

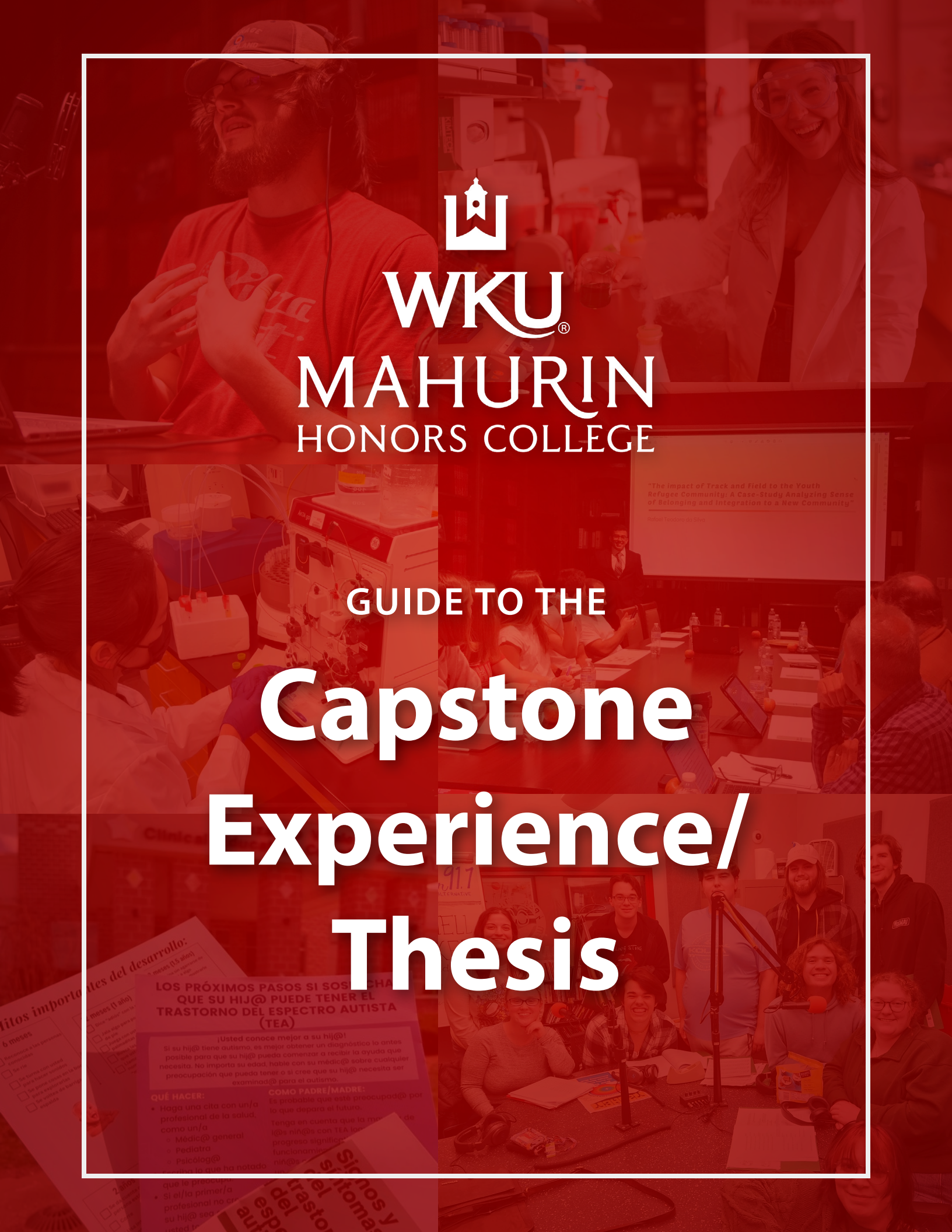


WKU[®]

MAHURIN
HONORS COLLEGE

GUIDE TO THE

Capstone Experience/ Thesis



Los próximos pasos si sospecha que su hijo/a puede tener el trastorno del espectro autista (TEA)

¿Usted conoce mejor a su hijo/a?

