



The Handbook Honors Program 2017-2018



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defy convention

Welcome to the Honors Program at Clarkson University!

The Honors Program at Clarkson University offers an intimate and intense educational experience. We provide enhanced educational opportunities for talented and motivated students in order to stimulate learning and help prepare you for success, whether you are going to professional school, graduate school or directly into a career. For example, our curriculum is designed to develop real-world problem-solving and teamwork skills that complements more conventional coursework in the major; our Summer Research program and the Honors Thesis are designed to help you gain experience on the cutting-edge of science, technology and society; and our Service Requirement, run by students, will help you develop leadership skills and a commitment to service.

We encourage students to seek out other forms of experiential learning that apply academic knowledge and skills to the real world and help ideas come to life: including study abroad, research opportunities for undergraduates, internships and co-ops. This year we are introducing the Honors Educational Enhancement Scholarship worth \$2,000 to support these activities (see p.20) and we have opened a subscription to the Student Opportunity Center, a web-based service that connects undergraduates to over 10,000 experiential learning opportunities (<https://www.studentopportunitycenter.com/#/>).

We also value community: we comprise a residential learning community and we offer extra-curricular activities so that you can build friendships and have fun with your similarly talented and highly motivate peers. We are all committed to excellence, but we also value diversity and seek to build an inclusive culture that welcomes students with all forms of identity, orientation, background, and ways of life.

The purpose of this handbook is to provide information about the requirements of the Honors Program and the opportunities it offers to its students. With the benefits and privileges of the Honors Program come some responsibilities; we expect our students to uphold high standards of excellence in their personal behavior and interpersonal interaction as well as in their scholarship.

As always, we welcome your questions and suggestions for improvement of the Honors Program.

Jon Goss, Director
Kathleen O'Leary, Associate Director of Student and Alumni Relations
Jennifer Townsend, Assistant Director for Academic Advising
Marcy Wilcox, Assistant to the Director

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HONORS PROGRAM MISSION STATEMENT

The Honors Program offers unique academic challenges and experiential learning opportunities to prepare Clarkson University's most promising students to lead fulfilling lives and to drive positive change in science, technology, and society. Committed to diversity, inclusion, and excellence, the Honors Program provides its students with:

- A curriculum that focuses on real-world interdisciplinary projects to develop ethical awareness and vital skills in problem-solving, teamwork, and communication;
- Research opportunities that cultivate critical thinking and collaborative relationships with faculty;
- Dedicated advising and professional development programs that help students envision and pursue their career goals;
- A residential learning community and both peer and alumni mentorship programs that build social support, professional networks, and lifelong friendships;
- Leadership and service requirements that ensure that students are actively engaged and give back to their communities;
- Funding for study abroad, conference travel, and other opportunities to apply knowledge outside the classroom, broaden perspective, and build social capital.

HONORS PROGRAM STATEMENT OF VALUES

Students of the Honors Program at Clarkson University commit to the following values:

Excellence

Honors students hold themselves to high standards of performance in their academic, leadership and service activities.

Integrity

Honors students act honorably and communicate honestly.

Teamwork

Honors students are prepared to subordinate personal interests for the unity and efficiency of the group.

Vision

Honors students look at the bigger picture and for lessons beyond what is taught in the classroom.

Accountability

Honors students strive to be reliable and trustworthy; they keep promises, make appointments and meet deadlines.

Respect

Honors students are considerate of others; they seek out other opinions, they genuinely listen to others; they are considerate of others' needs and feelings; and they are courteous in dealing with others.

Dedication

Honors students are thorough in their work and perform each task to the full extent of their ability.

The Honors Program provides a space where excellence in scholarship, leadership and service can flourish. Members of the Honors Program behave honorably and work diligently to build and maintain community. They are courteous in their relations with others, including Honors Program staff: they respond promptly to Honors Program communications, attend required meetings on time, participate regularly in community events, provide occasional service to the Honors Program, and offer personal assistance to other student members. If they find that they cannot keep a commitment, they inform organizers in a timely fashion.

Honors students who ignore these values and responsibilities are liable to community sanction, which may result in verbal warnings, that may, in turn, be followed by a written warning indicating loss of good standing in the Honors Program and the privileges that go with it, such as summer research opportunities and scholarships. In special cases, the Honors Council may appoint a three person disciplinary committee made up by at least one faculty/staff member and one student who will recommend appropriate sanctions to the Honors Program Director. In extreme cases, this may include dismissal from the Honors Program.

All members of the community will also adhere to highest standards of academic conduct and abhor attempts to gain unmerited personal advantage. Honors students should beware the temptation of plagiarism and other forms of academic dishonesty. They do their own original work on exams, papers, presentations or other assignments that are submitted for grades, and they give appropriate citations when using ideas that are not their own. They will not aid and abet other students in gaining unmerited personal advantage and have a duty to inform the Honors Program of any violations of the Student Conduct Code and the Code of Ethics at Clarkson University (<http://www.clarkson.edu/studentaffairs/regulations/index.html>).

Students who violate the Student Conduct Code will be subject to all applicable Clarkson University penalties and to sanctions by the Honors Program, including dismissal and loss of privileges, such as Honors graduation distinctions and the Honors Scholarship. Dismissal from the Honors Program will result in immediate loss of the Honors Scholarship for the semester in which the dismissal occurs.

ACCOMMODATIONS

We recognize the importance of providing all of our students with high quality education and support. You can expect to live and work in an environment that positively encourages equality of opportunity and refuses to tolerate discrimination in any form.

If you have any special needs you are encouraged to identify them to us. We will, of course, treat any disclosure confidentially. It is important that we are made aware of your needs at the earliest opportunity so that we may offer appropriate support. We can make provisions and refer you to appropriate resources. This will help you adjust quickly to life at Clarkson and in the Honors Program.

If you wish to receive accommodations for a disability you will need to contact the Office of Accommodative Services and you will need to provide official documentation. We highly recommend you do this before you come to Clarkson and enroll in classes. For details please check out the website: <http://clarkson.edu/oas>

GOVERNANCE OF THE HONORS PROGRAM

The Honors Program is governed by the Honors Council, composed of appointed representatives of faculty/staff of Clarkson University and elected student representatives. Student affairs are governed by the Steering Board, composed of elective representatives from each class, while the Service Requirement is governed by the Service Committee.

The Honors Council

The Honors Council participates in the formulation of academic and administrative policies of the Honors Program; serves as an advisory board to the Honors Program Director; and oversees the evaluation of proposals and the Honors thesis of all Honors students.

The Honors Council consists of 15 voting members, including: nine faculty members representative of the colleges and schools at Clarkson University; the Dean of Admissions; a representative from Student Affairs; and four Honors student representatives. The Honors Program Director, Associate Director of Student and Alumni Relations, and Assistant Director of Academic Advising, as well as the Honors Liaison from Undergraduate Admission, serve as *ex officio* members. Faculty members are appointed by the Provost, upon recommendation by the Faculty Senate in consultation with the Deans. The representative from Student Affairs will be appointed by the VP of University Outreach and Student Affairs, and student representatives will be appointed by the student Steering Committee elected by the Honors students.

There will be two standing committees of the Honors Council: the Admissions Committee which oversees the admission of students to the Honors Program and the Research Committee, which oversees the Honors Thesis. Other committees may form on an *ad hoc* basis.

The Admission Committee consists of four faculty and three members of staff, including The Honors Program Director, the Assistant Director of Academic Advising, and the Honors Liaison from Undergraduate Admission. As necessary, membership of the Admission Committee may be drawn from faculty not on the Honors Council.

The Research Committee consists of at least two faculty members of the Honors Council and up to ten faculty representatives of disciplines across the campus. Members of the Research Committee are appointed by the Director of the Honors Program.

Additional details on membership of the Honors Council and its duties are spelled out in *The Constitution of the Honors Council*. This document is available on the Honors Council page of the Honors Program website.

Student Government

Through Honors student organizations, students share in the governance of the Honors Program, help administer program requirements, assist in recruitment and admissions to the Honors Program, promote policy changes, and organize activities that enhance the student experience. Student organizations also provide the student body with a vehicle to address grievances and concerns regarding the program and its activities. Student representatives are elected to the Honors Council (see above) and to the Admissions Committee.

The student government of the Honors Program consists of the Steering Board and its subcommittees.

The students who serve on the Steering Board are elected each year by their peers: two representatives are chosen by each class, and the co-chairs who are elected by the student body as a whole. The Steering Board serves as a liaison between the Honors Council, the Honors Program office, the student body and the subcommittees. It addresses policy issues when needed, and conducts general meetings of the student body. It also provides oversight to the actions of its four subcommittees: Service, Ambassadors, Activities and Webmaster.

The members of the Service Committee are all elected representatives; the student body elects the chairs, and each class elects one member. The main responsibility of this committee is to provide students with the opportunity to fulfill their service graduation requirement and to keep track of their service participation. This is done through various committee actions, which include organizing service activities, hearing proposals for alternative service projects and keeping records for each student in the program.

The other three subcommittees have the same basic structure. The student body elects the chair of each subcommittee, but the rest of the members are volunteers. The Ambassadors Committee organizes volunteers for Honors Program orientation, Open House, Phone-a-thons, and other student recruitment events, and alumni activities. The Activities Committee organizes seasonal program get-togethers, casual events and field trips. The Webmaster Committee maintains the program web page, class list servers, and other electronic resources.

HONORS PROGRAM OUTCOMES

Students successfully completing the Honors Program will demonstrate:

- skills in open-ended problem-solving and multidisciplinary teamwork
- professional quality skills in written, oral and graphical communication
- ability to give constructive criticism and accept feedback as part of the process of peer review
- critical understanding of the relationships between science, technology and society
- appreciation of distinct modes of scholarship in the university
- ability to articulate and adhere to a set of coherent ethical principles in professional activities
- ability to conduct quality research or scholarship in their field
- exemplary engagement in leadership, service, and cultural activities
- competitiveness in applications for prestigious jobs, graduate schools, professional schools and major scholarships

PROGRAM REQUIREMENTS

To earn the Honors Degree at Clarkson University students must earn a minimum of 24 credit hours in Honors classes (18 if they enter the program after their first year), completing all required classes

with a passing grade, and they must graduate with a minimum 3.25 cumulative grade point average.¹ They must also complete an Honors thesis that is approved by the Research Committee, and fulfill the service and leadership requirements. Together these requirements should ensure that students graduating from the Honors Program demonstrate mastery of the Honors Program outcomes.

In order to remain in good standing, all Honors students must maintain a 3.25 cumulative grade point average. They must be enrolled in the required Honors course and attend mandatory advising.

Should they fail to maintain a cumulative grade point average of 3.25 or they fail to meet any other requirement of the Honors Program, such as enrollment in the required Honors course and attendance at mandatory advising, students are placed on Honors Warning. Honors Warning will be issued with conditions that if met will allow the student to regain Good Standing. When a student fails to remove the conditions that placed him or her on warning in the subsequent semester, he or she is separated from the program.

Requests for exceptions to the Honors Program academic rules and regulations will be made to the director of the program. The director will either approve or deny the request. The director also has the discretion of sending the request to the Honors Council chair for his or her decision.

Appeal of the director's decision may be made to the Chair of the Honors Council. In appeals to matters concerning a student's standing in the program the chair and two other council members will ultimately decide the matter. In all other cases the Honors Council chair's decision is final.

CURRICULUM

Focusing on current and emerging problems in science, technology and society, Honors courses take professors and students alike into new territory to gain new knowledge and skills. The Honors curriculum comprises an integrated, four-year sequence of courses in which students develop skills in teamwork, problem-solving, ethical decision-making, and oral and written communication, among others. Course content reflects the differing academic and social perspectives of participants and complements any major. The climax of this sequence is the Honors thesis, in which each student defines and explores an original problem in a chosen field.

Courses by Year and Semester

First Year: Introduction to Research and Scholarship

First Year Seminar

With a focus on group work and team dynamics, this special Honors section of Clarkson's adjustment course is required for all first-year Honors students, except those who are also in The Clarkson School, who must take PE 100 instead. It introduces the mission and expectations of the learning process at Clarkson and the mission and values of the Honors Program; builds communication and teamwork skills; provides some fundamental content relating to wellness and relationships during the college experience; and challenges students to develop academic plans linked to career goals. Discussion, team activities, leadership opportunities, and interaction with upper-class Honors peer educators form the foundation of the course.

¹ With the exception of thesis credits (HP 490/491) or Honors courses not taken in fulfillment of the Honors degree, Honors courses must be passed with a minimum C grade and may not be taken for pass/no entry.

Fall: First Year Seminar (FY100H)

Research and Society

In the first semester students explore the role of research in society, particularly the social consequences of new knowledge and technological innovations that have resulted from modern science. In the second semester they work in teams on projects that investigate particular ethical issues related to emerging scientific fields, such as stem cell research, biometrics, and unmanned aerial surveillance. The goal of this sequence of courses is to develop the ability to think critically, write persuasively and speak eloquently in order to take a moral position and make an effective argument on a contemporary scientific advancement.

Fall: The Social and Ethical Implications of Research I (HP100/102)

Spring: The Social and Ethical Implications of Research II (HP101/103)

Sophomore Year: *Contemporary Problems*

The Sophomore Project

This sequence involves a year-long project focusing on a community problem requiring students to develop creative solutions in multi-disciplinary teams for clients and/or multiple stakeholders under the guidance of a faculty instructors and consultants. Recent examples include plans for waterfront development following decommissioning a breached dam on the Grasse River in Massena and technology transfer of new technologies from the Shipley Center of Innovation into North Country agriculture.

Fall: The Sophomore Project 1 (HP 200)

Spring: The Sophomore Project 2 (HP 201)

Junior Year: *Science and Technology*

In the seminar on *Ways of Knowing* students work in multi-disciplinary teams to investigate different ways of knowing, and particularly the effect that culture—national, disciplinary, and campus—have on scholarship and professional relationships. In the Thesis Proposal course, students develop a proposal for their Senior Thesis in consultation with their faculty advisor.

Fall: Junior Seminar: Ways of Knowing (HP 300)

Spring: Thesis Proposal (HP 390)

Senior Year: *The Experience of Modernity*

The Thesis course involves original research on the thesis, supervised by a faculty member, and coordinated by the Director of the Honors Program. The Seminar on Modernity is the capstone class in which students reflect critically on problems in modern philosophy, science and society.

