing*** above regarding merit awards (p. 7), and understand that ZHON 395 will not show up on your academic transcript until after your completed paperwork is approved by the UHP Coordinator, the Dean’s Office, and Academic Affairs.
- When your ZHON 395 paperwork has been processed, email the UHP to schedule a senior project meeting with you, your Faculty Advisor, and the UHP Coordinator.

NO LATER THAN 8TH WEEK OF YOUR ZHON 395 SEMESTER. As early as possible during your ZHON 360 semester, and no later than the 8th week of the semester in which you plan to complete your senior project and graduate:

- If you did not do so in ZHON 360 (or its approved equivalent), or if your second reader is no longer available, consult with your Faculty Advisor to enlist a second faculty reader from a relevant discipline (see below for a narrative description of the role of the second faculty reader). Discuss with the second reader your timing and the stage of the process when you will seek out their feedback, and give them a copy of this manual. Email their name, department, and email

address to the UHP Office at: honors@neu.edu.

- Format your working draft according to the UHP formatting requirements described in Part III of this manual. Failure to format your work according to the UHP requirements will unnecessarily delay the acceptance and approval process.
- Submit a working draft of your project to your Faculty Advisor for feedback on content, style, and mechanics.
- While your Faculty Advisor reads your working draft, format your front matter (title page, Signature/Approval page, table of contents, etc., see pp. 17-22). When complete, email a pdf version of your Signature/Approval page to the UHP coordinator to ensure formatting is to specifications (see Sample B, below). You don't want to be the student who has a faulty Signature/Approval page and collects signatures, only to have to reformat the page and go get signatures again.

NO LATER THAN 11TH WEEK. As early as possible, and no later than the 11th week of the semester in which you plan to complete your senior project:

- Submit a revised, working draft to your Second Reader for feedback (that the reader will provide within two weeks) on content, style, and mechanics. This draft should already reflect revisions requested by your Faculty Advisor. Expect the second reader to request additional changes before being prepared to approve the project for UHP credit. Also keep in mind that you are expected to make any requested changes by the last day of the semester.
- Email a revised, working draft to the UHP Office (Administrative Assistant and Coordinator), to be forwarded to your Third Reader, who will offer feedback on behalf of the UHP within two weeks. Expect that changes will be requested before the third reader agrees to approve the project. Within two weeks, feedback and any requested changes will be sent to you via the UHP Coordinator. You are expected to make any requested changes within one week.
- Note on Reader Feedback:*** Sometimes students receive contradictory feedback from committee members. Consult with your Faculty Advisor as to the best course of action to take regarding such situations.

NO LATER THAN THE LAST DAY OF THE SEMESTER (PREFERABLY EARLIER). Before the end of the semester in which you plan to complete your senior project and also graduate:

- Make any changes, corrections, or revisions requested by your readers. Once you have made all changes, send your revised work back to your readers for their final approval and make an appointment to collect their signatures on the Signature/Approval form.
- Ensure that your project meets UHP formatting requirements by reviewing the

directions on pp. 17-21 and carefully comparing your front matter to the sample pages provided below.

- Make an appointment with the UHP Coordinator to review your work. Bring a hard copy of your project (**one-sided printing only**) to the meeting. Upon approval and acceptance by the UHP Coordinator, move to “Final Tasks,” below.
- The last day of the semester is the final date to submit the accepted and approved project—read and signed by all three readers—to the UHP.** If submitted after this deadline, UHP Senior Projects are not guaranteed to meet graduation deadlines. Late projects may result in postponed graduation or ineligibility for “Honors Scholar” designation.

FINAL TASKS. After making all final revisions and collecting signatures to complete your Signature/Approval page, you are ready to submit your project to the NEIU Digital Commons. This is a collection of services provided by the Ronald Williams Library to openly share and archive Northeastern Illinois University faculty and student research and scholarship.