Si su hijo/a tiene autismo, es mejor obtener un diagnóstico lo antes posible para que su hijo/a pueda comenzar a recibir la ayuda que necesita. No importa su edad, hable con su médico/a sobre cualquier preocupación que pueda tener o si cree que su hijo/a necesita ser examinado/a para el autismo.

QUÉ HACER:

- Haga una cita con un/a profesional de la salud, como un/a:
 - Médico/a general
 - Pediatra
 - Psicólogo/asi usted o alguien que ha notado:

COMO PADRE/MADRE:

Es probable que esté preocupado/a por lo que depara el futuro. Tenga en cuenta que la mayoría de los niños con TEA logran progreso significativo y funcionan mejor que nunca.

Signos y síntomas del trastorno del espectro autista



From top: CE/T scholars David Hunter Hartlage, Madeline Petty, and Molly Shreve.

Photos of scholars in the CE/T process are found throughout this handbook. Click on the photo or caption to visit their published CE/Ts.

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Left: Dallas McKinney completed his CE/T in Spring 2020, studying atmospheric behavior using data from the NASA Student Airborne Research Program.

Right: Airelle Railley defended their CE/T in Spring 2023.





PART ONE

Introduction to the Capstone Experience/Thesis (CE/T)



Molly Shreve completed her CE/T on improving preparation methods for Scanning Electron Microscopy in Spring 2023.

AN OVERVIEW

A **Capstone Experience/Thesis (CE/T)** should be the culmination of an undergraduate education for any high-achieving Mahurin Honors College (MHC) scholar. It offers scholars the opportunity to contribute to their disciplines, to do hands-on work in their fields, and to explore future careers.

Above all, scholars should demonstrate that they can identify a problem or issue, use the methods and theories of their individual disciplines to address the problem or issue, contextualize their approach within existing work in their discipline, and communicate effectively about this process. This can be accomplished in one of two ways: through a traditional **thesis** or a **capstone experience** project.

ALL CE/TS...

- should be guided by disciplinary standards.
- should be substantial. Scholars should spend no fewer than 270 hours over two semesters working on the project.
- should make an original contribution to each scholar's discipline by tackling new problems relevant to their disciplines or take a fresh approach to old issues
- have no minimum or maximum page limits; however, the faculty mentor should help scholars determine the expected length of a project based on disciplinary standards and the contours of individual projects.
- should conform to the academic writing standards of the given discipline.

TRADITIONAL THESES...

Typically allow scholars to conduct in-depth examinations of topics that are narrow in scope.

Should be based on original research.

Utilize academic research methods.

CAPSTONE PROJECTS...

Are typically better suited for examining relatively broad topics.

Should contribute original work and/or ideas to each scholar's chosen field.

May utilize more applied research methods.

Must include documentation of the project: photographs, sound recordings, or other materials deemed appropriate by the faculty advisor and The MHC.

Must include a reflection piece that demonstrates a broader understanding of the field and places the CE/T in the larger context of the discipline.

COMPLETING A CE/T HAS MANY BENEFITS...

Because CE/T projects offer scholars their first opportunity to engage in independent and original work, the experience can help scholars decide if graduate school is the right call for their future.

The completion of a CE/T project will serve as evidence of one's ability to ask and answer complex questions, contextualize thoughts and ideas within the broader discipline, and work independently—all skills that graduate and professional schools and scholarship-granting agencies prize.

CE/T projects offer scholars the opportunity to gain real world experience and some of the skills necessary for their future careers. In some cases, scholars might find that the CE/T process affirmed their ideas about potential careers; in other cases, the process might point scholars to a new path.

Ultimately, it can be an important experience that helps scholars learn about themselves and their abilities and make important decisions about the future.

“Being able to conduct independent research on my passion is a unique experience that will greatly benefit me in my future endeavors.