Fall: Thesis (HP 490)

Spring: Senior Seminar on Modernity (HP400)

Course Learning Outcomes

First Year Seminar (FY 100) 1 credit

Students successfully completing the Honors section of FY 100 will be able to:

- show appropriate social interaction skills, such as listening to others and eliciting their views
- show appreciation of diversity in living, academic and working environments
- demonstrate teamwork skills such as building effective relationships with peers, being a collaborative team member, and identifying and managing team conflict
- utilize a set of personal, societal, and professional values that they will use to resolve the moral and ethical problems that will confront them at Clarkson and in their future professional, civic and personal lives
- describe and explain the nature of Honors education in higher education in the United States
- appreciate the privileges and responsibilities of the Honors student
- practice active learning and continuously elaborate an academic plan linked to professional goals

The Social and Ethical Implications of Research I (HP100/102), 4 credits, 1 CP

Students successfully completing HP100/102 will be able to:

- communicate through writing and oral presentations
- provide constructive criticism and accept feedback as part of the process of peer review
- identify the key elements of the ethical philosophies of Mill, Kant, Hobbes, Aristotle, Aquinas, and Machiavelli, and apply them to analysis of contemporary ethical issues
- apply ethical principles to emerging problems in science and technology
- assess the dynamics of group interactions and teamwork and intervene effectively to enhance group/team dynamics

The Social and Ethical Implications of Research II (HP101/103), 4 credits, 1 CP

Students successfully completing HP101/103 will be able to:

- communicate through writing and oral presentations
- provide constructive criticism and accept feedback as part of the process of peer review
- identify major social problems and the contribution of individual, social and cultural factors to their causes and effects
- understand how different social and cultural categories (e.g. person, gender, race and class) are implicated in these social problems
- apply ethical perspectives to determine responsibility for dealing with regional and global social problems to balance between individual needs and social/ moral obligations to help others
- apply critical thinking to personal social philosophies

The Sophomore Problem Course (HP 200), 3 credits, 1 CP

Students successfully completing HP200 will be able to:

- communicate through writing and oral presentations
- provide constructive criticism and accept feedback as part of the process of peer review

- articulate the natural, social/cultural and historical roots of a multidisciplinary real-world problem
- understand and explain the differences in identities and values among different stakeholder communities related to the problem
- critically evaluate the feasibility of different technical solutions to real-world problem taking into account economic and environmental costs and benefits
- collaborate effectively with classmates in order to write a proposal and give an oral presentation of professional quality articulating a plan to investigate a potential solution to the problem

The Sophomore Project Course (HP 201), 3 credits, 1 CP

Students successfully completing HP201 will be able to:

- communicate through writing and oral presentations
- provide constructive criticism and accept feedback as part of the process of peer review
- apply critical thinking skills to a real world practical problem that combines science, technology and society
- articulate the scientific/engineering and social science understanding of a multidisciplinary problem and the potential for practical solutions
- where appropriate students should also be able to describe the legal and regulatory environment pertaining to a multidisciplinary problem
- describe the economics of a multidisciplinary problem in terms of markets and financial conditions, real and opportunity costs, and potential for private, public and non-profit provision of goods and services
- collaborate effectively in multidisciplinary teams to identify progressively more sophisticated solutions to a problem that are sustainable and scientifically sound, technologically appropriate, economically feasible, and socially responsible
- collectively write a report and give an oral presentation of professional quality articulating a multi-faceted solution to a multidisciplinary problem to an audience of stakeholders and faculty judges

Junior Seminar: Ways of Knowing (HP 300), 3 credits, 1 CP

Students successfully completing HP 300 will be able to:

- communicate through writing and oral presentations
- provide constructive criticism and accept feedback as part of the process of peer review
- explain and account for differences in values and behaviors between and within the “Three Cultures” of academia: science/engineering, social science and the arts & humanities
- understand the social and contextual nature of scholarship
- critically evaluate different modes of production of knowledge and truth, and show understanding of their philosophical and ethical basis
- use appropriate methods and tools to conduct systematic social and cultural analysis of departmental units at Clarkson University
- identify a significant problem appropriate for an Honors thesis and specify appropriate research questions to address it
- network with faculty members and identify a potential advisor to supervise research or a creative project for an Honors thesis

- become familiar with scholarly resources in particular fields of science and technology and be able to critically evaluate sources sufficient to develop an annotated bibliography for your thesis topic

Junior Seminar: The Research Proposal (HP 390), 3 credits, 2 CP

Students successfully completing HP 390 will be able to:

- communicate through writing and oral presentations
- provide constructive criticism and accept feedback as part of the process of peer review
- write a comprehensive review of the literature or critical narrative account of the scholarly resources on the topic of their proposed Honors Thesis, including current theoretical knowledge, substantive findings, and methodological contributions
- develop an understanding of methods in their field sufficient to detail a methodology to answer specific research questions or address a particular concern consistent with research or creative work in their field
- develop writing skills through the process of vision and revision in order to produce a substantive proposal for research or creative work consistent with the scope of the Honors Thesis
- develop oral presentation and poster presentation skills necessary to perform with a level of professional competence expected at an academic conference
- network with faculty members and researchers in order to obtain assistance, direction and written support for a thesis project

Seminar on Modernity (HP 400), 3 credits, 1 CP

Students successfully completing HP400 will be able to:

- communicate through writing and oral presentations
- provide constructive criticism and accept feedback as part of the process of peer review
- demonstrate critical historical understanding of the emergence of modernity and modernism in western societies
- demonstrate a critical appreciation of the role of genre and individual creativity in modern cultural and artistic forms
- properly use the vocabulary and theory and concepts involved in analysis of the productions of modern art and popular culture
- collaborate effectively with classmates in small teams to analyze and critically evaluate a range of cultural and artistic products within a particular genre

Undergraduate Thesis (HP490/491), 3 credits, 2 CP

Students successfully completing HP490/491 will be able to:

- communicate through writing and oral presentations
- provide constructive criticism and accept feedback as part of the process of peer review
- collaborate with a faculty member in order to conduct an original research project or other form of scholarship appropriate to the field
- master research methodologies sufficient to generate and analyze secondary and/or primary data to answer the proposed research question, or master techniques of scholarship sufficient to produce an original work of professional quality in the field

- master oral presentation and poster presentation skills necessary to perform with a level of professional competence expected at an academic conference
- master written communication in the field sufficient to produce a publishable quality manuscript that passes review by the Research Committee of the Honors Council

Substitutions for Honors Courses

There are occasions in which students may substitute another course or activity for a required Honors course. Among the occasions in which this is likely to occur are:

1. When a student participates in a co-op, semester abroad, or similar off-campus activity. In this case, the prescribed course may be substituted with an Honors independent study course or another activity that is designed to meet one or more of the learning outcomes of the missed course. For example, a student studying abroad might do an independent study on a chosen topic related to the overseas location, while a student on co-op may do a project in the company at which they are hired.
2. When a student wishes to replace an Honors course for reasons of personal intellectual development or career goals, he or she may do so by designing an Honors independent study course that is designed to meet learning outcomes of the missed course.
3. When a student wishes to participate in the Chemical Engineering Honors Program, he or she may replace the Honors Junior Science Seminar (HP 300) with CH490, Transport Phenomena.

Students wishing to pursue any of these alternatives must complete the Petition Form (see Appendix M) and gain approval *before* the experience begins.

Note on co-ops and study abroad

The Honors Program encourages students to seek experiential learning opportunities and will work with you to ensure that you do not fall behind in Honors and Common Experience course/credit requirements. Credit will only be given, however, if you satisfactorily meet the following requirements:

1. *Before* leaving for co-op or study abroad students should consult with an Honors advisor to identify an appropriate substitute course or activity. You must complete the Petition Form (see Appendix M) and gain approval *before* the experience begins. You need to provide a rationale for the substitute course or activity and explain how it meets the curriculum requirements and/or specific learning outcomes of the Honors course to be missed. You will also need to identify the “deliverables” for the course or activity: i.e. write a report or paper, and give a presentation.

- *Example 1:* A junior going to study abroad in spring will miss the *Junior Seminar: The Research Proposal* (HP 390), so she proposes to take 3 credits of directed research with her Clarkson faculty advisor, and she will write a proposal, so meeting the learning outcome of “develop[ing] writing skills through the process of vision and revision in order to produce a substantive proposal for research or creative work consistent with the scope of the Honors Thesis.”

- *Example 2:* A sophomore going on co-op will miss *The Sophomore Project Course* (HP 201), so he proposes to critically examine how corporate teams approach problem solving in the workplace, so addressing several learning outcomes including, “articulat[ing] the scientific/engineering and social science understanding of a multidisciplinary problem and the potential for practical solutions” and “describ[ing] the legal and regulatory environment pertaining to a multidisciplinary problem.”
- *Example 3:* A student going on study abroad will miss the *Seminar on Modernity* (HP 400), so he proposes to take a substitute course at the host institution, showing in his petition that the course will require him to “demonstrate a critical appreciation of the role of genre and individual creativity in modern cultural and artistic forms.”
- *Example 4:* A student going on study abroad will miss *Junior Seminar: Ways of Knowing* (HP 300) so she proposes to take an independent study (HP 380) while overseas, where she will seek to “understand the social and contextual nature of scholarship” by critically comparing institutional cultures between her host institution and department and Clarkson University and her major department.

2. During the co-op or study abroad students should report to their academic advisor on mid-term progress on the appropriate substitute course or activity. The advisor’s hold on pre-registration for courses the following semester will not be lifted without submission and approval of a mid-term report.

3. Following study abroad or co-op students will provide a written report on their experience to the Honors Program (see Appendix O and P) and they will give a poster or oral presentation on their project. Written reports are due by the end of first week of the semester following their leave from campus and they must give presentations during that semester at the Study Abroad Fair, the Career Fair or “Lunch and Learns” hosted by Career Services, at various Open Houses, or at a panel for the Professional Development Program. Other opportunities may be approved per request by the Director of the Honors Program.

Transfer Students

When a student joins the Honors Program after being a member of an honors program at another institution, he or she may transfer up to 12 Honors credits, excluding thesis credits, toward the requirements for a Clarkson University Honors Degree. Transfer students will discuss with the Honors advisor the most appropriate Clarkson Honors courses that remain to be taken for the Honors Degree.

Honors Curriculum and the Common Experience

The Honors Curriculum:

- replaces the Knowledge Areas (KA) of the Common Experience Curriculum, except in cases where there are specific school or department KA requirements
- exempts engineering majors from ES100 (HP 102/103)
- provides a total of 10 communication credits, with the thesis courses HP390 and HP490 designated as 2 credits each
- fulfills the technology requirement of the Common Experience Curriculum through its Sophomore Problem-Solving course (HP 200)

- provides extensive background and practice in exploring ethical issues in research and society.

Students who leave the Honors Program early receive 1 KA credit after their first year, 3 after their second year, and all 5 after their third year.

Honors Program Service Requirement

Every Honors student must complete a minimum number of community service hours, equivalent to five hours per semester in the Honors Program, in order to graduate with an Honors degree. These hours must be completed between the student's enrollment in the Honors Program and the end of his/her last academic year prior to graduation. If a student does not complete the requirement before graduation, an Honors Program degree will not be granted. Appeals regarding interpretation of the service guidelines may be made in writing to the Steering Committee.

In order to ensure that progress is made towards completing this requirement, students must complete a minimum of 50% of their required hours by the last day of classes of the fall semester of their junior academic year. Failure to meet this requirement will result in a mandatory meeting between the individual, their class Service Committee representative, and at least one of the Service Committee co-chairs, and the student will be placed on probation. If the student's required hours are not completed by the end of their junior academic year, or if the student has not presented an approved plan for completing their required hours, this may constitute as grounds for removal from the program and a removal recommendation will be made to the Director of the Honors Program.

The student may appeal to the Steering Board before the recommendation is made to the Honors Program Director. Once the recommendation has been made, if the Director has decided to remove the student, any appeals must be made to the University Appeals Committee.

Definition of Service

Any not for profit activity which directly benefits the public or environment.

Goals of Service

- Directly benefits members of the community by fulfilling needs within the community.
- Develops ties between Clarkson University and the surrounding communities.
- Builds a sense of community within the Honors Program.
- Provides an opportunity for Honors students to broaden their range of life experiences.

Kinds of Service

The 40 hours (30 hours for students joining their second year) of service required can be completed in the following ways:

- A. Events planned by the service committee, or advertised by the service committee (i.e. if sent out in an email from a service representative)
- B. Individual service projects proposed by an Honors student and approved by the service committee
- C. Service to the Honors Program, planned by the Honors office (such as phone-a-thon, Open House, orientation, etc.)

Conditions for Service:

- No more than 25% of the required hours can be fulfilled using option C.
- At least half of the service hours must be performed while the student is at Clarkson.

- Uniquely fulfills the Honors Program requirement and no other. Service *required* for other organizations may not count as Honors service.
- Students receive credit for the actual duration of an event, not for the planned duration of an event. If an event that was supposed to last 2 hours and only lasts 15 minutes, then only 15 minutes is counted.
- The service activity does not express political commentary or otherwise render an opinion for or against a community issue (no protesting). The event may encourage political discussion, while remaining neutral.

Reporting Service Hours

Service hours must be reported using the Service Hours Submission Form on the website of the Honors Student Government:

<https://sites.google.com/a/clarksonhonors.org/clarksonhonors/service/service-hours-submission-form>

The Service Committee reserves the right to reject all proposals that do not sufficiently meet the guidelines of service, even after the proposed service has been performed. It is recommended that the proposal be submitted well in advance of performing the service. Any incomplete proposal will not be considered. Any individual who proposes service which is rejected may appeal to the Steering Committee. The Steering Committee's decision will be final, and cannot be overturned except to the University Appeals Committee.

Honors Program Leadership Requirement

Beginning with the Class of 2021, all students in the Honors Program must also satisfactorily complete a four year program Leadership Program in order to graduate with Honors.² The Leadership Program is designed to be complementary to the service requirement, and thus it requires regular reflection on the performance of service to the campus and community. While the service requirement is run by students, the Leadership Program is overseen by the Leadership Committee of the Honors Program, a subcommittee of the Honors Council. This committee meets as needed to set policy and assess the program, and it meets once per semester to evaluate progress of students. The Leadership Committee also evaluates the cumulative work of graduating seniors in their final semester to determine their eligibility for the Honors Degree and it hears any appeals made by students to the decisions of Honors advisors about probation and continuation in other semesters.