- If you have not done so already, consult with your Faculty Advisor about whether your thesis/creative project should be embargoed.
- Submitting your Project with no Embargo.** Most theses and creative projects will be submitted this way (see below for reasons why you might want to embargo your work). Prepare your submission by collecting the following:
 - Final version of your work in PDF format that has been approved by the Honors coordinator
 - A signed and scanned copy of the original Honors Thesis/Creative Project Signature/Approval sheet in PDF format
 - Any additional files you wish to include with your work, such as PowerPoint presentations, videos, images, etc.
 - A signed and scanned copy of the NEIU Digital Commons Honors Thesis Submission Consent Form. **Note:** Typing your name in the signature field will not count as consent.
 - Attach all documents to a single email to the Digital Scholarship Librarian (Alyssa Vincent, a-vincent@neiu.edu) with the subject line “Honors Thesis/Creative Project Submission to NEIU Digital Commons.” Copy the UHP Coordinator and your Faculty Advisor on the email.
- Submitting your Project with Short Term Embargo.** Consider this option if you want to publish your project on the NEIU Digital Commons, but just not right away. If you want to publish in a journal that requires an embargo when self-archiving preprints, you and your Faculty Advisor can decide to embargo your work in the near term.

- In this case, upload your entire project as described above but let the Digital Scholarship Librarian know you would like a short-term embargo.
 - While the embargo is active only your project title sheet, signature page, and abstract will be available on the NEIU Digital Commons.
 - Embargoes can run for 1 or 2 years (your choice).
 - Embargoes will expire automatically, at which point your full project will be available. You will need to contact the Digital Scholarship Librarian (Alyssa Vincent, a-vincent@neiu.edu) before the embargo expires, to extend it.
- Submitting your Project with Permanent Embargo.** In this case, your project is not intended to be shared with the public through the NEIU Digital Commons. This can be because
- your project contains confidential and/or sensitive material
 - your project contains material owned by a third party who hasn't consented to publication
 - your project contains patentable rights/other commercial potential
 - you intend to publish in a journal or other venue that forbids the self-archiving of preprints in institutional repositories.
- In this case, only your title and signature pages, and your abstract, will be uploaded to the NEIU Digital Commons.
- Verify with the UHP Office that your name is on the list of graduating UHP Scholars.
- Pick up your UHP mug from the UHP office. Congratulations, you're done!

WHEN THE SEMESTER IS OVER. At the close of the semester, the UHP Office submits a final list of graduating Honors Scholars to the University Registrar. To be on this finalized list, you must have already had your work approved by the UHP Coordinator and turned in to the UHP office. In some cases, students can be in the final stages of the approval process (making final changes requested of your readers, or collecting final signatures for your Signature/Approval page).

ROLES OF FACULTY ADVISOR & FACULTY READERS (PROJECT COMMITTEE)

UHP Senior Projects are evaluated by a Committee of three faculty readers: the Faculty Advisor, a Second Faculty reader (enlisted by the student in consultation with the Faculty Advisor), and a Third Faculty reader (from the UHP Curriculum and Standards Board) appointed by the UHP Coordinator to assess the work as a UHP product. It is the Scholar's responsibility to draft and revise a UHP Senior Project in consultation with the Faculty Advisor, and to polish and finish the work with the help of feedback from the second and third readers. The overall goals are: (1) a finished product accepted and approved by each of the three faculty readers as meeting the criteria of the UHP Senior Project (as described in Part II of this manual), to be catalogued on the third floor of the Ronald Williams Library as part of NEIU's collection of UHP Senior Projects, and (2) "Honors Scholar" designation at graduation and on diploma and transcript.

Honest academic evaluation of upper-division undergraduate scholarship is vital to the integrity of the University Honors Program and critical to the success of UHP Scholars. It is the role of each faculty reader to assess UHP Senior Projects as examples of advanced undergraduate work in content, style, and mechanics. This will involve varying levels of involvement, depending on the role of each Project Committee member (Faculty Advisor, Second Reader, or Third Reader). Faculty Advisors provide guidance at every stage of the process, ensuring that the final product is an example of excellent scholarship in the field. The role of second and third readers will consist at minimum of written and/or oral feedback on a late draft, indicating any changes that must be made in order for the reader to sign the student's Signature/Approval page.