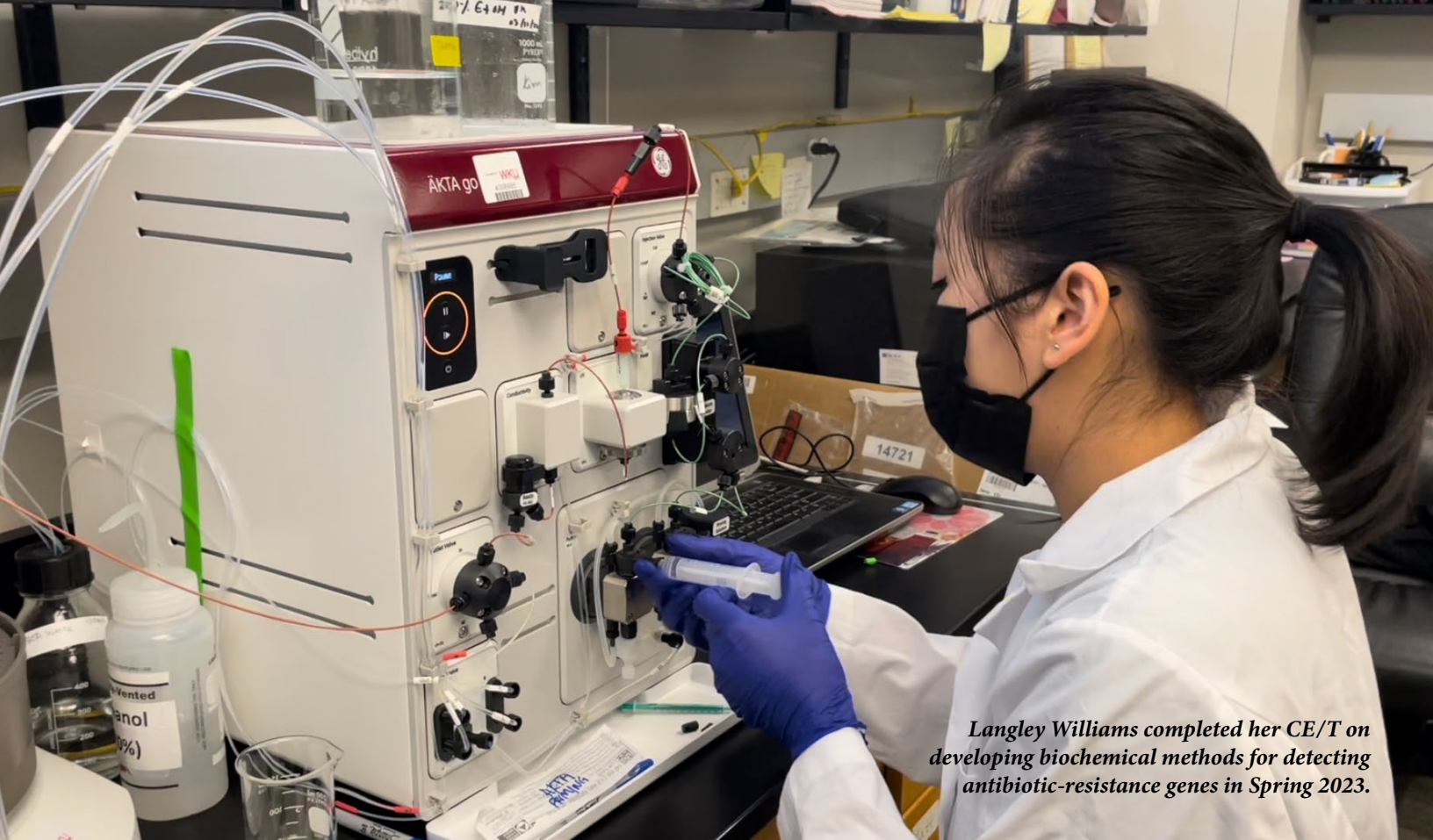
Ashton Lyvers, MHC '23

“Masculinity, Femininity, & Dignity: Examining the Relationship Between Gender Expression and Respect”

“Doing a CE/T with the Mahurin Honors College provided me with the advising and resources I needed to pursue research experience that didn't perfectly fit with any of the other undergrad research opportunities available to me.