We adopt the view that leadership is a process of social influence, through which people are able to motivate and organize themselves and others to achieve common goals. While certain traits and personality characteristics may be useful in particular situations, leadership thus conceived is an emergent phenomenon, developing through interactions among a group of people. Ideally, everyone in an organization is a leader, engaged in personal leadership. Developing an understanding of the qualities and emergent properties of both personal and positional leadership not only helps individuals develop their own capacity as leaders, but helps them appreciate and

² Students in the sophomore, junior and senior class may join the first year of the program on a voluntary basis. They will be eligible to receive a certificate of completion for the first year program and each year that they successfully complete thereafter (note that they must pass both semesters to receive a certificate and they must pass both semesters with distinction in order to earn a certificate of distinction. Students who join Honors in the second semester (e.g. fast track from The Clarkson School) or at the beginning of the sophomore year will be required to make up the Reflective Essay and the On-Line Training Module for the semester or the academic year that they missed in order to obtain credit and to satisfy degree requirements for the Honors Program. Students who leave the Honors Program will receive a certificate for each year they have completed of the Leadership Program.

nurture leadership potential in others. By studying principles of leadership, practicing different sets of skills, and regularly reflecting upon leadership experience, students will appreciate how individuals and organizations can cultivate a balance of leadership *and followership* appropriate to their overall goals and specific tasks.

Students who satisfactorily complete the requirements of the Leadership Program will demonstrate the following:

- A personal sense of purpose that provides motivation and direction;
- An awareness of personal values and leadership style, and capacity for critical reflection on their strengths and weaknesses as a leader;
- Oral communication skills to effectively inform and motivate others;
- Ability to interrelate and collaborate with others based on an understanding of the principles of group dynamics and the practices of respectful and empathetic listening;
- Understanding of organizational processes and application of social intelligence to build consensus, and ability to recognize dysfunctional leadership and manage conflict;
- A global and entrepreneurial mindset, including openness to people from diverse backgrounds and commitment to social justice, and ability to identify opportunities to make organizational and social change;
- Recognition of leadership as a lifelong learning process and commitment to increase capacity for effective citizenship and service within organizations;
- Ability to model the principles of ethical leadership and nurture the capacity for personal and positional leadership in others.

Each year of the program has a similar structure and set of requirements, but it introduces a different leadership theme and requires practice of different kinds of leadership skills.

Year 1: Personal Leadership

Students develop knowledge of themselves and their capacity for self-leadership.

Year 2: Interpersonal Leadership

Students develop an understanding of principles and practice skills in communication, collaboration, and conflict resolution.

Year 3: Organizational Leadership

Students expected take up leadership positions and to develop understanding of organizational processes, and practice skills of leadership assessment, visioning, and strategic planning.

Year 4: Sustainable Leadership

Students gain an understanding of leadership development, expand their influence, and practice skills in mentorship and networking.

There are several components to the Leadership Program each year/semester and students complete various activities and submit brief reflective reports for each component.

Each year students participate in a leadership retreat, starting with the overnight orientation at Camp Oswegatchie for all first year students at the beginning of the fall semester, and continuing with a daylong winter retreat before the start of the spring semester for students in sophomore to senior year.

Each semester includes participation in a leadership activity, attendance at a leadership forum, meeting with an alumni mentor, discussion with a peer mentor group, and completion of an On-Line Training Module. Students are required to document activities in the form of brief reflective journals and reports, which will be submitted to Moodle along with any supporting documentation. Students are also assigned short essay topics each semester: at the beginning of the fall semester students write a Reflective Essay on assigned topic that will be discussed with their advisor at a personal advising meeting; and in the spring semester students write a Reflective Essay on a topic discussed at the Winter Retreat which must be submitted together with a résumé before pre-registration advising for the following semester. Finally, students will complete a book report based upon summer reading of biography or autobiography of a leader of their choice.

More detailed descriptions as well as formatting requirements, submission instructions, and deadlines for each assignment will be provided in the detailed syllabus for each semester on Moodle.

The portfolio function on Moodle will allow students to document cumulative personal and positional leadership experience and their reflection upon this experience as they develop an awareness of their leadership style and strengths and weaknesses as a personal and positional leader. The Leadership Committee of the Honors Program will review the submissions of each student at the end of each semester using standardized rubrics on a pass/fail basis, with the possibility also of an award of Distinction for outstanding portfolios. Students who fail to satisfactorily meet the requirements for the semester and/or fail to demonstrate mastery of the specified learning objectives will be placed on Warning status similar to operation of Academic Warning (see p. 16). They will be required to make up missed requirements by the end of the following semester, and should they not do so they will be placed on Probation. Students on Probation will be required to submit a make-up plan to the Leadership Committee. Should they fail to meet the requirements of the plan and/or if they fail to meet the requirements of the following semester, they will be separated from the Honors Program. Students who do not complete the requirement in their final semester will graduate with the notation Honors Pending and they will not receive the Honors Degree until the requirement is met.

All activities for the semester must be completed by posted deadlines in order to pass the program, unless an exception had been requested and approved by Honors Program staff. Students who have scheduling conflicts or who prefer to customize their leadership training and experience may propose an alternative event or activity with similar or related leadership content. Requests for substitute activities or exceptions for any particular activity must be made using the Substitution/Exception Form and must be approved by an academic advisor in the Honors Program. Submission of a reflective report to Moodle for the activity satisfies the reporting requirement for the substituted activity.

Students who are on approved leave of absence from Clarkson will also be required to make up the Reflective Essay and the On-Line Training Module. Students who are on co-op or study abroad will be required to complete all of the program requirements for the semester by the same deadlines, except that they may find alternative Leadership Activities and a Workshop/Seminar appropriate to their assignment (requiring approval of a Substitution/Exception Form), and may meet virtually with their True North group.

ACADEMIC REGULATIONS

As Clarkson University students, the Clarkson School students are expected to abide by the Clarkson University Regulations as stated at the following website:

<http://clarkson.edu/studentaffairs/regulations/index.html>

It should be noted that all academic work, including that performed with the aid of computers, must be performed honestly, that is without any form of cheating or plagiarism. Students will do their own original work on exams, papers, presentations or other assignments that are submitted for grades, and they give appropriate citations when using ideas that are not their own. They will not submit the same work for multiple assignments. They will also not knowingly aid and abet other students in gaining unmerited personal advantage and have a duty to inform the Honors Program of any violations of the Student Conduct Code and the Code of Ethics at Clarkson University. Students who violate the Code of Ethics at Clarkson University will be subject to all applicable Clarkson University penalties and will as well be subject to dismissal by the Honors Program.

Students should also be aware of the University Regulations regarding the institution's Information System Acceptable Use Policy to appropriately use your personal computers on the University Network <http://www.clarkson.edu/studentaffairs/regulations/ix.html#G>.

In order to remain in good standing in the Honors Program, all Honors students must maintain a minimum cumulative grade point average of 3.25. Unless on approved study abroad, co-op or leave, they must be enrolled in the required Honors course and attend mandatory advising meetings.

Students who receive a semester GPA below 3.25 for a full-time course load in any given semester will receive a warning letter from the Honors Program and will be required to attend an advising meeting with their Honors Advisor to explain their situation and to develop strategies to improve performance.

Students who fail to maintain a *cumulative* grade point average of 3.25 for a full-time course load, or who fail to meet any other requirement of the Honors Program such as enrollment in the required Honors courses and attendance at mandatory advising, are placed on Honors Academic Warning. They will be issued a letter stipulating conditions that, if met, will allow the student to regain Good Standing. Typically, in the case of a GPA below 3.25, students must attend regularly scheduled advising meetings and increase their GPA every semester until they reach a GPA of 3.25. When a student fails to meet the conditions stated in the Warning, he or she is separated from the program and will lose the Honors Scholarship for the following semester.

If the cumulative GPA falls below 3.0 students will automatically be separated from the Honors Program. Also, since students take Honors classes as a cohort and there is no opportunity to retake Honors courses, students who fail an Honors class will be automatically separated from the Honors Program.

Exceptions to Extra Tuition Charge Rule

Honors students in good standing may register for more than 19 credit hours without incurring extra tuition charges. This exception is processed on a university request for exception form and requires the approval of the director and the provost. Courses taken under this exception cannot be used to

graduate early. If a student drops below 19 hours after being granted an exception, he or she is not eligible for this benefit in the future.³ The form can be found at:

http://www.clarkson.edu/honors/current/pdf/petition_form.pdf

HONORS ADVISING

Honors students enjoy dedicated academic, professional and personal advising that is designed to complement advising in the major departments and counseling in student services. We strongly recommend that you regularly see your major advisor as well as your Honors advisor, and that you thoroughly inform yourself of the requirements of Clarkson University and your programs. We also recommend that you seek assistance from the wide range of personal and professional counseling services available on campus. Ultimately, of course, the responsibility for being well-informed and making sound academic, personal, and professional decisions remains with you.

Generally the Honors Program adopts a developmental approach to advising rather than a prescriptive approach, such that advising is seen as “a systematic process based on a close student-advisor relationship intended to aid students in achieving educational, career, and personal goals” (Winston, et. al. 1984: 19). Our advising is not designed to tell you simply what class you have to take, but to help you develop institutional knowledge, self-awareness, and decision-making skills necessary to make your own informed decisions.

Honors Program advising is mandatory: all students in residence are required to meet with their Honors advisor at least twice per semester (students who are on co-op or study abroad should consult by email, Skype or phone). Each student should have a personal advising meeting during the first weeks of each semester. Announcements of scheduled advising times will be sent to each Honors class and all students in residence will be required to personally sign up for a meeting on a “first come, first served” basis. Each student should also attend a group meeting prior to pre-registration for the purpose of course selection and advising.

Additional advising meetings may be required for students who have received one or more Unsatisfactory mid-term grades and students who have received an Honors Academic Warning (see below). Generally, students who receive a U grade in a class will be asked to meet with their Honors advisor to develop strategies for success in that class. In some cases, the Advisor will require additional scheduled meetings until the problem has been satisfactorily addressed. For students on Honors Academic Warning, there will be regularly scheduled meetings throughout the semester. Failure to attend and meet the requirements of mandatory meetings can lead to disciplinary action, and ultimately to dismissal from the Honors Program.

The advising contract: Both advisors and advisees share responsibility for making the advising relationship succeed. It is important that students be well-informed in order to make sound decisions about their academic careers and that they take responsibility for the administrative procedures they need to complete in order to graduate. Advisors must also be well-informed in order to offer accurate and timely advice to students, and must take responsibility for being readily available to help students and to maintain confidential records of student progress.

Honors advisors will:

³ This rule does not apply if the student drops below 19 credit hours as a result of testing out of a required course such as co-calculus (MA041).

- Meet with students at least twice per semester (and additionally when needed)
- Communicate all Honors Program requirements and expectations to students
- Encourage self-reflection so that each student can set goals and make decisions based upon their personal interests, values and abilities
- Maintain knowledge of major requirements and provide guidance during registration to complement major advising
- Actively listen to students as they ask questions and express concerns, and provide support as necessary
- Refer students to campus services, organizations and faculty/staff when appropriate
- Keep all information confidential except in those circumstances when safety of the student or other community members is a concern

Honors Students will:

- Be aware of the Honors Program degree requirements and policies as documented in this Handbook as well as degree program and policy requirements in your major(s)
- Participate in individual goal setting, re-evaluate goals as necessary, and develop strategies to realize goals
- Communicate with your Honors Program advisors and major advisors regarding your goals and strategies, and let us know if any concerns arise or changes are made
- Keep in touch. Check your email on a regular basis and respond promptly to our communications if requested. Stop by--we have an open-door policy
- Keep us informed of situations that may disrupt your academic work. Consult us immediately if a serious problem (medical, financial, personal) affects your ability to do your best academic work
- Learn how to be an advocate for yourself; become self-reliant and independent
- Be engaged in campus life and consider opportunities for research, study abroad, internships/co-ops, and other ways to enhance your education
- Keep individual advising appointments and attend group advising sessions prior to course registration
- Carefully prepare for each scheduled advising meeting by completing the advising assignments as detailed in the advising syllabus (see below)

The Honors Advising Syllabus

Honors students will meet one-on-one with their advisor at the start of each semester, and in group pre-registration sessions at assigned times later in the semester. Each individual meeting will have a specific focus and students will need to prepare accordingly. In the fall semester students in each class will write the Director's Essay in response to a different prompt which must be completed prior to a personal meeting with the Director. The essays are designed to be both developmental and functional in terms of your personal and professional development, and you will be given constructive feedback. Also, each fall students will submit an update on their summer activities. In the spring semester, students will prepare an updated CV. Your CV is a vital living document attesting to your academic and extra-curricular development. It will help you to record your activities, reflect on your strengths and weaknesses, and plan accordingly. We will help you develop it to best represent you to the world, and so to succeed in competition for employment, graduate school and scholarships. CVs will be reviewed and returned, and a copy *will be placed in the student's file*.

For course selection meetings, students should come prepared having previewed the required courses for their major and created their class 'shopping cart' in PeopleSoft. They should also have consulted with and had their course sheet signed by their major advisor and they should have completed any add/drop forms or petition forms needed for course enrollment. In the fall semester they should complete a form outlining tentative plans for summer and fall in the following year and in spring they should complete a form outlining their final plans for summer and fall of that year.

First Year

Meetings with the Honors Program academic advisors focus on the transition to college and goal setting. Students are also required to meet with their departmental advisors students in The Clarkson School should meet with Associate Head of The Clarkson School.

Fall Semester

Students are required to submit electronic copies of the following documents to the Honors Program office (honors@clarkson.edu) prior to their first advising meeting:

- Director's Essay: Personal Vision Statement
- Goals for Success
- Summer Activities Update

For the group pre-registration meeting in early November, students must bring hard copies of the following:

- Completed course selection sheet signed by the major advisor
- Additional paperwork such as Add/Drop forms and petition forms
- Tentative Summer and Fall Plans Questionnaire

Spring Semester

Students are required to submit electronic copies of the following documents to the Honors Program office (honors@clarkson.edu) prior to their first advising meeting:

- Updated CV

For the group pre-registration meeting in early April, students must bring hard copies of the following:

- Completed course selection sheet signed by the major advisor
- Additional paperwork such as Add/Drop forms and petition forms
- Summer and Fall Plans Questionnaire

Sophomore Year

Advising meetings focus on evaluation of goals set in the first year and preparation for professional development opportunities such as internships, co-ops, study abroad and research.