Faculty Advisor

The Instructor of Record for ZHON 395 (or its approved equivalent) normally receives Instructional CUs for the semesters in which they advise the UHP Senior Project. Faculty Advisors should discuss this assignment with their Chair.

The UHP relies on **Faculty Advisors** to provide Honors Scholars with discipline-specific research experience and professional guidance, including one-on-one collaboration and exchanges of written drafts relating to the project and direction in addressing comments from other readers (as appropriate). The UHP is grateful for the commitment of Faculty Advisors to guiding research, reading and commenting on multiple drafts, and ensuring that the UHP Senior Project is an outstanding example of undergraduate scholarship.

The Faculty Advisor is also available to the Honors Scholar during the creation of their proposal in ZHON 360—this is to help ensure the student consults relevant literature and provides feedback on proposal creation, normally 2 to 3 times during the ZHON 360 semester.

The Faculty Advisor, as the official Instructor of Record for ZHON 395 (or approved equivalent), submits a final letter grade for the Individualized Study in which the Honors Scholar completes his or her Senior Project upon learning of the acceptance of the project from the UHP Coordinator. This grade should reflect in part the Honors Scholar’s level of commitment to developing and completing the senior project and their overall participation in the back-and-forth exchanges expected of the extended project. This grade should also reflect the Faculty Advisor’s evaluation of the overall skills and academic strengths of the final project in terms of discipline-specific research, critical engagement (content), and quality of writing (style and mechanics).

Note on Incompletes: In the event that the UHP Scholar does not complete the Senior Project in one semester, the Faculty Advisor will submit a grade of Incomplete. Once the project is accepted and approved by each of the three faculty readers and the UHP, the UHP Coordinator will ask the Faculty Advisor to complete a Change of Grade form to convert the Incomplete to a letter grade. If the student does not complete the senior project in the allotted time, it is UHP policy that the grade reverts from an I to an F.

Second Reader

The UHP Scholar and Faculty Advisor enlist a **Second Reader** to provide discipline-specific feedback on a revised draft of the Senior Project. Offering “fresh eyes” to the project, the Second Reader plays a vital role to the overall strength of the work by reading the draft for content as well as for style and mechanics.

The UHP advises students to submit a working draft to the Faculty Advisor no later than the 8th week of the semester in which they aim to complete their Senior Project, and to submit a revised draft to the Second Reader and to the UHP simultaneously no later than Week 11.

The Second Reader should provide written feedback within two weeks of receiving a revised draft of the student’s work; feedback should specify any changes that must be made in order for the Second Reader to sign the scholar’s Signature/Approval page.

Third Reader

The **Third Reader** will be a member of the UHP Curriculum and Standards Board and will read on behalf of the UHP to ensure that the final product meets the criteria of the UHP Senior Project. Student and Faculty Advisor may request a third reader from the Board (see the UHP website for a list of current Board members), or the UHP Coordinator will assign one.

The UHP advises students to submit a working draft to the Faculty Advisor no later than the 8th week of the semester in which they aim to complete their Senior Project, and to submit a revised draft to the Second Reader and to the UHP simultaneously no later than week 12.

The Third Reader should plan to provide written feedback within two weeks of receiving a revised draft of the student's work, specifying any changes that must be made in order for the Third Reader to accept and approve the work as a UHP Senior Project.

PART II. UHP SENIOR PROJECT CRITERIA

GENERAL CRITERIA for UHP SENIOR PROJECTS: RESEARCH-BASED THESES and CREATIVE PROJECTS

Readers: UHP Senior Projects are evaluated by three faculty readers: the Faculty Advisor, a second faculty reader (enlisted by the student in consultation with the Faculty Advisor), and a third faculty reader (from the UHP Curriculum and Standards Board) who assesses the work as a UHP product. The UHP Coordinator also reviews your project.

Faculty Advisors provide guidance at every stage of the process, ensuring that the final product is an example of excellent scholarship in the field. The role of second and third readers will consist at minimum of written and/or oral feedback on a project draft, indicating any changes that must be made in order for the reader to sign the student's Signature/Approval page. The UHP Coordinator reviews formatting.