Kendall Wheeler, MHC '23

“Comparison of Groundwater Chemistry And Associated Biodiversity of Sulfidic Karst Habitats in Southcentral Kentucky”



Langley Williams completed her CE/T on developing biochemical methods for detecting antibiotic-resistance genes in Spring 2023.

| TIMELINE AND SUMMARY OF STEPS

Pre-CE/T (typically freshman and sophomore years)

COMPLETE HON 251. This must be taken either before or during the semester in which you will submit your proposal!

TAKE INTERESTING AND CHALLENGING COURSES.

BUILD RELATIONSHIPS with faculty members and talk with them about research opportunities.

KEEP A LIST OF IDEAS and topics of interest.

USE TERM PAPERS, CLASS PROJECTS, AND COLLOQUIA (HON 300) TO EXPLORE POSSIBLE CE/T TOPICS.

ATTEND A CE/T DEFENSE. Upcoming CE/T defense dates can be found on the MHC website.

Proposal Submission Semester (typically 1st semester of junior year)

- **MEET WITH YOUR MHC ADVISOR** to create an action plan for graduating on the thesis track.
- **HON 402** is an optional course that helps you become familiar with the CE/T process in general and prepare to submit a proposal to the MHC. **Learn more about HON 402 in Part Two: Beginning the Process.**

If you do not take HON 402, you should plan to complete the requirements above in consultation with the CE/T Advisor and your faculty mentor.

- **SUBMIT YOUR PROPOSAL TO THE MHC.** A written proposal and a proposal form signed by the first and second readers should be sent to cet.advisor@wku.edu by the appropriate deadline for your timeline:

AUGUST 1	to start at the beginning of the Fall semester
OCTOBER 1	to start during the second bi-term of the Fall semester
JANUARY 1	to start at the beginning of the Spring semester
MARCH 1	to start during the second bi-term of the Spring semester

- **UPON THE APPROVAL OF YOUR PROPOSAL, YOU MAY BE ENROLLED IN HON 403 AND/OR 404** according to what your proposal form indicates. Keep in mind that you will be registered for these courses by the MHC **only after** your proposal has been approved by the MHC Assistant Director for Academics.

HON 403/404

These are optional courses that allow you to receive Honors course credit for working on your CE/T. Worth 3 credit hours each, these are independent study courses that do not have meeting times, assignments, or assessments attached to them.

Learn more about HON 403/404 in **Part Three: Continuing the Process.**

First Semester of CE/T (typically 2nd semester of junior year)

If you intend on going to **graduate/medical/professional school or applying for Fulbright**, it is **strongly recommended** that you start your CE/T during the 2nd semester of your junior year.

- **WORK CLOSELY WITH YOUR FACULTY MENTOR** to implement the plan you set forth in your proposal. It is a good idea to communicate regularly with your faculty mentor and your second reader, asking for feedback and assistance as you move ahead.
- **CONSULT WITH THE CE/T ADVISOR** as needed to discuss questions about your CE/T and/or the general process.
- **LOOK FOR CONFERENCE PRESENTATION OPTIONS** that would be appropriate for your discipline. You must present your CE/T project (or some element of it) at an approved conference before your defense. **Learn more about the conference presentation in Part Six: Required Presentaion.**
- **CHECK IN WITH THE CE/T ADVISOR.** You will be required to complete a short, written check-in at the end of each semester before you defend your CE/T. The CE/T advisor will send you the check-in form, along with the deadline for submission of the check-in form.

Cassandra Merena (far right) wrote an original play based on the tradition of sea shanties as a form of communal expression for her Spring 2023 CE/T. She directed a live dramatic reading of the play in November 2022.