Fall Semester

Students are required to submit electronic copies of the following documents to the Honors Program office (honors@clarkson.edu) prior to their first advising meeting:

- Director's Essay: Reflections on the First Year Experience

Summer Activities Update

For the group pre-registration meeting in early November, students must bring hard copies of the following:

- Completed course selection sheet signed by the major advisor
- Additional paperwork such as Add/Drop forms and petition forms
- Tentative Summer and Fall Plans Questionnaire

Spring Semester

Students are required to submit electronic copies of the following documents to the Honors Program office (honors@clarkson.edu) prior to their first advising meeting:

- Updated CV

For the group pre-registration meeting in early April, students must bring hard copies of the following:

- Completed course selection sheet signed by the major advisor
- Additional paperwork such as Add/Drop forms and petition forms
- Summer and Fall Plans Questionnaire

Junior Year

Advising meetings focus on the Honors thesis process and developing relationships with potential faculty advisors.

Fall Semester

Students are required to submit electronic copies of the following documents to the Honors Program office (honors@clarkson.edu) prior to their first advising meeting:

- Director's Essay: Letter of Introduction
- Research Experience and Research Plans
- Summer Activities Update

For the group pre-registration meeting in early November, students must bring hard copies of the following:

- Completed course selection sheet signed by the major advisor
- Additional paperwork such as Add/Drop forms and petition forms
- Tentative Summer and Fall Plans Questionnaire

Spring Semester

Students are required to submit electronic copies of the following documents to the Honors Program office (honors@clarkson.edu) prior to their first advising meeting:

- Updated CV

For the group pre-registration meeting in early April, students must bring hard copies of the following:

Completed course selection sheet signed by the major advisor
Additional paperwork such as Add/Drop forms and petition forms
Summer and Fall Plans Questionnaire

Senior Year

Advising focuses on plans for completing the Honors Thesis, graduation requirements, and preparation for careers and graduate/professional school.

Fall Semester

Students are required to submit electronic copies of the following documents to the Honors Program office (honors@clarkson.edu) prior to their advising meeting early in the semester:

Director's Essay: Application for Employment, Graduate School or Professional School
Honors Thesis Progress Report
Summer Activities Update

For the group pre-registration meeting in early November, students must bring hard copies of the following:

Completed course selection sheet signed by the major advisor
Additional paperwork such as Add/Drop forms and petition forms
Graduation Plans Questionnaire

Spring Semester

Students are required to submit electronic copies of the following documents to the Honors Program office (honors@clarkson.edu) prior to their advising meeting early in the semester:

Honors Thesis Personal Assessment

There is no pre-registration for graduating seniors, of course, but all graduating Honors students are required to have an exit interview with the Director of the Honors Program and to complete a confidential exit survey.

HONORS MENTOR PROGRAM

In Homer's epic Greek poem the *Odyssey*, Odysseus asked his friend Mentor to watch over his son Telemachus while he was away on his travels. Today, the term *mentor* is used to describe the role of a more experienced individual who shares knowledge, wisdom, and advice with a less experienced colleague. Our Peer Mentor Program was created primarily to assist first-year students with their transition to college and juniors with the development of their Honors Thesis project, although it is hoped that Honors students will enjoy the benefits of mentoring throughout their four years. First year students are paired with a sophomore student who shares a similar academic or extra-curricular interest (whenever possible) and can guide them during the transition year. Juniors in HP 390 are paired with seniors completing their Honors thesis in the spring semester. Sophomore mentors receive training and they meet with their mentees several times over the course of the year, formally and informally, to help students academically and socially. Subsequently, mentors may regularly assist in matters such as course selection, identification of research opportunities, and in the Honors Thesis process. Mentoring is built into the requirements of the courses in the junior and senior year.

COMMUNITY ENGAGEMENT

Research on college students has found a high correlation between levels of student engagement in their communities and academic success. It is important not to over commit, of course, and balance is the key, but generally it is the case that the most successful students are able to pursue excellence in both academic and extra-curricular activities. The Honors Program therefore expects its students to be fully engaged in community life. We expect students to participate in Honors Program events and attend Professional Development workshops, which include topics such as preparing a résumé/curriculum vitae, developing successful interviewing skills, pursuing volunteer/leadership activities, seeking co-op, internship or study abroad opportunities and preparing for the fall and spring career fairs.

We expect Honors students to want to make a long-lasting and positive impact on the world. In order to do so they continually develop core competencies in leadership and service to their community; they work on increasing their capacities for personal visioning and planning; they work to improve their teamwork, communication and management skills; and they demonstrate positive character traits of reliability, respect, responsibility, fairness, and compassion. We believe these skills and dispositions are vital to sustain our special community and that they will transform into professional and personal success later in life.

HONORS EVENTS

The Honors year is punctuated by a variety of social events including but not limited to Honors Orientation, welcome picnic, the December Solstice party, Ben and Jerry's nights, the end-of-the year picnic, and the Honors Commencement Brunch.

Honors Program Orientation

Honors Program orientation is mandatory as it is designed to kick off the academic year by introducing new members to the program, inviting self-reflection and personal goal setting by returning members, and confirming communal plans and goals for the year ahead. Orientation activities traditionally include: orientation sessions for first-year students and their parents, followed by an overnight trip to Camp Oswegatchie for leadership activities for first-year students; an orientation workshop for all new sophomore students admitted to the Honors Program; a day-long orientation and training in group work for the Sophomore Project class for sophomores; an all-Honors Program Dinner welcoming first-years and new sophomores as they sign the *Honors Book*. All students are asked to write a special reflective essay, the title of which is particular to their class.

Ben and Jerry's nights

Ben and Jerry's nights bear some explanation. They are relatively impromptu social occasions at which students get the flavor of ice cream that they designated when they signed the *Honors Book*. These occasions mark the legacy of the first Honors Program gift from a now deceased Clarkson University custodian, Shirley Nelson. She wanted a gift which would provide a time for student relaxation and enjoyment. She particularly admired people, including students who knew how to work hard and to strive for excellence in their daily lives.

HONORS FACILITIES AND THEIR USE

Student Lounge

Honors students may use the Student Lounge at any time to relax and/or study. The lounge is shared by Honors students and the Clarkson School. Please respect other students using the lounge and please also respect property of Clarkson University. Please note that the lounge should not be

used for storage of personal items, and that the Honors Program lacks space in its offices to store possessions for you.

Conference Room

The conference room may be used during the work day by students for Honors-related activities when it is not otherwise reserved by the Honors Program or the Clarkson School. Reservations must be made at last 24 hours in advance with Marcy Wilcox.

Photo Copier

The Honors office copier is available to students for any Honors related copying. Office copying always has priority over other requests. Please check with Honors staff before using.

Cookies, Candy, and Other Honors Fare

The Honors cookie jar and candy dishes are usually well stocked, but please feel free to contribute your own favorite candies.

Honors Program Office Hours

The Honors office is open from 8:00 am to 12:00 pm and from 1:00 pm to 4:30 pm (4:00pm during the University's summer hours). The phone numbers are 315-268-2290/2320, and the fax number is 315-268-2344. Email addresses and phone numbers:

Professor Jon Goss, Director	jgoss@clarkson.edu	268-2320
Marcy Wilcox, Assistant to the Director	mwilcox@clarkson.edu	268-2290
Jennifer Townsend, Assistant Director for Advising	jtownsend@clarkson.edu	268-6006
Kathleen O'Leary, Associate Director of Student and Alumni Relations	koleary@clarkson.edu	268-4425

HONORS EDUCATIONAL ENHANCEMENT SCHOLARSHIP (HEES)

In addition to the tuition scholarship, students in the Honors Program at Clarkson University are eligible for the Honors Educational Enhancement Scholarship (HEES) which provides up to \$2,000 for scholarly and professional development activities outside of the classroom. HEES supports "high impact" experiences such as study abroad, service learning, research and creative work, unpaid internships, conference participation, and professional training. The goal of HEES is to help students to apply classroom knowledge and develop skills in "real world" undertakings that advance educational goals and/or career goals. HEES is not intended to be used for tuition, books, fees, or other costs related directly to academic course work.

Students in good standing in the Honors Program can apply for up to \$1,000 per academic year (September 1 to August 31) to cover the cost of approved activities and up to a total of \$2,000 over their tenure in the Honors Program. Please note that students admitted after the first year are eligible for a pro-rated portion of funds, such that sophomore admits may receive a total of up to \$1,500 and juniors up to \$1,000.⁴

Students may apply for reimbursement of costs or receive an advance for anticipated costs, but a proposal must be approved before expenses are incurred (in other words, there are no retroactive

⁴ Similarly, as HEES is introduced in fall 2016, sophomores may receive up to a total \$1,500 over their tenure in Honors, while juniors receive up to \$1,000, and seniors up to \$500.

applications). Itemized receipts must be submitted for all expenses exceeding \$75 and awardees must meet all customary reporting requirements. Failure to meet reporting requirements may jeopardize eligibility for future awards.

The Honors Program recommends that students seek alternative and/or supplemental sources of funding for their educational enhancement opportunities in order to make these funds go further. For example, academic departments and honors societies will often provide some support for travel to conferences, and splitting the cost between multiple sources can be very effective in stretching the funding available.

Eligibility

Applicants and awardees must be members of the Honors Program in good standing. First year Honors students can apply beginning in the spring semester, with the exception of “fast-track” admits from the Clarkson School who are not eligible until the fall semester of their sophomore year. Funding is not available for activities that begin after graduation from the Honors Program, except for travel to conferences to present work done as part of an Honors thesis.

The following includes examples of enhancement opportunities eligible for HEES:

- Supplies, materials and travel expenses involved in approved research, scholarship, and artistic activities
- Costs of non-credit bearing international or domestic service learning trips
- Unpaid international or domestic internships
- Participation in academic conferences⁵
- Fees and travel expenses for study abroad and exchange programs or NCHC programs such as Partners in the Parks
- Non-credit courses/workshops related to professional development (e.g. MCAT)
- Study abroad fees and travel expenses (not tuition) for any of the following:
 - Semester Exchange Program: a full semester at one of our partner schools
 - Global Business Program: a two to three week faculty led trip (UNIV 399)
 - Canadian Studies Program: Introduction to Canada course (UNIV 267)
 - External pre-approved programs

Examples of ineligible expenses include:

- Laboratory equipment or other forms of real property
- Personal equipment purchases (iPods, digital cameras, computers, or any equipment that would remain the property of the student)
- Personal travel
- Social fraternity/sorority conventions and events
- Tuition payments for credit-bearing courses

Applications

⁵ You may apply for funding to attend one approved academic conference even if you are participating only as an observer. A second conference may be funded only if you listed as a presenter in the conference program.

You must complete the formal application process and receive approval in order to receive funding. Applications are due on the last Friday of each month during the semester (excluding May) and they will be adjudicated at the mid-monthly meetings of the HEES Awards Committee, which meets September-November and January-April. The Committee cannot approve funding of any activities that have taken place before the date of the meeting.

The application form (see Appendix A) asks students to provide biographical information, describe their motivation for the project, obtain the support of a faculty member and/or academic advisor, and outline their budgetary needs.

Please note that incomplete applications will not be reviewed by the Committee.

1. Biographical Information

2. Motivation

All applications must include a 250-500 word proposal explaining the nature of the activity and how it is related to your professional goals.

Students requesting support for participation in a formal program of activity such as presenting at a conference, studying abroad, or traveling for a specific service opportunity, should also provide supporting documentation such as brochures, links to websites, etc.

3. Endorsement and/or Letter of Recommendation

You must obtain support of a faculty member at Clarkson or your official academic advisor testifying to the value of the activity in advancing your professional goals.⁶ This can be indicated by a signature on the application form, and it is much strengthened by a formal Letter of Recommendation. Please note that it is your responsibility to obtain the signature and/or the letter by the deadline in order for your application to be considered.

Students requesting support for participation in a formal program of activity must also provide proof of acceptance to the program or other documentary evidence of their intended participation. Other supporting documents such as brochures, conference programs etc. may be helpful to the Committee.

4. Budget

The application should clearly indicate the dollar amount being requested with a breakdown of types of expenses and a complete itemization of costs. An outline table is provided and it is suggested that you consult previous examples of budget submissions for help. If you are requesting support for travel, you will be bound by rules governing expenditures and reimbursements under Clarkson University's Travel and Entertainment Expense policy. It is your responsibility to understand and abide by this policy. See:

<http://www.clarkson.edu/dor/documents/travel%20and%20entertainment%202012-10-10%20final.pdf>

⁶ Please make sure your sponsor has the appropriate status before you ask them to write a letter and/or endorse your application.

If you are requesting an advance payment you must list quotations for the expense and submit appropriate documentation from the vendor or agent. You must submit official receipts for all expenditures more than \$75 with your report (see below). If you are requesting reimbursements of expenses you must submit receipts for all expenditures more than \$75. Generally, it is a good idea to obtain and keep receipts for all expenses.

If Honors is providing partial support for an expense please include the total cost and indicate the Honors Program share. If you are obtaining support from other sources please provide information on these sources and indicate their share of the total cost.

Reporting Requirements

Students who receive HEES funding must write a short report (250-500 words) within one month of completion of the activity describing the experience and explaining its benefits to her/his professional development. The report must be accompanied by a photograph of the student during the experience. Your name, the photograph and parts of the report may be published by the Honors Program for promotional purposes.

SUMMER RESEARCH PROGRAM

Summer Research is a signature part of Honors experience and is available to all students starting from the pre-fresh summer. The Honors Program covers the cost of housing and provides food allowance for those who are approved to stay on campus to conduct research with a faculty advisor. The Honors Program hosts a variety of field trips and other extracurricular activities during the program. Stipends are also available on a competitive basis.

For information and application for Summer Research please see:

http://www.clarkson.edu/honors/research/summer_research/index.html

For upper-class students, Summer Research takes place from the third week in May the last day of summer school. You do not have to be on campus for the full ten weeks and students may take breaks for family vacations or other reasons. However, you will need to seek permission of your advisor and inform the Honors Program of any absences, and in no cases may you be on campus for fewer than five weeks. Any assignments that are missed, such as the proposal or SURE conference presentation must be made up.

