

# **The University Honors Program**

## **Honors Thesis Guidelines**



**Elizabeth City State University  
Elizabeth City, NC**

# REQUIREMENTS FOR THESIS PREPARATION

## A. General Guidelines

The University Honors Program Director requires that all Honors Theses conform to the specifications given below. Unless the thesis advisor which the student is doing research has given their consent in advance (consent must be given by email to the Director of the University Honors Program), departures from these norms will render a thesis unacceptable.

### *Purpose of the Honors Thesis*

The purpose of the Honors thesis is for our students to demonstrate skills that will serve them well after graduation. The Honors thesis is an original piece of student scholarship that demonstrates student's academic achievement at ECSU. Students work with a faculty committee to produce a scholarly/creative product appropriate for their discipline and conforms to the scope and rigor of the University Honors Program. The Honors thesis must go above and beyond any project for a course; it may expand upon a term paper completed for a course but may not be a repurposed project completed for another course. The Honors thesis must demonstrate that the student:

- Has excellent writing skills (Honors thesis must be a professional written piece with minimal to no errors in grammar and spelling.
- Can carry-out research as well as analyze and organize results,
- Knows the relevance of the project to the field of study and/or to society.
- Is able to critically examine the work of other scholars and relate that work to the thesis.
- Cites appropriate sources.
- Can present writing of a quality acceptable for publication or public presentation, and
- Can present ideas clearly and in a compelling manner to various audiences.

### *Why Complete the Honors Thesis?*

Some of the reasons for completing the Honors thesis include:

- *More Fun Than a Class:* Completing the Honors thesis can be more fun than a regular class. You can decide and delve into topics that are of greater interest to you. In the thesis preparation process, you can be creative.
- *Growth:* Honors Thesis completion will enhance professional growth and development.
- *Strengthen the Honors Student's Resume:* Should you decide to apply for graduate or professor school, your application may be more competitive. This may also be the case when you apply for jobs.
- *Faculty Mentoring and Positive Letter of Recommendation:* The faculty member

you work with on your thesis will be better able to guide, give good advises and give a positive recommendation in the future.

- *Communication Skills:* Improve your verbal and written skills for conference presentations, exhibitions and publications.
- *Graduate School:* Honors Thesis may serve as a good writing sample as part of the application for graduate school. Also, serve as an excellent preparation for graduate school where you may be asked to prepare and defend a thesis or dissertation.
- *Recognition in the Commencement Program:* Your name and your thesis advisor's name will be recognized in the commencement program the semester you.
- *Honors Program Designation on official transcript & diploma:* Students who meet all Honors Program requirements for graduation and complete Honors Thesis will have Honors Program designated on both their official transcript and their diploma.

## **B. Thesis Supervision and Approval**

### *Choosing a Thesis Advisor*

Choosing a thesis advisor to work with is key to a successful thesis experience. The Honors student should choose a faculty member who is familiar with the area the student will be completing their thesis. **Your academic advisor does not have to be your Thesis advisor.**

You may start by talking with professors you have had in the past about their research and teaching interests, read online faculty profiles, schedule an appointment with faculty members with similar interests and ask them more about their work, present your own ideas and see how they respond. Choose someone who is easy for you to talk with, someone who understands you and whom you understand. Consider personality because it matters as well. If you are a student who needs structure, choose someone who is willing to meet regularly, and if you can work independently, you may choose someone who has a light hand when giving guidance.

After you have identified your Thesis advisor and s/he has agreed to serve, with the help of your advisor, complete **Appendix B "Honors Thesis Advisor Agreement Form"** and send by email to [honors.program@ecs.u.edu](mailto:honors.program@ecs.u.edu).

Responsibilities of the Honors Thesis Advisor include:

- Participate in regular meetings with the scholar.
- Establish specific benchmarks and deadlines for thesis progress.
- Advise and support the student in the development and completion of the Honors Thesis
- Read and comment on drafts of the thesis.
- Chair the student's Honors thesis defense.
- Ensure all committee members complete all forms relating to Honors thesis and submit

to the director of the Honors program via email at [honor.program@ecs.u.edu](mailto:honor.program@ecs.u.edu)

### *Honors Thesis Committee*

All Honors theses require approval by a committee of three faculty members – **the thesis advisor and two other members in the field of major or related area**. Faculty members from other institutions may serve on the committee if approved by the Director of the University Honors Program. The process for approval for non-ECSU faculty member to serve as a member of the committee is for the thesis advisor to send an email in a couple of sentences about the committee member’s qualifications.