Final Semester of CE/T (typically 1st semester of senior year)

Pre-Defense

- **YOU WILL BE ASSIGNED A THIRD READER** around the 3rd week of classes. **Learn more about third readers in Part Two: Beginning the Process.**
- **PRESENT YOUR CE/T PROJECT AT AN APPROVED CONFERENCE** before your defense. You will submit proof of a presentation with the Draft Approval Form.
- **PREPARE YOUR CE/T PROJECT FOR YOUR DEFENSE**, making sure that you follow the MHC guidelines for formatting the document. **Learn more about formatting your CE/T in Part Four: Formatting and Defending Your Work.**
- **SUBMIT THE DRAFT APPROVAL FORM.** Once your readers have read your defense draft and have decided that you are ready to defend your work, they will need to sign the **Draft Approval Form.**
- **SCHEDULE YOUR DEFENSE.** You should contact all three of your readers to determine an appropriate time to hold your defense. **Learn more about scheduling your defense in Part Four: Formatting and Defending Your Work.**
- **ALL OF YOUR READERS, AS WELL AS THE CE/T ADVISOR, NEED POLISHED COPIES OF YOUR CE/T PROJECT AT LEAST TWO WEEKS BEFORE YOUR DEFENSE.**

Defense Time

- **THE DEFENSE** is essentially an hour-long discussion of your work, including time for you to present and for your committee and any guests to ask questions. Learn more about the defense in **Part Four: Formatting and Defending Your Work.**
- **YOUR COMMITTEE WILL COMPLETE THE FINAL EVALUATION FORM**, determining your letter grades for HON 403 and 404 and giving your work an honors distinction. If the committee believes substantial revisions will be needed, the final grade may be held until the revisions are complete.

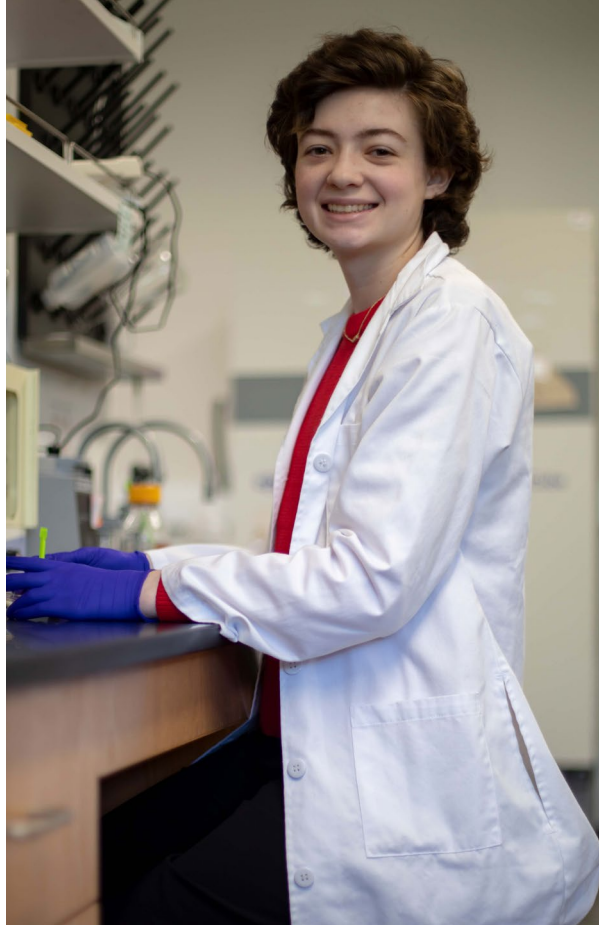
Post-Defense

- **MAKE ALL NECESSARY REVISIONS** to your written CE/T.
- **SUBMIT YOUR FINAL CE/T AND THE TOPSCHOLAR COPYRIGHT FORM** electronically to cet.advisor@wku.edu.
- **YOUR CE/T WILL BE PUBLISHED ONLINE** on WKU's TopScholar, and you will receive one printed, bound copy of your CE/T.