Format: Determine the appropriate academic style with your faculty advisor (AAA, APA, ASA, Chicago, MLA). **IMPORTANT: *In any instance in which a particular style (such as AAA, APA, ASA, Chicago, or MLA) differs from UHP formatting, follow the UHP Senior Project protocol.*** It is your responsibility to ensure that your work conforms to the formatting requirements of the UHP Senior Project.

CONTENT CRITERIA FOR RESEARCH-BASED THESES

Your UHP Thesis will not be just a report of other peoples' work, but a good faith effort on your part to contribute to an ongoing conversation in an academic field. While the structure of a UHP Research-Based Thesis will vary according to discipline, the following components are required:

Main Argument or Finding: Your UHP Research-Based Thesis will have a clear thesis, main point, or primary finding that follows through on your research question.

Context: Your project will be contextualized within disciplinary or interdisciplinary scholarly fields through literature review that demonstrates the relevance of the project.

Evidence: Your project's main argument/finding will be supported by robust evidence collected or assembled and carefully analyzed and presented by the UHP student.

Significance: The main argument/finding will make a contribution to your field of study in both its significance and originality.

Writing: The thesis will: be well organized; clearly written; follow a discipline-appropriate style; and be free of grammatical, formatting, and other errors.

CONTENT CRITERIA FOR CREATIVE PROJECTS

Creative projects may consist of elements that are substantially non-written. They will still include the elements of the UHP Senior Project Proposal developed in ZHON 360 (or approved equivalent)—see Part I of this manual.

Composition/Play/Performance: Your UHP Creative Project will demonstrate high quality and be presented in an appropriate manner.

You will also include a written, researched component of an appropriate length for your UHP Creative project that has the following components:

Main Point: Your UHP Creative Project will have a clear thesis or main point.

Context: This will be a written, researched component that contextualizes the project within one or more genres or fields and explains the contribution of the project through a review of relevant works that demonstrate the importance of the creative project.

Significance: The main point will make a contribution to the genres or fields of study in both its significance and originality.

GENERAL NOTES FOR ALL UHP SENIOR PROJECTS

It is common for extended research projects to develop in ways unforeseen in the original project proposal, and original ideas or hypotheses will have to be refined in light of research and data collection. Never feel limited by your initial proposal! Instead, follow your research and your data, and work with your Faculty Advisor to ensure that your UHP Senior Project includes the above components.

About length: the quality and substance of your UHP Senior Project are the primary criteria of the UHP. Excellent studies often differ in length though they share critical depth and a broad understanding of the topic. In some studies, the content criteria outlined above may be fulfilled in as few as 15-20 pages; in other studies a range of 30-50 pages or more may be

appropriate. Much of this is dependent on disciplinary norms and the nature of the work being conducted by the student. Quality and substance are not about page numbers.

Be sure to work closely with your Faculty Advisor to ensure that your UHP Senior Project meets the minimum criteria of critical purpose and academic evidence. A general guideline is to expect the UHP Senior Project to result in something comparable to an article-length manuscript in the discipline.

A Departmental Thesis or Capstone Project may overlap with the UHP Senior Project, so long as the project meets all UHP requirements, including the content criteria described above. This may mean that additional substance is required to earn UHP credit for a departmental thesis or capstone project. In most cases, ZHON 395 will appear on your transcript. Please consult with your Faculty Advisor and the UHP Coordinator to answer any questions you may have (and see Part I, above).

Individual contributions to collaborative research may overlap with the UHP Senior Project, with the understanding that the UHP project will represent the student's original contribution to the larger study, and so long as the project meets all UHP requirements, including the content criteria described above.

METHOD OF EVALUATION

The Project Committee members agree to evaluate your project according to their professional criteria as well as to the criteria set by the University Honors Program in Parts I, II, and III of this manual, and all agree to uphold high standards of academic integrity.

Acceptance and approval of your UHP Senior Project indicates that all criteria have been met, and requires the signatures of each of your three Project Committee members. The Faculty Advisor is responsible for evaluating the UHP Senior Project for a letter grade, which is awarded on acceptance and approval of the UHP Senior Project by the UHP Coordinator.