### *Changing Advisor/Committee Members*

Situations may arise that could lead to the need for you to change your thesis advisor or members of your thesis committee (e.g., thesis advisor or committee member leaves ECSU). If you need to change your thesis advisor or a member of your thesis committee, discuss the situation with the Honors Program Director as soon as possible. If a change is appropriate, a revised thesis agreement form must be submitted to the University Honors Program office.

### *Timeline for Honors Thesis*

Honors students will learn about the Honors thesis as early as fall Honors Program retreat and through courses offered in the program. In general, Honors students should follow the timeline below:

<b>SEMESTER/YEAR</b>	<b>ACTIVITY</b>
Fall of Junior Year (4 semesters prior to graduation)	Begin to think about the project/research topic and possibly select a thesis advisor.
March of Junior Year (3 semesters prior to graduation)	The thesis advisor will approve the topic, the process of thesis development, and the timeline.
Senior Year (minimum of 2 semesters)	Complete the project/thesis and submit thesis approved by the advisor and the committee members by the deadlines during their last semester.  <b>Fall Graduates:</b> October 31 <b>Spring Graduates:</b> March 31  Register for HON 410 (Honors Thesis/Defense course)
Last semester of senior year	Students will defend the Honors thesis to demonstrate the project understanding and obtain feedback by the deadlines below. Students and thesis advisor (in agreement with the

	<p>committee members) will schedule the oral defense by completing <b>Appendix C</b> “Honors Thesis Oral Defense Form”. Completed form must be submitted to the Honors Program by email to <a href="mailto:honor.program@ecs.u.edu">honor.program@ecs.u.edu</a></p> <p style="text-align: center;"><b>Fall Graduates:</b> November 15 <b>Spring Graduates:</b> April 15</p>
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Take time to complete the Honors Thesis as soon as possible since you may find it challenging to complete the thesis during your last year at ECSU.

### *Choosing a Topic*

To help generate possible Honors thesis ideas, you may speak with the department chair or faculty members, or look through faculty profiles with research interests in the student’s major. You may also ask yourself the following questions:

- What topics/themes in my courses have interested me the most?
- What am I most curious about?
- What about my major do I love?

It is crucial for you to select a thesis topic you are passionate about so that your thesis will interest you during the period you will be working on it.

## **C. Thesis specifications**

### *Sections*

The Honors thesis must include the following sections in the order listed below.

- **Title page:** The title page must include: **(See sample title page in Appendix D)**
  - The title of the thesis
  - The name of the author and department
  - The month and year the thesis was submitted.
- **Honors Thesis Defense Approval Page (Appendix E)**
- **Abstract or Summary:** Every copy of the thesis must have an abstract not more than 200 words. For the project on creative and performing arts, specifics about the exhibition must be provided.
- **Dedication** (optional)
- **Acknowledgement** (optional)
- **Table of contents**
- **Body of Thesis: should include:**
  - Chapter 1 – Introduction

- Chapter II – Literature Review
- Chapter III – Methodology or Materials and Methods
- Chapter IV – Findings (Results)
- Chapter V – Discussion (Analysis, Recommendations and Conclusions)
- Bibliography or List of Works Cited
- Appendices (Optional)

### *Length of Thesis*

The length of the Honors thesis will vary depending on the major/discipline. As a rule of thumb, all theses should be at least 25 pages including all required and optional sections.

### *Formatting*

The Honors Thesis must be prepared in Microsoft Word and is to follow the parameters below.

- Margins: at least 1" all around
- Font: Times New Roman
- Font size: 11 point, preferably 12 point. Smaller font may be used for footnotes and end notes
- Spacing: double-spaced

### *Style Guides*

When preparing your Honors thesis, please follow the style guide that is most appropriate to your field of study or discipline. For example:

- Modern Language Association (MLA) style
- American Psychological Association (APA) style
- Chicago Style

Check with your thesis advisor before choosing a style.