Summer students are typically housed in a townhouse. Please note that it is not possible to stay on campus, nor receive Honors Program support, before the Summer Research officially begins, or after it ends. Also, students who do not stay on campus in assigned housing are not eligible for financial support from the Honors Program.

Students who have campus jobs or a paid research position may obtain housing free of charge. If their total compensation is equal to or less than \$1000 they are eligible to receive the full food allowance; if it is more, they will receive compensation in proportion to their compensation above this amount (e.g. \$2000 = 50% food allowance; \$3000 = 30% etc.).

An application for Summer Research should be submitted by mid-April to the Honors Office. It requires a short description of the project and the signature of a faculty advisor who agrees to supervise the project, together with a personal statement (250-500 words) that describes the relationship of the project to the student's professional development and career goals. A written proposal will be required by the second week of the program.

Please note that Summer Research is only available to students who are in good standing in the Honors Program and it is not an entitlement. We invest in student research projects in the hope that they will be "leveraged" in the future, perhaps into a co-op or an Honors Thesis or a Research Experience for Undergraduates (REU) at another institution.

Responsibilities of Summer Research Students

Summer Research provides the opportunity for developing a strong work ethic and the ability to make choices in an unstructured open-ended situation. However, even though research/project work is much less rigidly constrained than classroom work, there are basic rules that should be followed such as attending regular meetings to report the progress to the advisors, communicating with your advisor any challenges that may impact a research group, informing Honors office about any changes in your schedule. To monitor the progress, the Honors office has the following requirement in addition to requirements specified by each individual advisor. These requirements must be satisfied in order to remain in the Summer Research program:

- attend a Lab Safety Training
- submit a weekly Time Sheet and Progress Report on-line by the required deadline;
- attend scheduled lunch meetings;
- submit a research/project proposal by the required deadline;
- attend a "mid-term" advisory meeting during the scheduled time slots;
- present proposal and project-in-progress at the "mini-conference" for Pre-Frosh students;
- present research /project results at the SURE Conference;
- submit a written final report by the required deadline;
- complete an evaluation form for your Summer Research experience by the required deadline.

In addition, some students will be asked to act as mentor for a pre-frosh student and this may be a requirement for students who receive a stipend.

Summer Resident Assistants

Two Resident Assistants are appointed each summer from the upper-class student group to assist the pre-frosh summer students and to run the social activities for all Honors summer students. The application and interview process are completed before final exams. RA positions are typically announced in April.

THE HONORS THESIS

The Honors Thesis is a written manuscript that presents a project or piece of original scholarship conducted under the guidance of a faculty advisor. Conventionally, a thesis is a report of research that creates new knowledge, and it includes a question or hypothesis that is answered or defended by analysis and argument drawing upon the analysis of data or the interpretation of primary source

materials. However, a wide range of other activities may qualify, including: engineering design projects, graphic arts exhibits, business plans, computer programs, plays, creative fictions, or musical compositions; or various kinds of report, for example, from a service-learning project, or co-op (see Appendix B). Though the work may begin before the final year, the Thesis is a capstone experience that requires scholarly maturity and it must make an original contribution to the field. Overall performance in the Honors Program thesis project should demonstrate that the student has learned how to engage in a substantive scholarly undertaking that could continue to the advanced degree level.

For most Honors students, completion of the Honors thesis will be the climax of their college careers. Working on a thesis project provides ways of developing your ability to investigate a problem and to do serious writing, research, or creative work that will likely help you in your profession. Through this process, you can develop the self-knowledge and initiative that are essential to meet future challenges in your career. When you are pushed to the limit of your energy and creativity, you will discover new ways of organizing time and managing stress and long hours of work. This training is invaluable.

Writing a thesis is a challenging task but it is also rewarding. The experience will allow you to emerge with the confidence and ability for graduate level research or fast track professional careers. In addition to independent work, the project involves a close relationship between the student and the faculty advisor. Such sustained interpersonal interaction contributes greatly to the quality of the experience and in many cases the advisor provides advice and assistance that can help students realize personal and professional success beyond the thesis.

Needless to say, the thesis should reflect only the student's own research or their individual contribution to collective research, and it should be completely written by the student. A copy of a multi-authored publication is not acceptable.

All Clarkson Honors Theses are available in print in the library and are listed in the catalog.

Types of Honors Thesis

The Honors Thesis is typically based on work conducted within the student's major field of inquiry, but it is also possible to engage in other fields as long as the work meets appropriate level of scholarly achievement in that field. Generally, this means that it is of "publishable quality," representing original scholarship and written and/or presented in a professional style and format.

In most cases, the Honors Thesis is similar to an academic journal article, though typically a thesis contains a section of Background or Literature Review that is several times longer than the equivalent section in an academic journal that is directed towards an audience of specialists. In a thesis, the author must demonstrate a synthetic understanding of broad literature and communicate to wider audience. Similarly, the Methodology section is expected to be longer as the student is expected to demonstrate an understanding of experimental design. Thus, a paper submitted for publication cannot be substituted for an Honors thesis.

Unlike most journal articles, it is not a requirement that experiments work or research yields publishable results. If expected results were not obtained, students should analyze the experiments for possible errors of conception and/or measurement, and suggest alternative approaches that might answer the research question.

It is important to note that an Honors Thesis may be something other than an “experimental design,” which traditionally advances a hypothesis to be proved or disproved. In some cases, students may pursue a literary undertaking (e.g. a novel or screenplay, or a series of poems, plays, or short stories), a portfolio of creative works (e.g. paintings, photographs, or digital media), a movie (e.g. documentary or feature), or an installation (e.g. sculpture or museum exhibit). They may also create a website or a smartphone application; a board game or a video game; a product design or a business plan. These are not an exhaustive lists but are intended to show the wide range of areas that Honors students can use to demonstrate curiosity, intellect, creativity, and the ability to embrace risk over a significant period of time during their undergraduate experience. In such cases, the student will be required to submit a proposal or prospectus for the project, and this will be evaluated by the Research Committee using a modified version of the standard rubrics.

In the case that the product of the scholarship is not a conventional “paper” that can be bound between two covers and published in a journal, in lieu of the thesis as such, the student will be asked to compose a critical essay. For the artistic product the essay will describe the genre and context of the work; the intellectual or artistic influences on the student and the particular work; the creative process and the choice of media, techniques, and other aesthetic decisions; technical difficulties encountered and how they were overcome; and a critique of the work. For the design project, the essay will take the form of a report detailing the design process from concept through execution; explaining and accounting for design decisions; locating materials, techniques and practices in context of historical and contemporary art; and the outcomes of the work. Sometimes, these projects will need to be evaluated by an outside referee with appropriate expertise.

The Honors Co-op Thesis

The Honors Co-Op Thesis is an alternative capstone project for the Honors degree at Clarkson University for students who are on a University approved co-operative education assignment during the junior and/or senior year. To qualify as an Honors Co-Op, the work experience must be full-time and at least six months long, so it includes at least a part of the summer.⁷ The Honors Co-Op involves the student conducting and evaluating a project while on assignment, which may be a design, technical implementation, managerial intervention or other form of activity approved by the Honors Program. The project will be under the joint supervision of his/her co-op supervisor and a Clarkson faculty advisor and each of them must submit a signed Advisor Agreement form.⁸ The student must write a preliminary proposal and have it approved by the Honors Program *before* going on co-op. Ideally, the student does a co-op in the senior year so that he/she can plan the project during the fall semester and write a proposal during HP 390 in the spring semester of the junior year. Otherwise the student must complete a proposal independently. A complete proposal will be due for review by the Research Committee within one month of the start of the co-op.

Please note that for some majors the Co-Op thesis may not allow the student to obtain credit for professional electives, in which case the student is advised to pursue disciplinary research while on co-op instead. For example, an MAE major might research improvements in manufacturing design and an E&M major might investigate an operations management innovation in the workplace. If in any doubt, students should consult with an academic advisor and/or faculty member.

⁷ In some cases, it may be possible to complete a project during a summer internship in the junior-senior summer, as long as this completes a total of more than six months experience in the workplace, preferably in the same company.

⁸ It is expected that the co-op supervisor oversees the practical implementation of the project while the faculty advisor helps with academic content of the work, ensures quality of the product, and acts as a back-up in case of any problems occur.

The Co-Op Thesis should be written it up in the form of an Introduction, Reflective Essay and Technical Report that together form the Honors Thesis (see Appendix C).

Students must also complete a proposal before or during the first month of the co-op and have it approved by the Research Committee.

The Honors Thesis Process

The process of a thesis project begins with substantial background reading and the choice of a topic and an advisor, which should be completed by the end of the first semester of the junior year. There will be a series of mandatory pre-thesis meetings in this semester. This is followed by the development of a proposal for the project in the second semester of the junior year (HP 390), which must be approved by the Research Committee of the Honors Council. The proposal is best conceived not as preparation for the research or creative work, but as the first stage of that work, and much of the material in the proposal will be incorporated into the thesis. Ideally, the work continues over the summer when it may be supported by the Summer Research program (see below) and it continues into Thesis Research (HP 490). The thesis culminates in oral presentation of the work and submission of the manuscript for review by an appointed faculty Reader. Requirements are usually completed with graduation in the spring semester of the senior year, but in exceptional cases may be completed in the fall semester.

Junior Year Effort:

1. Find an advisor and with the advisor's help defining a thesis topic.
2. Conceptualize the research or design problem: what is the scope of the problem/project and subsequent investigation/implementation. Develop the problem statement, objectives and significance of the project.
2. Literature search: develop a working bibliography of credible sources documenting previous work in the field.
3. Literature review: a comprehensive review of credible sources that frame and support the problem/project. The review should be organized into a narrative form with subsections focusing on subfields within the larger field of interest.
3. Identify the question and hypothesis, or specify design objectives: what is the question you want to answer and what answer do you expect; and what is the problem you want to solve?
4. Sharpen the focus with a well-defined title of thesis and draft of a complete proposal for the project. Obtain approval of advisor.
5. Demonstrate of personal qualifications and feasibility of project to review committee through acceptance of the research proposal.
6. Ideally, the research or creative work begins in summer: the Honors Program can provide support through the Summer Research Program.

Senior Year Effort:

1. Conduct experiments, fieldwork and other data collection efforts, or preliminary design/creative work.
2. Analysis and interpretation of data, or critical assessment of design/creative work.
3. Conclusions: assessment of results with explanation of success(es) and/or failure(s), consideration of lessons learned, and outline of next step(s).
4. Communication of process: substantive writing of thesis. Updating components of the proposal (e.g. Introduction, Background, Bibliography) and drafting and redrafting full thesis. Formal presentations to be held in the Honors program and at SURE conference.

Please note that the above sketch of the process is only a guide, as the thesis project is typically non-linear in nature. Students will find themselves working on steps concurrently at some stages, and will find they have to return to previously completed steps as problems occur. It is not unusual to encounter problems with equipment, reagents, protocols, and techniques, and to have to adapt or even substantially change the approach to the project. For an Honors thesis, however, it is possible to accept “negative results” as long as the thesis reflects on the process and draws appropriate lessons from the experience.

Time Table for the Honors Thesis

Fall Junior Year

Early October: Begin the process of thesis topic/ advisor selection

Mid-Late October: Topic and advisor selected

Late October: Begin literature search

Early November: Student & Advisor Agreement

Late November: Draft Problem and Significance Statement

Early December: Draft Bibliography

Spring Junior Year (HP 390)

Early January: Annotated Bibliography

Late January: Abstract

Early February: Literature Review

Mid-February: Methodology

Late February: Presentations

Mid-March: Draft of proposal

Late March: Submission of revised thesis proposal

Early April: Evaluation by the Research Committee

Late April: Final revisions of proposal

Summer

Ongoing research, continued background reading, fieldwork, etc.

Fall Senior Year (HP 490)

Early September: Progress reports

Mid-September-Mid October: Weekly “Project in Progress” presentations

Late October: advisor progress reports

Early November-Late November: Weekly “Project in Progress” presentations

Early December: Completion plans

Spring Senior Year (HP 491)

Early January: Progress reports

Late January-early March: Honors Program presentations

Late March: Thesis final draft due to Honors Program (approved by advisor)

Early April: Review comments from Reader

Mid-to-end April: Revision of thesis

Late April: SURE Conference presentations

Early May: Final thesis due to Honors Program

Student Agreement

The Honors thesis is a major endeavor that requires a great deal of personal commitment and demands considerable institutional resources, including the time and expertise of a faculty advisor who will supervise you individually in your work for at least a year. It is very important that you realize the extent of this commitment and ensure that you meet the expectations of the Honors Program and your advisor. We will ask faculty mentors to sign an “Advising Agreement” as an indication of their commitment to mentoring you, and we ask you to sign a “Student Agreement” that indicates your commitment to your thesis project. It is vital that you and your advisor agree about your expectations of each other.

By signing the Student Agreement (see Appendix D, you acknowledge your understanding or and responsibility for meeting the thesis requirements of the Honors Program, which includes the required courses, HP 390 and HP 490, and research, writing, and presentation of the thesis itself. You also agree to develop a focused and feasible project; to find a faculty advisor with whom you keep up regular and open communication; to present work in-progress in a timely fashion; to conduct research responsibly and ethically; and to adhere to professional norms of academia and your particular field.

Choosing a Thesis Topic

Often the choice of thesis topic and advisor go hand in hand: when you talk with several professors who do scholarship in areas you find interesting, one of them may suggest a specific topic which you decide to work on. In choosing a topic, the student should ask several questions:

1. What do I want to know badly enough to go through the often time-consuming, frustrating, and joyful process of finding out? Am I willing to sacrifice nights of goofing off for nights in the library or lab working on this project?
2. Am I qualified? Do I have enough background in theory, languages, laboratory techniques, history to pursue this topic?
3. Is the topic significant, yet limited enough in scope to manage in the time that is available?

By answering these questions and generating others, you will begin to focus your interests on a specific topic. Normally you will choose a project in your own academic major, but this is not a requirement as long as you possess the necessary qualifications and you are able to do work of the same quantity and quality that a student in the major would do.