ACADEMIC INTEGRITY

As representative of the academic strength and rigor of the NEIU Honors Program, all Honors Theses and Creative Projects will be held to the strictest standards of academic integrity. Students whose work is found to be plagiarized in any way will not receive Honors

Scholar designation on their transcript and they will not graduate with Honors. The Honors Program will pursue such cases in accordance with the NEIU Policy on Academic Integrity.

PART III. STYLE AND FORMAT CRITERIA

GENERAL CRITERIA:

FORM, FORMAT, AND STYLE

With your Faculty Advisor, agree on the academic style that is most relevant to your field of study (AAA, APA, ASA, Chicago, MLA), and adhere to that style consistently throughout your UHP Senior Project.

Style guides can be found online or borrowed from the NEIU Ronald Williams Library.

The two most important things to know about formatting your UHP Senior Project are:

1. ***Formatting details are critical to the completion of your senior project.*** While formatting may not have been very important in projects/papers you have done for your classes, it is essential here.
2. ***UHP formatting requirements for margins, pagination, headings, and front matter*** (the opening pages) ***supersede those of any other style or format guidelines*** (e.g., AAA, APA, ASA, Chicago, MLA). Reproduce the sample pages as modeled in this manual.

Margins and Spacing: For all pages, use a top, bottom, and right margin of one inch, and a left margin of one and one half inches. The larger left-hand side margin allows for binding, and applies to pages of text as well as figures, tables, charts, maps, etc. Your title and approval/signature pages are single-spaced (see Samples A and B, below). The text must be left-justified and double-spaced. ***Do not use headers*** (use headings, though—see below).

Pagination: Each page must be numbered. For front matter pages such as the Abstract, Acknowledgements (optional), Table of Contents, etc., use small Roman numerals (iii, iv, v, etc.). Center these numbers in the footer of the page. The printed numbering will first appear on the Abstract as page iii (the title page counts as page i, the Signature/Approval page as page ii, but these numbers do not appear at the bottom of these pages).

For the rest of the work, including text, illustrations, bibliography, and appendices, use Arabic numerals (1, 2, 3, etc.). The numbering begins with 1 on the first page of your text and runs consecutively to the end of the senior project. ***Center all page numbers in the footer.***

All tables and figures require a caption and page number on the same page as the table or figure. For guidelines regarding the location of the caption relative to the table, figure, etc., (e.g., above or below the table or figure), consult the style guide you are using for your work.

Headings: Primary headings must be centered relative to the text and in ALL CAPS. For secondary, tertiary, quaternary, etc. headings, follow the style guide you are using for your work (e.g., AAA, APA, ASA, Chicago, MLA, etc.).

Front Matter: The accepted forms for the initial pages of the UHP Senior Project can be found below in Samples A-E. All UHP Senior Projects will include the same opening pages, in the same order, numbered in the same way:

- Title Page
- Signature/Approval Page
- Abstract
- Acknowledgments Page (optional)
- Table of Contents Page
- List of Tables Page (only if you have tables in your work)
- List of Figures Page (only if you have figures and/or illustrations in your work)

You may include an optional page of acknowledgment; if you include an Acknowledgements Page, it will be numbered iv, and will appear between the Abstract page and the Table of Contents.

Note on Front Matter: Use the Table of Contents utility in your word processing program to create your Table of Contents, List of Tables, and List of Figures (only include any of these last 2 if you have tables or figures in your work). ***Do not try to line page numbers up using the period key and space bar.*** A sample each of Table of Contents, List of Tables, and List of Figures (if you have any of these last 2 in your work) can be found in Samples C, D, and E.

Proofreading: The final copy should represent your most careful and conscientious efforts to produce a clean work that is has been proofread ***at least 3 times*** for errors in grammar, spelling, punctuation, and formatting. The quality of the final copy is your responsibility. Failure to proofread carefully before submission to your Committee Members and the UHP will result in delayed completion and acceptance of your work.