### *The Honors Thesis Evaluation and Oral Presentation/Defense*

Each thesis will be evaluated by all thesis committee members using a standard rubric at the end of the project. In addition, you are required to make an oral presentation of your thesis project. Please inform the University Honors Program office of the date of the oral defense by completing **Appendix C** "Honors Thesis Oral Defense Form".

All thesis committee members will complete the "Honors Thesis Scoring Rubric" (**Appendix F**) form during the oral defense. Your thesis advisor will compile all completed forms and send them

via e-mail at [honors.program@ecu.edu](mailto:honors.program@ecu.edu) to the University Honors Program office.

### *Thesis Submission (Final Product)*

***While this is the responsibility of the student, thesis advisors should not sign off on theses that are not as error free as possible.*** When the thesis is submitted, the thesis advisor and all committee members are to have signed the “Certification of Completion Honor’s Thesis” form (**Appendix G**) indicating that the thesis meets all the requirements as stated in the Honors Thesis guidelines and is ready for publication as presented on the [North Carolina Digital Online Collection for Knowledge and Scholarship \(NCDOCKS\)](#) website.

The submission deadline is the last day of the final exam period of the semester during which the student registers for HON 495 Senior Honors Colloquium Thesis or HON 410 Honors Thesis/Oral Defense.

The final version of your Honors thesis is to be sent by e-mail attachment in Microsoft Word (not PDF) to [honors.program@ecu.edu](mailto:honors.program@ecu.edu).

Review your Honors thesis for grammatical and typographical errors before submitting.

All Honors Thesis will be uploaded to the [North Carolina Digital Online Collection for Knowledge and Scholarship \(NCDOCKS\)](#).

## (Appendix A)

### Body of Thesis Definitions:

**Abstract:** Every copy of the thesis must have an abstract. The abstract must provide a concise summary of the thesis (not more than 200 words). The word “Abstract” must be centered about one inch from the top of the page. The text must be double-spaced as is in the body of the paper.

**Dedication:** A Dedication Page may be included in your thesis just before the Acknowledgments Page, **but it is not a requirement**. Page should be dedicated to someone(s) who has had extraordinary influence on you and or the work. The words here should be brief and without lengthy descriptions (200 words or less).

**Acknowledgment:** It is appropriate to declare, in the preface or in an acknowledgments section, the extent to which assistance has been given by members of the staff, fellow students, technicians or others in the collection of materials and data, the design and construction of apparatus, the performance of experiments, the analysis of data, and the preparation of the thesis (including editorial help). In addition, it is appropriate to recognize the supervision and advice given by thesis advisors and the committee members.

### **Table of Contents:**

The table of contents must be detailed. Each chapter must be given a page number for the location of a particular text.

### **Body of Thesis:**

- **Chapter I:** The **Introduction** clearly states the rationale and objectives of the research. It also includes a **summary of** the issue (s) being researched, literature review, methodology and Statement of Purpose
- **Chapter II:** A **Review of the Literature** should be comprehensive addressing the major relevant research that has been done in the field of study. A chronological literature review is advisable.
- **Chapter III:** **Methodology; (Methods and Materials)**. indicates the research method to be used to document, test or expand hypothesis and/or research questions.
- **Chapter IV:** **Findings (Results)**, will include charts, graphs, tables, etc., which detail how your results reflect your hypothesis and/or research questions.
- **Chapter V.** **Analysis, Recommendations, and Conclusions. (Discussion)**

**Reference List/Bibliography:** The list should contain thorough **References**, following the final chapter. The list should be in the documentation format used in the field of major or discipline.

**Appendices/Appendixes:** Section should contain an ethics certificate in the case of research involving human or animal subjects, microorganisms, living cells, other bio-hazards and/or



radioactive material. Also, the appendix contains information the researcher wishes the reader to know, but is not an integral part of the work.

### **Thesis formatting:**

**Script and Page Format:** The thesis must be typed (preferably using a computer. Standard paper (8.5" x 11") paper must be used. A conventional font, size 12-point, (Preferably Times New Roman) 10 to 12 characters per inch must be used. *Lines must be double spaced.* **To facilitate binding, left-hand margins should have a width of not less than 1 in, but not more than 1.5 inches.** The **right-hand margin need not be justified**, but it should be well defined at 1 inch to 1.5 inches.