PART TWO

Beginning the Process



Above: Megan Hall completed her CE/T investigating the cellular transport of chemotherapeutic platinum drugs in Spring 2022.

Below: A frame from *Episodes*, a dance film choreographed, directed, and produced by Julia Woolums for her CE/T in Spring 2023. The film aimed to bring awareness to experiences of bipolar disorder through dance.



| HONORS 402

Honors 402 is an optional course that serves as an introduction to the CE/T process. In this course, you will learn about the various steps necessary to successfully finish your CE/T. By the end of the course, you can expect to have: (1) found a first and second reader, (2) conceptualized your CE/T project, (3) completed and revised your proposal, and (4) officially submitted that proposal to the MHC. You should finish this course with a clear topic, a detailed plan of how you will proceed, and a practiced ability to write and talk about your project. You will have a better sense of what you need to do and how others have completed this same process in the past.

| SELECTING A TOPIC

Points to consider when selecting a CE/T topic:

APPEAL: Completing a CE/T is a major investment in time and energy, so you should select a topic that you find compelling—a question or a problem that you look forward to unravelling over two semesters.

RELEVANCE: Consider topics relevant to your first major and/or the combination of your majors and minors.

ORIGINALITY: Your CE/T should allow you to make a contribution to your field and build on the knowledge that you have gained in your studies at WKU.

PURPOSE: A good CE/T topic should help you in the next stage of your education and/or provide professional development for your future career.

FOCUS: It is common to start with only a vague topic idea. You can develop your topic in HON 402 and in consultation with your faculty mentor.

SCOPE: Focusing a topic means different things in different fields, but in all fields, it means finding a topic with enough depth to merit 270 hours of work.

CAPSTONE/SENIOR THESIS/SENIOR SEMINAR: Programs that offer the opportunity for scholars to incorporate CE/Ts into senior projects include Chemistry, Biology, History, Engineering, Broadcasting, English, Journalism, Public Relations, Economics, and Advertising.