Submitting work to the UHP: See Part I, above. Remember—**one-sided printing ONLY.**

SAMPLE A: TITLE PAGE

Note that this page is not paginated.

TITLE OF UHP SENIOR PROJECT (*ALL CAPS*)

Sub-Title
(*CAPS & Lower Case*)

A Thesis or Creative Project (*select one*) Presented to
the Faculty of the University Honors Program
Northeastern Illinois University

In Partial Fulfillment of the Requirements
of the NEIU Honors Program
for Graduation with Honors

Name
Date (*Month & Year*)

(*All lines above centered on page*)

SAMPLE B: SIGNATURE/APPROVAL PAGE

Do not complete this page until you know the names of your three faculty readers. Note that this page is not paginated.

HONORS SENIOR PROJECT
ACCEPTANCE AND APPROVAL FORM (*ALL CAPS*)

Student Name

Complete Title of Thesis or Creative Project

This thesis or creative project (*select one*) has been reviewed by the faculty of the NEIU Honors Program and is found to be in good order in content, style, and mechanical accuracy. It is accepted in partial fulfillment of the requirements of the NEIU Honors Program and graduation with honors.

Prof. Firstname Surname, Department of X
Faculty Advisor

Date

Prof. Firstname Surname, Department of X
Faculty Reader

Date

Prof. Firstname Surname, Department of X
Honors Curriculum & Standards Board

Date

Prof. Jon B. Hageman, Department of Anthropology
Coordinator, University Honors Program

Date

SAMPLE C: TABLE OF CONTENTS

Adapt this page to the specifics of your senior project, so that every significant section of your work is listed (you may have a specific title for your introductory section, for instance, or you may divide your main study into distinctly titled sections; or, if you are using APA style, divide your main study into the headers METHOD, RESULTS, DISCUSSION). Text must be in ALL CAPS. You may use subheadings in your TOC, but these must be in ALL CAPS as well, and indented one-half inch from your left margin. **Do not use bullets in your TOC.**

Only include a List of Tables and List of Figures if you have these items in your study.

Note that the Acknowledgments Page is optional. Note too that the Signature/Approval Page and Title Page are not listed on the Table of Contents, and that these first two pages are not paginated.

TABLE OF CONTENTS

ABSTRACT.....	iii
[ACKNOWLEDGEMENTS (if included)	iv]
TABLE OF CONTENTS.....	v
LIST OF TABLES	vi
LIST OF FIGURES	vii
INTRODUCTION.....	1
MAIN STUDY.....	5
SUMMARY AND CONCLUSIONS	25
BIBLIOGRAPHY	30
APPENDICES	35

SAMPLE D: LIST OF TABLES

The items in your LOT should be the captions of the tables in your work, and be in ALL CAPS.

LIST OF TABLES

TABLE 1. TERMS USED BY SAMPLE POPULATIONS 6

TABLE 2. RESULTS OF STATISICAL ANALYSES 11

TABLE 3. OBSERVED STATES OF THE SOFT TISSUE FOR ALL SPECIMENS..... 14

Note: Table of Contents, List of Tables, and List of Figures must be on separate pages.

SAMPLE E: LIST OF FIGURES

The items in your LOF should be the captions of the figures in your work, and be in ALL CAPS.

LIST OF FIGURES

FIGURE 1. SCATTERPLOT OF VALUES RESULTING FROM SAMPLE TREATMENT.... 7

FIGURE 2. MAP OF STUDY AREA 12

FIGURE 3. DRAWING OF SUBJECT #1 15

FIGURE 4. DESCRIPTIVE STATISTICS FOR LESS ENVIRONMENTALLY-SENSITIVE
INDUSTRIES 18

SAMPLE F: UHP PROJECT TITLES

The title of your UHP Thesis or Creative Project should be informative and concise, and should also offer an appropriate preview of the problem addressed or the argument pursued by your study.

Here are some recent titles of UHP Honors Theses and Creative Projects (organized alphabetically by discipline); for more examples, see the UHP Theses and Creative Projects catalogued on the third floor of the Ronald Williams Library:

Companies with Average Environmental Performance: Link Between Environmental Disclosure and Financial Performance, Su Oh, Accounting, 2018.