**Pagination:** Positioning of page numbers is optional. Pages with figures are numbered in sequence with those containing only text.

**Footnotes, References and Appendices:** These should conform to a scholarly style appropriate to the discipline. Footnotes may be placed at the bottom of the page or at the end of each chapter. Consistency of formatting for footnotes and references is required throughout the thesis.

**Figures and Illustrations:** Figures, tables, graphs, etc., should be positioned according to the publication conventions of the APA Style Manual, 6<sup>th</sup> edition. Illustrations must be drawn using an ink that permits microfilming and high-quality photocopying. (For the same reason, color-coding is not recommended for graphs, charts, etc.). Charts, graphs, maps, and tables that are larger than the standard page should be avoided, unless absolutely necessary. Overlays must be meticulously positioned in the text. Where graphs, illustrations, photographs, etc. fill an entire page, these pages should be numbered in sequence. (see Pagination above). Legends or captions accompanying such full-page graphics must be presented on a separate page.

**Photographs:** Digital photographs may be incorporated into the thesis. High contrast black-and-white photos reproduce well. Photographs with dark backgrounds should be avoided.

**Plagiarism:** Plagiarism will not be tolerated in any form as stated in the University Catalog. It reads:

PLAGIARISM is defined as copied work, word for word, or in substance, from the writings of others and presented as one's written work for credit. It is always assumed that the written work offered for credit is the student's own unless proper credit is given [to] the original author.

**Appendix B**



## Honors Thesis Advisor Agreement Form

*Instruction: Honors Student with the Thesis advisor should complete this form and student must email the form to [honors.program@ecsu.edu](mailto:honors.program@ecsu.edu)*

<i>Student's Name:</i>		<i>ECSU ID #:</i>	
<i>Student's Major:</i>		<i>Academic Department:</i>	
<i>Thesis Advisor's Name:</i>		<i>Anticipated Graduation Semester and Year</i>	

**SECTION A: To be completed by Student.**

Preliminary Title of Thesis/Creative Project:

\_\_\_\_\_

\_\_\_\_\_  
*Student's Signature*

\_\_\_\_\_  
*Date*

**SECTION B: To be completed by Thesis Advisor**

By signing below, the faculty member agrees to serve as the student's thesis advisor for Semester \_\_\_\_\_ Year \_\_\_\_\_

**(Please review expectations (an excerpt from the Honors Thesis Guidelines) of the Thesis advisor on page 2)**

\_\_\_\_\_  
*Thesis Advisor's Signature*

\_\_\_\_\_  
*Date*

**Faculty: Please notify the Director of the University Honors Program at [honors.program@ecsu.edu](mailto:honors.program@ecsu.edu) if unable to serve as the Thesis advisor after the form has been completed.**

**Expectations of the Honors Student:**

- Meet and communicate with your thesis advisor regularly – this depends on the schedule established by you and your advisor.
- Follow through commitments to project and your thesis advisor.
- Take steps necessary to obtain any research permissions (e.g. IRB).
- Ask and select (with input from thesis advisor) faculty members to serve as committee members for your thesis.
- Keep all committee members up to date on the progress of your thesis.
- Provide drafts of thesis to advisor with ample time for feedback.
- Prepare for oral defense.
- Make needed corrections in a timely manner.
- Complete all related to your Honors thesis and

**Expectations of the Honors Thesis Advisor:**

- Participate in regular meetings with the scholar.
- Establish specific benchmarks and deadlines for thesis progress.
- Advise and support the student in the development and completion of the Honors Thesis
- Review drafts of the thesis and provide feedback in advance of circulation to committee members.
- Mentor advisee in preparation for the oral thesis defense (for their presentation and Q&A)
- Chair the student's Honors thesis defense.
- Review final draft of thesis and communicate any required revisions to the thesis to the student.
- Ensure all committee members complete all forms relating to Honors thesis defense and submit to the director of the Honors program via email at [honors.program@ecsu.edu](mailto:honors.program@ecsu.edu).