Once you have an interesting question or idea, a good test is to try to put it into a single sentence or phrase understandable to a layperson. This phrase now becomes a project title, for example, “Cultural Limitations on Women’s Careers” or “Impact of Wireless Networking in Education” or

“Effects of Earthquakes on Glacier Structures”. The idea can be anything—as long as you created it and you care about it.

Once you have chosen your topic, create a one-page summary of the project proposal. In this summary you should provide information concerning your preparation to do the proposed research. This can include a list of relevant courses, experience, term papers, publications, research, etc. In addition, list the major sources you expect to use. It is quite normal to find out that you are unable to write this summary and that you need someone to help you. Seek this person out and you may well find your thesis advisor.

Choosing a Thesis Advisor

There are two main ways to choose an advisor to assist you in your work:

1. You may join a professor in research which he or she is already engaged in. You and your advisor form a research partnership, sharing ideas and background knowledge.
2. You may choose a professor who works in your area of interest, but is not working on the same topic. In this situation, you will be somewhat more on your own, although the thesis advisor will still be a vital resource.

If a project topic emerges, but you do not know a faculty member who would be suitable, contact the chair of the appropriate department and the Honors Program to assist you in identifying faculty members who might supervise your work. It is possible to request an advisor who is not a regular member of the faculty at Clarkson, but this will have to be approved by the Research Committee.

Advisor Agreement

The Honors Program requests that a faculty member formally agrees to act as an advisor by signing the form, “Agreement to Serve as Advisor for an Honors Thesis” (see Appendix E). By signing the attached form the advisor agrees to perform the following roles:

1. Provide assistance in developing a proposal for the thesis project:

Guide the student in framing a question that is both feasible and of appropriate scope; specifying research methods and strategies; identifying useful sources in the literature; recommending other faculty with whom the student should consult; ensuring that the proposal meets the Honors Program requirements as it is submitted to the Honors Research Committee for approval.

2. Supervise research for the thesis project:

Meet regularly with the student to evaluate progress on his or her research; help establish deadlines for the completion of various stages of the project; provide constructive criticism of the student’s work in a timely fashion; give encouragement to the student; identify and discuss problems with the student; complete progress reports and recommend grades; and report serious problems to the Honors Program.

3. Assist in the preparation of the thesis and the final presentation of the project:

Ensure that student prepares the thesis according to guidelines as it is submitted to the Honors Program for review by the appointed expert readers; assist in the publication of the thesis if appropriate; and advise the student in preparation for the oral presentation of the thesis.

Typically, the advisor will do a lot more than this and in some cases the thesis may be the beginning of a life-long relationship. Much will depend upon the student effectively “managing up,” or doing his/her part to build a productive relationship (see “The Student’s Agreement”).

The Thesis Proposal

The thesis proposal provides an initial description of the thesis project. You should not think of it as something that comes before the project begins, but as the completion of the first stage of the project itself. A proposal provides a substantial review of the literature in the field, which helps to frame the research, and often contains preliminary results. As documented in Appendix G, the format of the proposal can vary from discipline to discipline and purpose, but in general, you must answer the following essential questions:

What is the nature of the problem or project? Why is this important, both in terms of what the NSF calls “intellectual merit” (how does this advance the field?) and “broader impact” (how does it benefit society?). This is your introduction.

What are your specific objectives? Ideally you should frame this as a question and in STEM fields you should normally advance a hypothesis.

What do you know about the history of the problem/project and different approaches to its solution? What will you add to the existing body of knowledge on this problem/project? These are questions to guide your literature review.

How will answer your question, verify your hypothesis or solve the specific problem you are addressing? This is you methodology.

How much have you already achieved? Do you have any preliminary results?

What is your timeline for completing the project and any “deliverables” along the way? How realistic is your plan for completion? What kinds of problems do you anticipate and what are your back-up plans?

Sample proposals from all previous thesis projects are available in the Honors Office, and by visiting our web page at http://www.clarkson.edu/honors/research/search_project.php.

Outline of the Research Proposal

The format varies with discipline and purpose, but in general, it must cover the following categories:

- Cover Page
 - General information (see Appendix I)
- Introduction
 - Problem statement describing the general problem
 - Outline specific objectives of the thesis project
 - Document why this is important both intellectually/academically and to society as a whole (“broader impact”)

- Background/Literature Review
 - Conduct a well-organized critical survey of the scholarly literature on the problem
 - Demonstrate that you are well-informed on the topic
 - Identify the conceptual framework for your understanding of the problem
 - Provide a temporal-spatial context for the problem and your investigation/execution

- Methodology
 - Identify your research questions/hypotheses/challenges
 - Describe in detail how you will answer the questions/hypotheses/challenges
 - Present any preliminary findings/achievements
 - Explain how you will analyze/interpret your data or otherwise measure success
 - Describe your expected results

- Expected Outcomes
 - Describe the anticipated results of your work
 - Identify the implications of your results, both scientific/theoretical and practical/applied

- Preliminary results
 - Describe the work you have already done and what you have achieved

- Logistics
 - Describe any funding or special equipment needs
 - Develop a “time line”

- Bibliography
 - Provide a list of scholarly books and articles on the problem
 - Format appropriately according to professional guidelines

For variations specific to experimental research, engineering project, historical/descriptive studies, qualitative research and creative work, please see Appendix B. We encourage alternative versions of the proposal and the Honors Thesis appropriate to scholarship in the field. We especially encourage you to consider how you can incorporate experiential learning opportunities such as internships or co-ops into the Honors Thesis: for example, organizational research on a company or evaluation research of an intervention or project.

Human Subjects (IRB) Approval

Clarkson University maintains an Institutional Review Board (IRB) with the mandate of protecting the rights and welfare of humans who participate in research. All activities related to research on human subjects must initially be reviewed and approved or exempted by the Clarkson University IRB whether they are conducted by faculty, staff, assistants, students, or any other research collaborator. If your research involves human subjects (for definitions see [Clarkson University Policy on Research With Human Subjects](#)), you will need to take the [CITI Human Subjects Research Training Course](#), and prepare your IRB protocol using the official form according to the

guidelines provided. Your materials should be submitted to Rebecca Thatcher, IRB Administrative Assistant, CU PO Box 5630, or at irb@clarkson.edu.

Approval by the Research Committee of the Honors Council

Your proposal must be approved by your thesis advisor and the Research Committee, who will review the proposal using a feedback-based rubric (see Appendix G). No oral defense is required. The Research Committee may require revision of the thesis and they will forward any comments, questions, or suggestions to the student and thesis advisor. A failed thesis proposal will mean failure to complete HP390 and so the Honors degree.

Research and Scholarship Expenses

The Honors Program has limited funds available to support research and scholarly activities of Honors students, in addition to the Honors Educational Enhancement Scholarship (HEES). Requests may be made by faculty advisors for *direct* costs that they sustain in supporting a student's Honors thesis research. It is assumed that HEES will be used to defray the student's own research expenses, and for travel to professional conferences, costs of publication of the Honors thesis or other forms of academic enhancement.

Awards of up to \$500 will be made on a competitive basis to faculty members who are supervising a student conducting research or project work for their Honors thesis. The number and amount of awards given will vary according to availability of funds. Faculty advisors may submit requests over multiple semesters, but may not receive more than \$500 for each student advised. Faculty advisors may submit multiple requests for support, one for each student, and these may be combined, but are not to exceed a cumulative total of \$1,500 per year. Faculty advisors must submit the appropriate form justifying the expenditure by the deadline announced each semester. Typical expenses include materials and equipment that are essential to the research project and is not covered by other research grants.

Faculty and students must complete a "Request for Financial Support" form and submit it to the Honors Program by the announced deadline each semester. This form can be found online at:

http://www.clarkson.edu/honors/research/pdf/summer_research_expense_request.pdf

The form should be used for reimbursement of costs already incurred, but under hardship or exceptional circumstances it may be used for purchase of items by the Honors Program on behalf of the advisor or student. Please provide copies of all receipts for payments and keep all originals in order to facilitate processing of reimbursements and accurate bookkeeping.

Writing the Thesis

If you are looking for help writing your thesis, there are lots of resources online. The Honors Program recommends the following useful books:

Alley, Michael (1996) *The Craft of Scientific Writing*. Third Edition. New York: Springer

Kogan, Nataly (2002) *Conquering Your Undergraduate Thesis*. Natavi Guides.

Russey, William, Hans Freidrich Ebel and Claus Bliefert (2006) *How to Write a Successful Science Thesis: The Concise Guide for Students*. New York: Wiley-VCH.

Lipson, Charles (2005) *How to Write a BA Thesis: A Practical Guide from Your First Ideas to Your Finished Paper*. Chicago: University Of Chicago Press.

Page Length

It is impossible to give a fixed rule about the length of an Honors Thesis, since modes of discourse vary from discipline to discipline. Students should discuss the expected length of the thesis with their advisor. To give some idea of what is expected, in the humanities, theses average 50-75 pages in length and consist of two or more chapters. In the social sciences, the manuscript may be shorter, particularly if the project involves more quantitative than qualitative research. In the hard sciences, the manuscript may be shorter still, often taking the form of an extended journal article, with additional material on literature review and methods.

Format

All pages must be single-sided with margins of text at least one-inch on all sides (excluding header/footer and page numbers only).

Although the content of the Honors thesis varies considerably, the following guidelines must be followed:

- 1) Title Page (required): The title page should adhere to the format in Appendix I. It does not need to be signed until it has been approved and is ready for “publication.”
- 2) Executive Summary (required): This should be written in clear concise language and should be 1-2 pages in length. This section should also be paginated using lower-case Roman numerals (i,ii,iii, etc.).
- 3) Acknowledgements (optional): If you wish to include an Acknowledgements page this should follow the Title Page. It is customary to thank your thesis advisor, thesis reader, family and friends, and anyone whose help and encouragement have assisted you in completing your thesis. Sources of financial support are also typically acknowledged. The Acknowledgements page should be paginated using lower-case Roman numerals (i,ii,iii etc.) continuing from the Executive Summary.
- 4) Table of Contents (required): You must include a Table of Contents. Page numbers listed in the Table of Contents must correspond with those in the main body of the thesis. The Table of Contents should be paginated continuing from the Acknowledgements using lower-case Roman numerals (i,ii,iii etc.) continuing from the Acknowledgements.
- 4) Lists of Tables and Figures (optional): You may include a List of Tables, List of Figures or a Glossary. These must refer to correct numbers and titles of tables and figures in the main text. These lists should be paginated continuing from Table of Contents using lower-case Roman numerals (i,ii,iii etc.) continuing from the Table of Contents.
- 5) Glossary, List of Acronyms etc. (optional): You may include a Glossary of technical terms or List of Acronyms, or other useful front material if you wish. These lists should be paginated continuing from previous lists using lower-case Roman numerals (i,ii,iii etc.) continuing from the Lists of Tables and Figures.
- 6) Introduction (required): In the main body you must follow an established style manual, which may be one of the main styles (Chicago, Harvard, APA, MLA etc.) or one appropriate to your discipline or even a particular journal. Check with your faculty advisor. You must be consistent throughout. Regular pagination should begin with the first page of your project.

The body of the thesis must be double-spaced throughout, but single spacing is permitted in footnotes, block quotations, and in tables and figures.

All tables and figures must be titled and numbered sequentially (Table 1... and Figure 1... etc.). Figure captions should appear below figures while table captions should appear above tables.

7) Work Cited (required): The Bibliography or List of Work Cited must also be double-spaced with regular pagination, and it must be consistent with your chosen formatting style.

8) Appendices (optional): Appendices may provide detailed additional information that is not essential in the body of the report but that would be of interest to specialist readers, such as survey instruments, design specifications, and raw data. Appendices should be labeled A, B, C, etc. and given a descriptive title. Appendices are not included in the word count.

Confidentiality of Information

Students sometimes complete a thesis project on an internship or co-op, or otherwise co-operate with private companies or governmental organizations, and these external partners may request confidentiality of proprietary information. Also, sometimes a project completed on campus may be undergoing adaptation for publication and authors may wish to request a delay in release of the thesis.

In this case, the Honors Program will provide a signed confidentiality agreement committing staff to comply with professional confidentiality procedures. Typically, this means that draft and final copies of the thesis will be marked as “Confidential” and made available only to the appointed Reader and the Director of the Honors Program. Both the Reader and the Director will sign the confidentiality agreement, and the thesis will not be provided to the library or distributed to others for a specified length of time. A sample confidentiality agreement is presented in Appendix K.

Use of Materials Copyrighted by Others

Students may use a variety of materials in their Honors thesis, including quotations, tables, diagrams, photos, screenshots and even videos or music recordings. You do not need permission to use works in the public domain (works on which a copyright never existed or on which copyright has expired), but you must acknowledge such works and provide an appropriate citation. To determine if a work is in the public domain, go to the following website:

<http://www.copyright.cornell.edu/resources/publicdomain.cfm>

If you use copyrighted works, refer to Section 107 of U.S. Copyright law, otherwise known as the fair use doctrine. The fair use of a copyrighted work, including such use by reproduction, for purposes such as criticism, comment, news reporting, teaching, scholarship, or research, is not an infringement of copyright. Again, you must acknowledge the source of the content. In determining whether the use of a work in any particular case is a fair use the factors to be considered shall include:

- the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- the nature of the copyrighted work;
- the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and

- the effect of the use upon the potential market for or value of the copyrighted work.

All four factors must be considered when conducting a fair use analysis. Please use the Fair Use Checklist in making a fair use determination:

<https://copyright.columbia.edu/basics/fair-use/fair-use-checklist.html>

If the use does not qualify as a fair use, you may not include the material without written permission of the copyright holder. You are solely responsible if you violate copyright law; neither the Honors Program nor Clarkson University will be held liable.

Submission of the Honors Thesis

Your thesis must first be approved by your advisor and this is usually after it has gone through multiple drafts. The draft must be complete, with cover page, table of contents and all figures, tables and appendices. At this point, it does *not* require signatures on the cover page. You will complete the “Thesis Review Form” (see Appendix J) and obtain the signature of your advisor on this form. It should be scanned and submitted to the Director of the Honors Program together with your thesis in the form of an electronic document, preferably in a common word processing format so that a Reader can conveniently make comments and corrections to the text.

Evaluation of the Honors Thesis

Readers are appointed by the Research Committee of the Honors Council and are selected for their expertise, usually in the field of the thesis or one that is closely related. Normally faculty members at Clarkson are chosen to review the final thesis but occasionally outside reviewers are recruited if the necessary expertise does not exist on campus.