The Preservation of Osteological Remains in Alkaline Matrices, Elise Adams, Anthropology, 2018.

The Spaces In Between: An Abstract Print Exhibition, Rebecca Deimler, Art, 2015.

Effect of Photopollution on the Activity of Drosophila melanogaster, Tetyana Perchyk, Biology, 2019.

How Do You Solve a Problem Like Headlines? Replace Them, Liz Varnecky, Communication, 2019.

Performance Implications of Working with Music in the Background, Claudiu Moise, Computer Science, 2019.

How Marketing Transformed the Struggling Chicago Blackhawks into a Successful Franchise Edward Collins, Economics, 2013.

Home: A Young Adult Novel, Shamsa Islam, English, 2019.

Measuring Food Deserts in Chicago: Results of Varying Methodologies, Giovanni Senes, Geography and Environmental Studies, 2016.

Are College Students Stigmatized for Using their Campus Food Pantry? John P. Smith, Psychology, 2016.

Community Programs—Evaluating Benefits for LGBTQ Youth: A Program Evaluation of the PrideLEAD program at Youth Services of Glenview/Northbrook, Michael Bandy, Social Work, 2019.

Best Practices and Writing Self-Efficacy: An Examination of the Relationship Between Students' Exposure to Research-Based Writing Practices and their Writing Self-Efficacy Beliefs, Sonia Codell, Teacher Education, 2018.

SAMPLE G: SENIOR PROJECT ABSTRACTS

Your abstract should offer a concise, clear, and coherently condensed summary of the key aspects of your project, especially your main argument and its implications.

Limit your abstract to a statement of 150-300 words that presents the purpose of your project, its relevance to a larger academic conversation, your approach, and the key components of your work.

Here are two examples of abstracts (227 and 154 words). For other examples, see the UHP Theses and Creative Projects catalogued on the third floor of Ronald Williams Library:

Example 1:

As one of the most complex agricultural societies of the ancient world, the ancient Maya constructed public works on a variety of scales to support millions of people. The Maya dwelled in areas with a significant lack of surface water and unpredictable seasonal climate, including the rugged karstic landscape of the Yucatan peninsula. This setting made their agricultural endeavors—not to mention daily life—considerably more complicated in terms of what was necessary to provide for large populations. To cope with these obstacles, the Maya built extremely intricate drainage systems to provide for their households, contribute to their communities, and, in some cases to help to support an entire city-state such as Tikal, Caracol, or Lamanai. While a fair amount of literature documents how this was accomplished by the elite Maya at such large cities, little is understood about the way these practices were managed at smaller, rural, farmstead sites. This thesis will investigate and analyze the water management practices exhibited by the rural, common ancient Maya during the Late Classic period (approximately 600-900 A.D.) in the Lowlands when and where land and water resource availability were the scarcest. This thesis will also discuss whether water resources were managed locally by the household, communally, by corporate groups, or regionally by hierarchies centering on large site centers, and how, if so, this is evident in the archaeological record. (Nicole DeFrancisco, *Water, Blood, and Life: An Analysis of Late Classic Lowland Maya Water Management at the Local Level*," Anthropology, 2009)

Example 2:

Many people in the United States obtain their knowledge of current events from reading headlines only, which means they aren't seeing the full content and context of an article. For consumers who read the headline and the subsequent content, the headline serves as a framing device and can obfuscate the content of the article. My research started by performing a contextual analysis of journalism instruction and criticism to define the purpose of headlines. Then I performed an experiment where participants received an article with one of three presentation formats, followed by a questionnaire about the content of the article and questions about their likelihood to share the information in the article. The research and experiment show that headlines are inherently misleading and sensationalizing, that content will be better understood by moderate news readers with a summarizing brief replacing the headlines, and that people will share information digitally that is not in a traditional news format (Liz Varnecky, *How do You Solve a Problem Like Headlines? Replace Them*. Communication, Media, and Theater, 2019)



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