(Appendix C)



## Honors Thesis Oral Defense Form

**Instruction:** The Honors Thesis Oral Defense form must be completed by the student and advisor (in agreement with all Thesis Committee Members). The completed form must be submitted to the University Honors Program via email to [honors.program@ecsu.edu](mailto:honors.program@ecsu.edu) by the following dates:

- For spring graduates: March 31
- For fall graduates: October 31

<i>Student's Name:</i>		<i>ECSU ID #:</i>	
<i>Student's Major:</i>		<i>Academic Department:</i>	
<i>Thesis Advisor's Name:</i>		<i>Anticipated Graduation Semester and Year</i>	

### SECTION A: To be completed by Student

I, \_\_\_\_\_, would like to orally defend my Honors Thesis on \_\_\_\_\_  
(Student's Name) (Date)

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

### SECTION B: To be completed by Thesis Advisor

I, \_\_\_\_\_, verify that \_\_\_\_\_  
(Thesis Advisor's Name) (Student's Name)

will be prepared to orally defend their Honors Thesis by the designated date.

\_\_\_\_\_  
Thesis Advisor's Signature

\_\_\_\_\_  
Date

***(Appendix D)***  
***(A Sample of Title Page)***

Honors Program

Elizabeth City State University

Analysis of Water in Pasquotank County

Honors Thesis

Submitted

In Partial Fulfilment

Of The

Requirements for

The Honors Program

By

Viking Pride

Fall 2023

Faculty Mentor

Dr. John Public

Assistant Professor

Department of Health & Human Studies

(Appendix E)



## Honors Thesis Defense Approval Page

*Instruction: This form must be completed and submitted by the Thesis Advisor no later than seven (7) business days after the student has completed the Thesis defense.  
The form must be sent by email to [honors.program@ecu.edu](mailto:honors.program@ecu.edu)*

Title

By

Student's Name

Defense Date:  
Month, Day, Year

Approved by:

\_\_\_\_\_  
Thesis Advisor's Signature

\_\_\_\_\_  
Committee Member's Signature

\_\_\_\_\_  
Committee Member's Signature

(Appendix F)



## Honors Thesis Scoring Rubric

**Instructions:** This form must be completed by thesis advisor and all committee members. The thesis advisor is to submit his/her completed form as well as those from the committee members via e-mail to [honors.program@ecsu.edu](mailto:honors.program@ecsu.edu) no later than 7 business days after the student completed the oral thesis defense.

<b>Student's Name:</b>						
<b>Thesis Advisor:</b>						
<b>Date of Oral Thesis Defense:</b>						
<b>Title of Thesis:</b>						
<b>Semester:</b> <input type="checkbox"/> Spring <input type="checkbox"/> Fall <b>Year:</b>						
	1	2	3	4	5	Score
<b>Introduction and Statement of Problem</b>	Fails to provide adequate context, rationale, purpose, and terms. Fails to provide adequate statement of research questions, hypothesis,	Poor statement of context supporting rationale for proposed study, statement of why study is needed, statement of purpose, list of term. Poor statement of	Adequate statement of context supporting rationale for proposed study, statement of why study is needed, statement of purpose, list of term. Adequate	Provides clear context supporting rationale for proposed study; clear statement of why study is needed; clear purpose; comprehensive list of terms. Clear statement	Provides clear context supporting rationale for proposed thesis; clear statement of why study is needed; clear purpose; comprehensive list of terms. Research	