FINDING A FACULTY MENTOR

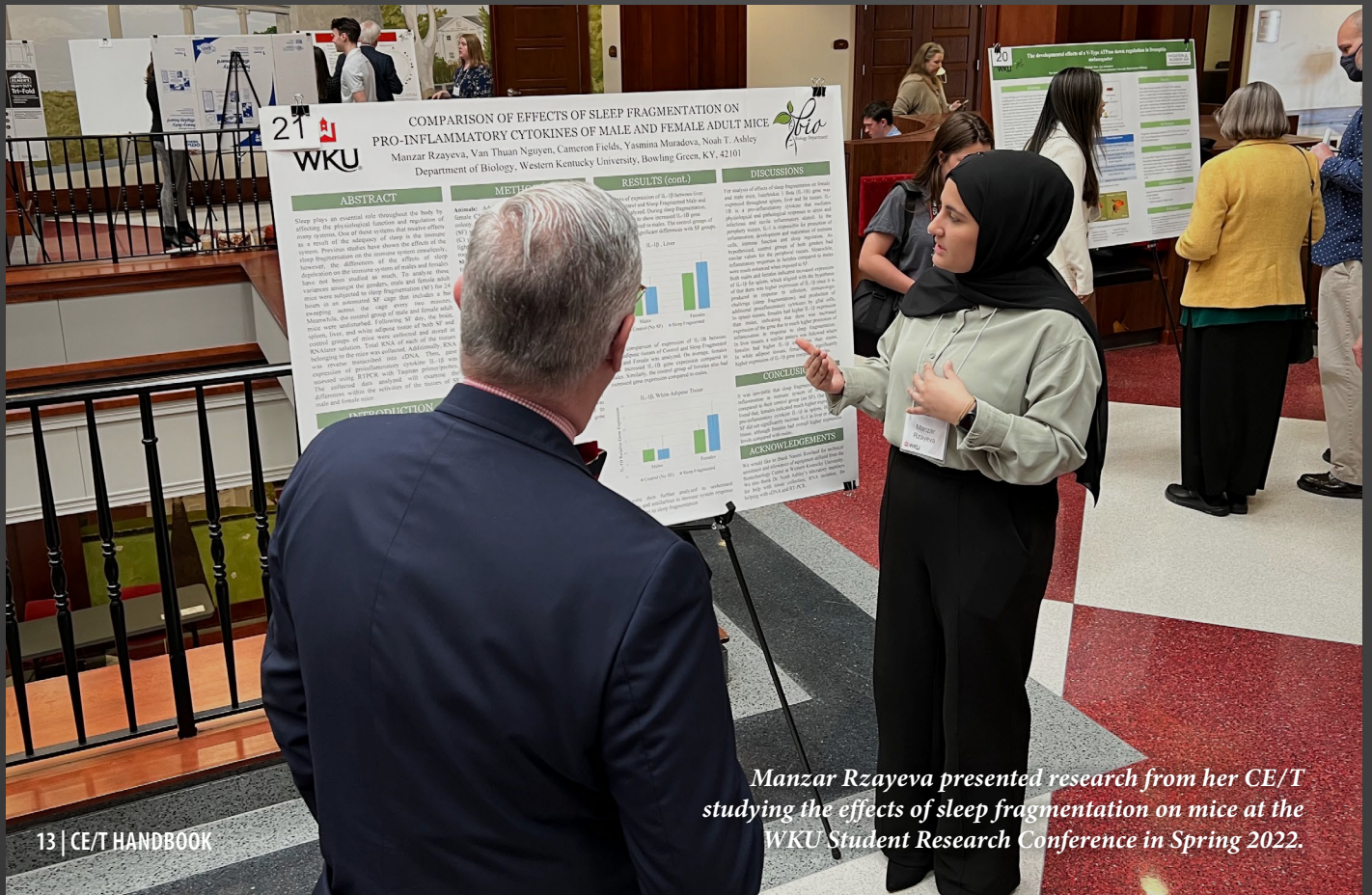
Your faculty mentor will play a major role in your CE/T process. They will help you to develop a research or creative plan and an enhanced understanding of the methods in your field. Your mentor (also called your project advisor or first reader) will provide direction as you search for relevant literature, assist you in the process of limiting the scope of your project to something manageable, and provide careful and critical insight on your work throughout the CE/T process.

Because project advisors typically know a great deal about how their scholars work and think, they tend to be good people to ask for letters of recommendation. They also are in a good position to help scholars make important decisions about the future.

Clearly, your faculty mentor will be a significant person, not only in terms of this project, but also in terms of your undergraduate career. How, then,

do you find the right person? Ideally, this person has a terminal degree in their field (examples include Ph.D., M.F.A., Ed.D.), and they are a full-time, permanent employee of WKU who is willing and interested in working with you.

The MHC recommends that you select a project advisor from the faculty within your major or minor. You should read online faculty profiles and look at the courses faculty members in your department teach. Talk with professors you have had in the past. What are their research interests? While you most likely will not find someone with your exact interests, it is important to find a faculty member with similar interests and can, therefore, be helpful to you throughout the research process. Schedule appointments with faculty members who might be a match. Ask them more about their work and see how they respond to your ideas. Faculty members generally have very busy schedules, so it is important to not wait until the last minute to schedule an appointment.



Manzar Rzayeva presented research from her CE/T studying the effects of sleep fragmentation on mice at the WKU Student Research Conference in Spring 2022.



Mimi Burrow (center) traveled to Spain in 2019 as a recipient of the Benjamin A. Gilman International Scholarship. Upon her return to WKU, she completed her CE/T by creating an outreach program to promote diversity abroad.

FINDING A FACULTY MENTOR (CONT.)

If you have difficulty finding an advisor, you can also ask the CE/T Advisor for assistance or you can talk with the department head. In the event that a faculty mentor needs to step down, or an advisor and advisee decide they are not compatible, it is essential to notify the CE/T Advisor of any changes in writing as soon as possible.