The procedure for review is similar to that used in scholarly publication. In some cases, the reviewer will judge the thesis acceptable “as is” and no further work except for formatting will be required. More usually the reviewer will suggest revisions and provide some guidelines as to how the thesis can be improved, in which case the Reader may want to see the thesis again to ensure that the improvements have been made, or may designate the responsibility to the Research Committee of the Honors Council. The student must address the concerns of the Reader, either by making revisions as suggested or providing a reasoned argument for not doing so.

The decision of the Research Committee of the Honors Council is final and a failed thesis will mean that student does not earn a University Honors Degree.

Presenting the Thesis

Although there is no formal defense, all students must present their Honors thesis in a public forum. Customarily, students graduating in the spring semester present at the Research and Project Showcase (RAPS), while those graduating in fall present at a special symposium of the Honors Program. However, students may present to their departments and are encouraged to present at regional and national conferences.

Publishing the Thesis

All Honors Theses are archived both in physical and digital copies, and are available for consultation in the Honors Program office and in the library at Clarkson University. We strongly encourage students to seek publication of the Honors Thesis, whether in peer-reviewed journals—the “gold standard” for academic scholarship—or in other forums. The *Huffington Post* feature

allows students to post a summary of their work without forfeiting copyright. This is a good way to draw attention to your work.

Incomplete Grades

The Honors Program discourages the awarding of Incomplete for HP 490 or HP 491, because this can provide an “unfair” advantage compared to those students who do meet deadlines, and because it creates additional administrative work for advisors and the Honors office. However, we recognize that in some cases problems may arise that are beyond the control of the student and this may cause delay in completing course requirements. If this is the case, and an extension is necessary, the student must submit to the Honors Program a written request for an Incomplete (I) grade providing an explanation for the delay and a plan for completion of the requirements. This request should be endorsed by the advisor and must be received *before* the deadline for submission of the thesis to the Honors Program. The student is expected to complete the requirements according to the plan agreed upon by the advisor and approved by the Honors Program.

GRADUATING FROM THE HONORS PROGRAM

The Honors Degree

Honors degree candidates must earn a minimum of 24 hours in Honors classes (18 if they enter the program after their first year) and graduate with a minimum 3.25 grade point average. They must also have fulfilled the Honors Program service requirement as determined by the Service Committee and the leadership requirement as determined by the Leadership Committee.

Honors degree candidates must also complete their Honors thesis according to the page length and formatting requirements of the Honors Program, and submit it by the published due date.

Candidates must also submit to the Honors Program by the last day of dead week in the semester of graduation the following supplementary materials (for an explanation of these requirements see below):

- Digital copy of the Honors Thesis
- Digital copy of the Curriculum Vitae (CV)
- Completed [Exit Survey](#)⁹

In the case where a student does not complete the Honors Thesis on time, and is given an Incomplete (I) grade, the student will be allowed to graduate “with Honors,” but they will not be awarded the Honors degree until they complete the thesis to the satisfaction of their advisor and the reader appointed by the Research Committee. They are thus designated with "H*" on the graduation program with the note “University Honors Degree--Pending.” They do not receive recognition on their diploma or transcript until the thesis is approved.

Honors Participants

Students who complete the class credit requirement and fulfill the grade point requirement, but do not complete their thesis and/or the service requirement will not receive a Clarkson University Honors degree or recognition on their diploma or transcript.¹⁰ However, they are designated as Honors Program Participants and receive a certificate from the Honors Program stating: “Is a

⁹ The exit survey is confidential and contents will not be reviewed until after the degrees have been awarded. Information is used for program assessment purposes.

¹⁰ Honors Program Participants must successfully complete at least three credits of thesis research, but may receive an Incomplete grade for the second three credits, provided there is an acceptable plan for completion of the project.

University Honors Program Participant.” The certificate will provide a brief explanation such as “Completed All Program Requirements except the Thesis.” They are not designated with "H" on the graduation program but they are counted among our Honors alumni.

Honors Members

Students who do not complete the class credit requirement and fulfill the grade point requirement, and who leave the Honors Program after successfully completing three Honors courses (or at least nine credits) in good standing, will be considered “Members of the Honors Program.” They may receive a certificate from the Honors Program stating: “Is a University Honors Program Member.” They are not designated with "H" on the graduation program, but they may choose to be included amongst Honors Program alumni.

WITHDRAWING FROM THE HONORS PROGRAM

Students in the Honors Program make an extra commitment to scholarship and extra-curricular activities, and we realize that even for the most talented and motivated students circumstances can sometimes make it difficult to sustain the commitment. We hope that you will come to see an advisor to talk about your situation and how we might help you to stay in the program. But please be assured that leaving Honors does not indicate a failure and it does not result in any blemish upon your academic record.

If you decide that Honors is really not for you, please complete the Withdrawal Form (Appendix N). It is also helpful to us if you can provide us with some explanation of your decision so that we can better understand and meet the needs of our students.

Please note that by withdrawing from the Honors Program you forfeit your Honors Scholarship. If you withdraw before the end of the semester, this will include scholarship money for that semester. Appendix A

Honors Educational Enhancement Scholarship (HEES) Application Form

The Honors Educational Enhancement Scholarship (HEES) provides financial support to Honors students seeking to participate in scholarly activities related to their academic interests or to aid in the completion of their Honors thesis. You may request up to \$1,000 per academic year and up to \$2,000 total while you are student in good standing in the Honors Program.

A completed application should contain the following parts:

Section 1: Personal Information

Section 2: Explanation of Activity (a supplemental essay is *required*)

Section 3: Endorsement (an additional letter *may* be attached)

Section 4: Budget

Section 5: Supporting documentation (*may* be attached)

Section 6: Signature

Section 1: Personal Information

Student Name: _____

Clarkson Email Address: _____

Section 2: Explanation of Activity (*must* be attached to paper or email application)

Short Title of Activity: _____

Location(s): _____ Inclusive Dates: _____

Attach a 1-2 page persuasive statement to support your funding request describing the activity and explaining how it fits in with your academics and professional goals. Explain why you need the funding to support the activity and why Honors Program should fund it. Also, tell us how you will share what you learned from this opportunity with the Honors Program and/or the broader Clarkson community.

Section 3: Endorsement (additional letter *may* be attached)

Applications will not be considered without endorsement from a sponsor, either a faculty member at Clarkson or your academic advisor. Applicants are encouraged to strengthen their application with a letter of support from a faculty member or their academic advisor.

Name: _____ Title: _____

Department/ Institution: _____ Email: _____

Signature: _____ Date: _____

Letter of recommendation attached ___ Letter of recommendation sent separately ___

Section 4: Budget (*must* be included)

The Honors Program will generally fund travel based on the rates laid out by the State Department, although we reserve the right to cap these amounts at our discretion. These rates can be found at the following websites:

<http://www.gsa.gov/portal/content/104877> and https://aoprals.state.gov/web920/per_diem.asp.

Provide a complete accounting of each expense using the table below or attach a spreadsheet using a similar format.

Item	Vendor, Provider or Payee	Quantity	Cost per Unit	Total Cost

			TOTAL	

Amount Request from Honors: \$ _____

Amount to be Paid by Other Sources: \$ _____

Sources of Other Funding (list): _____

Section 5: Supporting documentation (may be attached)

Please attach your resume and any additional supporting documents or letters of support that will strengthen your request. *Include all receipts and/or invoices, conference brochures, confirmations of attendance/registration etc.*

Section 6: Signature

Please carefully read the following and sign below.

The information on this application and the attached forms are, to the best of my knowledge, correct and complete. I am not asking for more than \$1,000 during this academic year and my total support will not have exceeded \$2,000 during my tenure in the Honors Program. If I am the successful recipient this award funding, I authorize the Honors Program to publish my photograph, name, and project description. In submitting this application, I understand that this information (along with subsequent information placed in my student records) will be used for the purpose of determining eligibility for receiving this award funding and other purposes consistent with the mandate of the institution. The use of this information will be protected and used in compliance with the Freedom of Information and Protection of Privacy Act.

Signature: _____ Date: _____

Appendix B

Variations on the Honors Thesis

Each thesis will differ according to field and individual decision-making and the following outlines are meant to be generic guidelines only.

EXPERIMENTAL STUDY

Abstract

Introduction

1. Problem statement
2. Objectives
3. Scientific significance and broader impact

Literature Review

1. Relationship of study to related research
2. Critical analysis of pertinent research

Methodology

1. Experimental design (include methods and materials)
2. Subjects to be used, if appropriate
3. Measures used (surveys, interviews, psychological instruments, protocols, etc.)
4. Ethical considerations

Results

1. Presentation of data
2. Analysis of data

Implications and Conclusions

List of References

ENGINEERING DESIGN PROJECT

Introduction

1. Problem definition (design requirements, specification and constraints)
2. Objectives
3. Statement of need and social significance

Literature Review

1. Current status of the art (review of existing products, solutions or technologies)

Technical Approach

1. System level description of project
2. Alternative solutions and/or design concepts

Project Management

1. Tasks and deliverables
2. Timeline
3. Resource needs and/or budget
4. Qualifications

Outcomes

Conclusion

List of References

DESCRIPTIVE OR HISTORICAL STUDY

Abstract

Introduction

1. Problem statement
2. Objectives
3. Scholarly and social significance

Literature Review

1. Relationship of study to related historical/descriptive research
2. Critical analysis of pertinent literature research

Methodology

1. Identification of secondary and primary sources
2. Description of means of interpretation/analysis of resources

Results

1. Presentation of data
2. Analysis of data

Implications and Conclusions

List of References

QUALITATIVE STUDY

Abstract

Introduction

1. Problem statement
2. Objectives
3. Scholarly and social significance

Literature Review

1. Relationship of study to related research
2. Critical analysis of pertinent literature research

Methodology

1. Sample selection
2. Data gathering technique
3. Data analysis methods
4. Ethical considerations

Results

1. Presentation of data
2. Analysis of data

Implications and Conclusions List of References

CREATIVE PROJECT

Introduction

1. Project Statement
2. Objectives

- 3. Value
- Literature Review
 - 1. Overview of critical literature on form and genre
 - 2. Examination of precedents and influences
- Methodology
 - 1. Discussion of technique and how it will be used to achieve aims/effects
 - 2. Challenges and constraints
 - 3. Outline of the mode of presentation
- Outcomes
- Implications and Conclusions
- List of References

BUSINESS PLAN

- Executive Summary
- Introduction
 - 1. Mission
 - 2. Business Model
 - 3. Strategic Plan
 - 4. SWOT Analysis
- Organizational Plan
 - 1. Administration and Personnel
- Marketing Plan
 - 1. Marketing Analysis
 - 2. Marketing Strategy
- Financial Plan
 - 1. Financial Needs Analysis
 - 2. Projections of Revenues and Profits
- Outcomes
- Implications and Conclusions

Appendix C

The Honors Co-Op Thesis

Introduction (min. 5 pages)

Provide an overview of the company: its history, organization, and the main products/services that it makes/provides. Describe your department(s), its function and how it fits into the organization. Provide an overview of your assignments, duties and schedule of activities. You should also provide any other information helpful to the reader by way of background to your project.

The Reflective Essay (min. 10 pages)

Reflect critically on the work experience, particularly in terms of our personal and professional development: describe your expectations, degree of satisfaction, relevancy to your personal/professional goals, difficulties and challenges, degree of supervision/responsibility, relationship to coursework, personnel relations, and teamwork experiences etc. Describe the insights you have made and the lessons that you learned during your experience.

The Technical report (min. 10 pages)

The exact contents of the Technical Report depend upon the nature of the project and it can take a number of forms. It is a self-contained, descriptive and analytical report written in a format and style suitable for publication in a technical journal. It should include appropriate references to sources and diagrams/illustrations. Topics might include:

The design, development, manufacture, or testing of equipment or products with which the student was associated while on the job—e.g. “Integrating a Thermocouple into an Injection Molding Hot Runner Nozzle Assembly” (Devin Vargo, 2012)

A detailed account of the development of a technical process with which the student was associated--e.g. "Reactive Liquids for Chemical-Mechanical Planarization" (Stephen Waud, 2001)

An analysis of organizational behavior in the company or department to which the student is assigned-- e.g. "Alignment and Its Relationship to Organizational Culture and Structure" Sean Lebel, 2005)

A proposal for a technical or organizational innovation that you would like to see implemented at the company—e.g. “Open Source Opportunities in the Business World” (Matthew Rizzolo, 2003)

NOTE: If your supervisor feels this technical report should not be released due to extremely confidential and proprietary content, you will need to have a confidentiality agreement between the company and the Honors Program and Clarkson University.

A digital copy of the thesis must be submitted together with a hard copy of a Thesis Review Form signed by both advisors. The Thesis will be reviewed by an appointed independent Reader who is a member of the Clarkson University faculty.

Approved by the Honors Council February 28, 2014
Appendix D

Honors Thesis Student Agreement

The student is responsible for meeting the thesis requirements of the Honors Program, which includes the required courses, HP 390 and HP 490, and research, writing, and presentation of the thesis itself. By signing below, the student acknowledges that he/she understands the requirements as documented in the *Honors Program Handbook* and agrees to meet the commitments:

I will develop a focused and feasible project to which I am genuinely committed and for which I am properly prepared.

I will find a faculty advisor to advise me. My advisor should be genuinely interested in me and my project and have demonstrated qualifications to mentor me on my project. I am responsible for securing a signed “Advisor’s Agreement” that is to be submitted to the Honors Program.

I will be responsible for developing and maintaining a good working relationship with my advisor. I will ensure that my advisor and I have a shared set of expectations about the thesis research and writing process. We will agree to a schedule of activities and deadlines for completion of the components of my thesis.

I will meet regularly with my advisor. I will be on time and come prepared for each meeting. I will have completed assignments and be ready to ask specific questions or engage in particular topics of discussion. If I cannot make a meeting or meet a deadline I will inform my advisor in advance.

I will regularly submit reports of my work and drafts of my writing so that my advisor can give me feedback and guidance. I will respect my advisor's experience and expertise, and will be expected to respond positively and promptly to his/her advice. I may disagree and may receive conflicting advice from multiple advisors, and in such cases I will make open and informed choices that I will be able to explain and justify.