	significance, and limitations. Writing does not flow well, is not clear, concise, comprehensive, nor does it use proper transitions. Poor use of proper grammar and spelling.	research questions, hypothesis, significance, and limitations. Grammar structure adequate.	statement of research questions, hypothesis, significance, and limitations. Grammar structure adequate.	of research questions, hypothesis, significance, and limitations. Well written: uses proper grammar and spelling; clear transitions.	questions, hypothesis, significance, and limitations clearly stated. Exemplary writing that flows well: clear, concise, and comprehensive. Uses proper grammar and spelling; clear transitions.	
<b>Critical Evaluation of Literature</b>	Fails to provide empirical research supporting topic. Synthesis and organization is based on limited information. There is little or poor link to the thesis question. No mention of diversity (e.g., gender, culture, religion, language, etc.). Writing does not flow well, is not clear, concise, comprehensive, nor does it use proper transitions. Poor use of proper grammar and spelling.	Minimal review of the literature and little mention of empirical sources. Poor synthesis and organization of the literature, which minimally links it to the thesis question. Minimal or no mention of diversity (e.g., gender, culture, religion, language, etc.). Writing does not flow well, is not clear, concise, comprehensive, nor does it use proper transitions. Uses proper grammar and spelling.	Adequate review of the literature and empirical sources. Good synthesis and organization of the literature, which is clearly linked to the thesis question. Mention of diversity (e.g., gender, culture, religion, language, etc.), but not clearly linked to the topic. Adequate writing, which flows well, is clear, concise, and comprehensive. Uses proper grammar and spelling and has clear transitions.	Good review of relevant and empirical sources. Good synthesis and organization of literature that is clearly linked to thesis question. Some attention to diversity issues pertaining to the topic (e.g., gender, culture, religion, language, etc.). Good writing skills: writing flows well, is clear, concise, and comprehensive. Uses proper grammar and spelling and has clear transitions.	Thorough review of relevant and empirical sources, citing seminal works in the field. Exemplary synthesis and organization of literature that is clearly linked to thesis question. Specific attention to diversity issues pertaining to topic (e.g., gender, culture, religion, language, etc.). Exemplary writing that flows well: clear, concise, and comprehensive. Uses proper grammar and spelling; clear transitions.	
<b>Materials and Methods</b>	Fails to provide statement of research design, sample, instruments,	Provides poor statement of research design, sample, instruments,	Provides adequate statement of research design, sample,	Provides good statement of research design, sample, instruments,	Provides clear and descriptive statement of research design, sample,	



	and/or procedures. No mention of diversity (e.g., gender, culture, religion, language, etc.). Writing does not flow well, is not clear, concise, comprehensive, nor does it use proper transitions. Poor use of proper grammar and spelling.	analysis and procedures with large degree of vagueness. Minimal or no mention of diversity (e.g., gender, culture, religion, language, etc.). poor writing that does not flow well: is not clear, concise, comprehensive nor does it use proper transitions. Uses proper grammar and spelling.	instruments, analysis, and procedures with some degree of vagueness. Mention of diversity (e.g., gender, culture, religion, language, etc.), but not clearly linked to the topic. Adequate writing that flows well: clear, concise, and comprehensive, and clear transitions. Uses proper grammar and spelling.	analysis, and procedures with little degree of vagueness. Some attention to diversity issues pertaining to topic (e.g., gender, culture, religion, language, etc.). Good writing that flows well: clear, concise, comprehensive, and uses clear transitions. Uses proper grammar and spelling.	instruments, analysis, procedures (recipe style). Specific attention to diversity issues pertaining to topic (e.g., gender, culture, religion, language, etc.). Exemplary writing that flows well: clear, concise, comprehensive, and uses clear transitions. Uses proper grammar and spelling.	
<b>Results</b>	Statistics are inadequate to research question. Reporting of results is not related to research question(s) and/or hypothesis. Minimal to no use of diagrams and tables. Poor writing that may not flow smoothly, isn't clear, concise, comprehensive, or uses clear transitions. Poor use of proper grammar and spelling.	Provides only descriptive statistics. Reporting of results is clearly related to research question and hypothesis. Adequate and minimal use of diagrams and tables. Adequate to poor writing that may not flow well, be clear, concise, comprehensive, nor uses clear transitions. Uses proper grammar and spelling.	Appropriate and adequate analysis and descriptive reporting of results that are clearly related to research question and hypothesis. Adequate and minimal use of diagrams and tables. Adequate writing that flows well: clear, concise, comprehensive, and uses clear transitions. Uses proper grammar and spelling.	Appropriate and good analysis and descriptive reporting of results that are clearly related to research question and hypothesis. Good use of diagrams and tables. Good writing that flows well: clear, concise, comprehensive, and uses clear transitions. Uses proper grammar and spelling.	Excellent, appropriate and advanced analysis and descriptive reporting of results that are clearly related to research question and hypothesis. Excellent use of diagrams and tables. Exemplary writing that flows well: clear, concise, comprehensive, and uses clear transitions. Uses proper grammar and spelling.	
<b>Discussion and Recommendations</b>	Fails to provide adequate summary,	Poor summary, critic, and recommendati	Adequate summary, critic, and recommendati	Good summary, critic, and recommendatio	Sophisticated summary, critic, and recommendati	

	recommendations and conclusions. Grammar structure poor.	recommendations for implementation and further research. Grammar structure adequate.	recommendations for implementation and further research. Grammar structure adequate.	recommendations for implementation and further research. Well written: uses proper grammar and spelling; clear transitions.	recommendations for implementation and further research. Exemplary writing that flows well: clear, concise, and comprehensive. Uses proper grammar and spelling; clear transitions.	
<b>APA style &amp; format</b>	Little or no conformation to APA format / style	Many substantial consistent APA errors	Some minor consistent APA errors	Few APA errors, none consistent	Exemplary APA format / style throughout	
<b>Ethical and Legal Standards and Human Subjects Review</b>	Little or no application of standards. Failed to submit/gain for Human Subjects Approval appropriate.	Substantial misapplication of ethical & legal standards. Submit appropriate forms for Human Subjects Approval.	Some misapplication of ethical or legal standards. Submit adequate request for Human Subjects Approval.	Adequate application of all ethical & legal standards. Submit proper request for Human Subjects Approval.	Exemplary application of all ethical & legal standards. Submit exemplary request for Human Subjects Approval.	
<b>Writing Quality</b>	Lacks clarity; sentences are poorly constructed; confusing; contain frequent errors in word choice, grammar, punctuation, and spelling	Many sentences poorly structured, excessive errors, grammar lacks scientific structure; application of basis coherence is not evident	Evidence of adequate knowledge of research resources. Evidence of basic writing skills with statistical research. Citing of resources appropriately used.	Evidence of competent writing skills. Logical and coherent writing evident. Correct use of APA format. Provides adequate documentation.	Written with clarity and precision. Writing is cogent and logical. Provides complete documentation with appropriate appendices.	
					<b>Total→</b>	

<b>Comments:</b>						
<b>ORAL DEFENSE</b>						
<b>Delivery</b>	Lacks clear articulation of thesis; delivery is filled with pauses and unconscious fillers	Minimal standards in the acquisition and application of professional knowledge, skills, and behaviors included in program's academic and practice curricula.	Adequate standards in the acquisition and application of professional knowledge, skills, and behaviors included in program's academic and practice curricula.	High standards in the acquisition and application of professional knowledge, skills, and behaviors included in program's academic and practice curricula.	Exemplary standards in the acquisition and application of professional knowledge, skills, and behaviors included in program's academic and practice curricula.	
<b>Organization</b>	Fails to	Poor creative,	Adequate	Good creative,	Exemplary	

	demonstrate creative, critical, or reflective thinking/practice.	critical, and reflective thinking/practice.	creative, critical, and reflective thinking/practice.	critical, and reflective thinking/practice.	creative, critical, and reflective thinking/practice.	
<b>Response</b>	Lacks understanding of subject and sufficient coping abilities.	Problems with understanding and coping abilities, as reflected in responses.	Adequate judgment and coping abilities reflected in responses.	Mature judgment; good coping abilities.	Exemplary and mature judgment; outstanding coping abilities.	
<b>Accuracy</b>	Fails to adequately demonstrate empathy, respect, and congruence; poor interpersonal skills.	Several notable problems with empathy, respect, and congruence; poor interpersonal skills.	Adequate demonstration of empathy, respect, and congruence; adequate interpersonal skills.	Good demonstration of empathy, respect, and congruence; good interpersonal skills.	Exemplary and consistent demonstration of empathy, respect, and congruence; exemplary interpersonal skills.	
<b>Summation</b>	Fails to explain topic relationships to solve problems or make decisions.	Poor skills in creating connective relationships to solve problems and make decisions.	Adequate skills in creating connective relationships to solve problems and make decisions.	Strong skills in creating connective relationships to solve problems and make decisions.	Exemplary skills in creating connective relationships to solve problems and make decisions.	
					<b>Total→</b>	
<b>Additional Comments:</b>						

Signature of Evaluating Committee Member: \_\_\_\_\_

- 60-65 Total Points: Exceptional
- 50-59 Total Points: Acceptable
- 40-49 Total Points: Major Revision Required
- Below 39 Total Points: Failure

If there is a category you are unable to assess, please place NA in the points section. However, no points will be counted for that category.