I will respond in a timely fashion to all communications from my faculty advisor and the Honors Program, and apprise them of any anticipated problems or changes in my project. Should any breakdown in communication occur or any serious obstacles develop in my thesis project, I will immediately inform the Director of the Honors Program us and seek assistance.

I will conduct research responsibly and ethically. I will not plagiarize nor commit any kind of fraud. I will make clear the distinction between my own original contribution and the work of a team or other individuals. I will cite and document sources, and write quotations, summaries, and paraphrases with care so as to distinguish my ideas and words from those of other writers.

I will write my thesis according to professional standards of my field. My work should be of publishable quality. I will ensure that all drafts of my work are grammatically correct and thoroughly proofread before submitting them for review to my advisor and/or the Honors Program.

Student's name: _____

Signature/Date: _____

Appendix E

Agreement to Serve as Advisor for an Honors Thesis

Student's name: _____

Major(s): _____

Project title: _____

Advisor's name: _____

Title: _____

Department: _____

Email: _____ Phone: _____

I am familiar with the instructions for the Honors Thesis included in the *Honors Program Handbook* and I agree to act as thesis advisor for this student and to provide guidance as described in the document "Serving as an Advisor for an Honors Thesis Project."

Signature: _____ Date: _____

Endorsement:

In case the advisor is not a full-time tenure track faculty member at Clarkson University, the chair of the major department must approve of the student's choice of advisor. By signing below you affirm that based on your knowledge the advisor is qualified to supervise an Honors thesis in this field.

Signature: _____ Date: _____

Appendix F

**Clarkson University Honors Program
Research Proposal Cover Sheet**

Student Name: _____

Class: _____ Major(s): _____

AdvisorName: _____ Title: _____

Department: _____

Project Title: _____

Abstract of Research Plan (max. 200 words):

Student Signature/Date

Faculty Advisor Signature/Date

Director Signature/Date

Appendix G

Evaluation of Honors Thesis Proposal¹¹

Project title: _____

Student: _____ Advisor: _____

Component	Exceeds	Meets	Rework	Comments
Introduction: Clear statement of an original problem, objectives and social/scientific significance				
Literature Review: Project is properly contextualized within current literature in the field				
Question: Clear and succinct articulation of question to be answered				
Methodology 1: Detailed description of research design, instrumentation and data collection				
Methodology 2: Appropriate consideration of ethical issues, validity and reliability, and limitations to the study				
Methodology 3: Sound means of analysis of data and interpretation of results				

¹¹ For proposals in fields other than science and social sciences, reviewers will use appropriately modified rubrics, and example of which is presented in Appendix B.

Feasibility: Realistic plan for completion of project				
Overall: Proposal is written according to professional standards in the field				

Evaluator name: _____

Signature: _____ Date: _____

Appendix H

Evaluation of Non-Traditional Honors Thesis Proposal

Project title: _____

Student: _____

COMPONENT	EXCEEDS	MEETS	REVISE	COMMENTS
Conceptualization – <i>Scope is appropriate and nature of the problem or project is clearly articulated</i>				
Motivation – <i>Student convincingly presents the theoretical and practical significance of the problem or project</i>				
Literature Review – <i>Student provides a critical narrative account with appropriate citations of relevant works</i>				
Methods/Approaches – <i>Student presents a coherent approach to the problem/project, acknowledging alternatives and justifying his/her choices</i>				
Expected Results – <i>Student discusses expected outcomes, anticipating problems and suggesting alternatives as necessary</i>				
Feasibility – <i>Student presents a realistic plan for completion of project</i>				
Overall – <i>Proposal is written according to professional standards in the field</i>				

Evaluator name: _____ Signature: _____ Date: _____

Appendix I

Clarkson University

[Title]

A Thesis by

[Your Name]

Department of [Your Department]

Submitted in partial fulfillment of the requirements for a

Bachelor of Science Degree with

University Honors

[Month] [Year]

Accepted by the Honors Program

Advisor ([Name]) Date

Honors Reader ([Name]) Date

Honors Director (Jon Goss) Date

Appendix J

Thesis Review Form

Directions for student: Complete this section of the form and obtain your advisor's signature. Submit the signed form and a digital copy of your thesis to the Honors Program.

Student Name: _____

Project Title: _____

I've read the attached thesis and approve it for review by the appointed Reader.

Thesis Advisor: _____

Date: _____

Directions to the reader: Please check the appropriate box and return this form to the Honors Program within 2 weeks. Should you require revisions please indicate these separately (e.g. email or attached document) and provide suggestions for improvement.

- The draft manuscript will not be reviewed in its present form because it contains formatting, spelling, _____ and/or grammar errors that preclude review of its technical content.
 - Major revisions are required as noted separately (see _____)
 - Minor revisions are required as noted in the draft manuscript (see _____)
 - No revisions are required.
-

If revisions are required:

- I am withholding my approval of the written thesis at this time. I wish to review and approve the corrected thesis before it is put on display. *(Do not sign below)*
- I do not wish to review the corrected thesis before it is put on display. Providing that the student adequately addresses the editorial comments I have made, I approve the written thesis for display. *(Sign below)*

Reader Name

Signature

Date

Appendix K

Sample Confidentiality Agreement

REASON FOR CONFIDENTIALITY (Please check)

- Publication of the thesis or portions thereof is pending.
- Proprietary information is involved.
- Other (Please specify) _____

Student Name: _____ Signature: _____

Advisor Name: _____ Signature: _____

Thesis Title: _____

The confidential information shall be used by the Reader appointed by the Honors Program and the Director the Honors Program only for the purpose of examination of the thesis as part of the requirements of the Honors Program in which the student named above is enrolled. The Reader and the Director agree to take all action reasonably necessary to protect the confidentiality of the confidential information by implementing and enforcing operating procedures to minimize the possibility of unauthorized use or copying of the confidential information.

The confidentiality of this information will be maintained until such a time as thesis becomes part of the public domain, which shall be _____.

Reader's Name: _____ Signature: _____ Date: _____

Director: Jon Goss Signature: _____ Date: _____

Appendix L

Honors Housing

Honors Program students who commit to living in Honors Housing do so with the understanding that this obligates them for the entire academic year (exclusive of vacation periods) except in cases of withdrawal or disciplinary separation from Clarkson University, separation or withdrawal from the Honors Program, or participation in a co-op or study abroad experience.

In the living/learning atmosphere of Honors Housing everyone works together to make the total daily experience a positive one for all. Residents are therefore expected to conduct themselves in a personally responsible, mature, and orderly manner at all times, with due regard for the rights of others.

For the 2016-2017 academic year, Honors Housing will be located on the first floor of Ormsby and the first floor of Newell. Upper-class and first-year students will be in separate suites but mixed up among the two Honors floors. Honors Housing will be overseen by the Clarkson School & Honors Program House Advisor staff.

Assignments:

First year students are invited to apply for Honors housing when they accept their place in the program and are accommodated on a "first-come, first-served" basis. For continuing students, the Housing Application must be completed and submitted to the Associate Director of Student and Alumni Relations by the first week in March in order for you to express your interest in Honors Housing for the following academic year. Places are normally limited and consideration is given to students who exhibit high levels of campus engagement and have the potential to serve as role models for the first-year students. All assignments will be decided prior to spring break. Students in Honors Housing will not receive a lottery number and will not need to participate in the Housing Lottery after break.

Upper-class Student Responsibilities

It is expected that the upper-class students living with the first-year Honors students will serve as role models and demonstrate the behavior that is expected of all members of the community. Upper-class students can informally mentor the first-year Honors students in various forms such as tutoring, navigation of the University, getting involved outside of Honors, and making the adjustment to college. Honors Housing will also be part of a larger living and learning community encompassing the current Clarkson School students and upper-class Clarkson School Mentors. It is

expected that students living in Honor Housing will support the initiatives and goals of the greater learning community.

Quiet Hours

Quiet time must be observed during the following hours: Sunday through Thursday: 10:00 p.m. to 8:00 a.m. and Friday & Saturday: 12:00 a.m. to 8:00 a.m. 24-hour courtesy hours apply at all times.

Withdrawal from Clarkson University

Any Honors Theme resident student who is withdrawing from Clarkson University, whether permanently or for leave of absence, must vacate and remove all personal possessions within twenty-four hours. All rights to the room cease after twenty-four hours.

Students leaving Honors theme housing during the semester receive prorated refunds.

Keys and ID cards must be returned to the designated University official whenever a student is withdrawing from the University for any reason.

Term of Assignment

The term of assignment to housing for students is for the academic year. Student residences (unless otherwise specified) are normally closed and locked during Thanksgiving, spring break, and between fall and spring semesters. Students who have a special need to remain in Honors Housing during a vacation period must obtain permission to do so from the Associate Director of Student and Alumni Relations. Residence facilities must be vacated within 24 hours of your last final in the spring unless you are a graduating senior. Graduating seniors will be allowed to remain in their room through Commencement Day. Dining facilities have limited hours during breaks throughout the year and will resume normal operating hours the night before classes resume after each break. Official dining schedules will be communicated with students via email throughout the year.

Requesting a Roommate Change

It is expected that students choosing this housing option will stay in this assignment for the entire academic year. Requests for change of housing assignment must be made through the Associate Director of Student and Alumni Relations. Moves will not be permitted without prior approval. Students who are accepted to live on the Honors theme floor are not permitted to move to another place on campus.

Alcohol, Drugs, and Tobacco

The use or possession of alcoholic beverages is not permitted under any circumstances for those under the age of 21. Students 21 or older may possess and use alcohol only within their assigned room. Consumption is not permitted in public areas within the residence hall.

Students and staff have the right to enjoy a smoke-free environment. Smoking is not permitted in the Residence Halls or within 30 feet of residence hall entrances.

The University will not condone any illegal act involving the possession, manufacture, use, or sale of controlled substances (drugs) on campus or during any official school trip or activity.

I agree to abide by the rules of the **2016-2017 Clarkson Honors Program Theme Housing** as listed above. I also understand that I am responsible for the [Clarkson University Regulations](#), or other regulations that are promulgated for special circumstances during the academic year. The Honors Program reserves the right to make housing assignments and changes in room assignments for the benefit of the student, other students, or the Honors Program. Any violation of this contract

or the Clarkson University Regulations will result in disciplinary actions that follow the University's Disciplinary Proceedings as stated in the Regulations <http://www.clarkson.edu/studentaffairs/regulations/vi.html>.

Student Name

Preferred Roommate Name

Student Signature

Date

Preferred Suitemates

Appendix M

Clarkson University Honors Program

Petition Form

Please use this form to request any exceptions to Honors regulations and for exceptions to the extra tuition charge rule. Please let us know the reasons for your request. In some cases you may want to obtain the endorsement of a counselor or faculty advisor, as this will generally increase the persuasiveness of your petition, in which case please have them sign below.

Name: _____

Email: _____

I respectfully request:

Signature: _____

Date: _____

I endorse the above request, with/without additional explanation:

Name: _____

Relationship to student: _____

Email: _____

Phone: _____

Signature: _____

Date: _____

Office use only

Received: _____

Approved

Denied

Signature: _____

Explanation: _____

Date: _____

Appendix N

**Clarkson University Honors Program
Notification of Withdrawal**

Students in the Honors Program make an extra commitment to scholarship and extra-curricular activities, and we realize that even for the most talented and motivated students circumstances can sometimes make it difficult to sustain the commitment. We hope that you will come to see an advisor to talk about your situation and how we might help you to stay in the program. But please be assured that leaving Honors does not indicate a failure and it does not result in any blemish upon your academic record.

Please note that by withdrawing from the Honors Program you forfeit your Honors Scholarship, including the semester that you withdraw.

If you decide that Honors is really not for you, please complete this withdrawal form. It is also helpful to us if you can provide us with some explanation of your decision so that we can better understand and meet the needs of our students.

Reason for Withdrawal (please check all that apply):

- Quitting school
- Transferring to another institution
- Honors Degree no longer fits with career goals
- Honors course requirements conflict with major requirements
- Struggling with Honors Thesis
 - Difficulty finding topic for Thesis
 - Difficulty finding advisor for Thesis
 - Difficulty finding time for Thesis
- Personal
- Other

It would be helpful if you could also explain your decision to us so we can understand how we might better serve our students. Please be assured that this information is strictly confidential.

If you are a junior or senior, would you like to still be included on our alumni list? Yes No

Name: _____ Email: _____

Signature: _____ Date: _____

For Office Use Only:

Noted in file Removed from email list SAS informed Initial: _____ Date: _____

Appendix O

Study Abroad Report

Title Page

Your name
Name of department
Name of overseas institution

Narrative (minimum 8 pages)

I. Description of the overseas institution

Briefly describe the overseas institution, its mission and its history (1 page).

Briefly compare this institution with Clarkson University (1 page).

II. Course of study

Give an overview of your course of study providing brief titles and descriptions for each course (1/2 page).

Briefly describe your motivation for this course of study (1 page).

III. Academic Relevance

How has your Study Abroad course of study increased your knowledge and understanding of your field? (1 page).

IV. Experiential Learning

What key lessons did you learn outside of the classroom? Describe and analyze a situation in which you learned one or more of these key lessons (2 pages).

V. Future Plans

Describe how your Study Abroad experience relates to your future career plans, reflecting on how these may have been reinforced or changed as a result of the experience (1 page).

VI. Conclusion

Comment on the overall experience of Study Abroad and whether you would recommend a similar experience to other students (1 page).

Appendix P

Co-op Report

Title Page

Your name
Position title and inclusive dates of your co-op

Name of department
Name and title of your immediate supervisor
Name and address of company

Narrative (minimum 8 pages)

I. Description of Employer

Briefly describe the company, its mission and its history (1 page).

Diagram and describe the role that your department plays in the company (1 page).

II. Duties/Responsibilities

Give an overview of your major responsibilities on the job in the form of a standard job description (1/2 page).

Select one primary responsibility and provide a description of that responsibility, why it was performed, and some of the major steps involved (1 page).

III. Academic Relevance

How has your practical experience increased your knowledge and understanding of your field? (1 page).

IV. Experiential Learning

What key lessons did you learn on the job? Describe and analyze a situation in which you learned one or more of these key lessons (2 pages).

V. Future Plans

Describe how this co-op experience relates to your future career plans, reflecting on how these may have been reinforced or changed as a result of the experience (1 page).

VI. Conclusion

Comment on the overall experience of the internship and whether you would recommend a similar internship experience to other students (1 page).