(Appendix G)



## Certification of Completion of Honor's Thesis

*Instruction: This form must be completed and submitted by the Thesis Advisor to [honors.program@ecsu.edu](mailto:honors.program@ecsu.edu) by the deadline established by the University Honors Program noted below.*

**Fall Commencement: November 15<sup>th</sup>; Spring Commencement: April 15<sup>th</sup>.**

Date Approved: \_\_\_\_\_

Student Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

Department: \_\_\_\_\_

School: \_\_\_\_\_

Graduation Date (Semester/Year) \_\_\_\_\_

Thesis Title:

The thesis listed above has been read and reviewed in its entirety, with all final corrections complete and approved by the thesis advisor and all committee members.

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Name of Thesis Advisor	Signature	Date
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Name of Committee Member #1	Signature	Date
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Name of Committee Member #2	Signature	Date
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## Thesis Guidelines Checklist

\_\_\_\_\_ I have read the Thesis Guidelines

\_\_\_\_\_ The style used in the thesis has been agreed on by all members of the committee.

\_\_\_\_\_ The style used is \_\_\_\_\_

\_\_\_\_\_ All committee changes have been incorporated into the draft before submission to the Honors Program

\_\_\_\_\_ The font size is a minimum of 12-point. All page numbers are in the same font size and style that was used for the body of the thesis.

\_\_\_\_\_ Left margin (binding side) is 1.5 (inches); top and right margins are 1.25 (inches).

\_\_\_\_\_ All numbered pages have page numbers in the center of the page, 1.0 inches from the bottom of the page. The page numbers do not have dashes, hyphens or any other embellishment around them. All page numbers are in the same font style and size as the body of the paper.

\_\_\_\_\_ All preliminary pages are included and follow the format of the instructions found in the Guidelines.

\_\_\_\_\_ All preliminary page numbers are in the same font size and style as the body of the paper.

\_\_\_\_\_ All subheads in the paper are included in the table of contents.

\_\_\_\_\_ All chapters and chapter equivalents begin on a new page; subheads do not begin on a new page unless they would be the last line on the page (if this occurs then place that subheading on the next page.)

\_\_\_\_\_ Tables and figures that are not original (created by the author), must have a source note and those sources are included in the References.

\_\_\_\_\_ All tables, figures, and appendices are mentioned in the text before they appear and are mentioned in numerical (or alphabetical for appendices) order.

\_\_\_\_\_The captions for all tables and figures are listed in a list of tables and a list of figures the follow the Table of Contents. Figures and tables should be numbered according to the chapter where they are placed. For example, the first table in chapter 2 should be 2.1. The first figure in chapter 3 should be 3.1

\_\_\_\_\_There are no partially filled text pages. If a table or figure will not fit in the space remaining on a page, fill the page with text (even if you need to begin a new subhead) and place the tables and figures on the following page (s)

\_\_\_\_\_Any table started on a page with text must be completed on that page. If the table will not fit, the text page must be filled with narrative and the table started on the next page.

\_\_\_\_\_Type size of tables must be large enough to be read when digitized for binding.

\_\_\_\_\_All illustrative materials conform to the requirements stated in the Guidelines.

\_\_\_\_\_All citations in the text and, if applicable, in tables/figures have a corresponding entry in on the Reference List.

\_\_\_\_\_Every direct quotation has a citation that includes the page number from the original source, or in the case of secondary citations, the source that was actually read.

\_\_\_\_\_All reference entries are single spaced with a double space between each entry.

\_\_\_\_\_Written permission has been granted for inclusion of any material that is not my own (maps, tests, questionnaires, etc)

\_\_\_\_\_All References Cited entries are complete and in the proper format.

**Adapted from: New Mexico State University's Thesis/Dissertation Guidelines.**