Beyond the faculty mentor (a.k.a. first reader or project advisor), you will also need to select a second reader. The guidelines above should also help you to identify a second reader. Unlike the first reader, however, the second reader might be from a secondary field related to your topic. For example, a scholar in math education might select a mathematics professor to be the first reader and an education professor to be the second reader, or vice versa depending on the focus and nature of the

project. While the second reader might not be as active in shaping your CE/T process, they should still be involved. Plan to meet with your second reader often and share drafts with them.

Together with the third reader (appointed by The MHC), your first and second reader will be your CE/T committee. They will guide you through the CE/T process and, upon completion of your defense, determine your CE/T coursework grade(s) and defense designation.

Note: If your CE/T will require IRB Approval (see “Human or Animal Subjects” section below for more details), your faculty mentor must also have IRB Approval.

I READER ROLES

While the roles of readers—particularly first and second readers—oftentimes share similarities, there are some key distinctions to take into consideration when determining who should serve as first reader and who should serve as a second reader.

FIRST READER

(a.k.a. Chair or Primary Advisor)

Involved in every step/aspect of CE/T.

Scholars are advised to meet with their first readers on a regular basis (weekly to bi-weekly is strongly encouraged) to discuss various things re-garding CE/T (e.g. project structure, research procedures, draft edits/feedback, etc.).

Oversees defense proceedings and helps determine the grade awarded to the scholar for their work during HON 403 and/or 404 upon completion of the defense.

SECOND READER

Involved in most (but not necessarily all) steps/aspects of CE/T

Scholars are advised to meet and/or communicate with their second readers at least monthly to discuss various things regarding CE/T (e.g. project structure, research procedures, draft edits/feedback, etc.)

Helps determine the grade awarded to the scholar for their work during HON 403 and/or 404 upon completion of the defense

THIRD READER

Assigned by The MHC toward the beginning of the semester of your defense

Serves at The MHC representative

Provides guidance to first and second readers regarding expectations for scholars' CE/Ts

Reviews CE/T draft(s) leading up to the defense

Participates in the defense, ensures fairness, and plays a substantial role in determining the defense designation

I WRITING A PROPOSAL

The Proposal Form provides detailed instructions for writing a successful CE/T proposal. However, scholars who have decided not to take HON 402 are strongly encouraged to meet with the CE/T Advisor and their committee members as they draft the proposal.

Proposals serve several important functions:

- 1)** The proposal allows scholars to communicate the **basic outline** of their project in writing, which can contribute to meaningful discussions between scholars and their committee members.
- 2)** It is a forum for scholars to **clearly articulate a plan to complete their projects**. If well-conceived, this plan will put scholars on the path toward a successful project defense.
- 3)** Finally, the proposal alerts the MHC to scholars' plans so that MHC staff and faculty can help scholars progress in the CE/T process.

HUMAN OR ANIMAL SUBJECTS

WKU maintains regulations for the ethical use of human and animal subjects in research. **All scholars who will interact with human or animal subjects must abide by these regulations**, including participating in any mandated training programs, submitting any necessary forms, and working with university's Compliance Advisors to ensure that the highest standards of research are met.

TWO THINGS TO NOTE:

- 1) Human subject research includes interviews and surveys.
- 2) IRB approval is required for the use of any pre-existing data that was previously IRB-approved.

Scholars should visit the Office of Research Integrity's website for more information. Additionally, scholars are encouraged to talk with the CE/T Advisor and their faculty mentors about the ethics of their research and the institutional review process.

The **Human Subject Review Board (HSRB)** and **Institutional Animal Care and Use Committee (IACUC)** offer an online training program for all research projects requiring approval through each review board. Upon successful completion of the program, participants receive a certification that is valid for three years. It is necessary to be certified before starting any research.

FOLLOW THE STEPS BELOW TO SIGN UP FOR CITI TRAINING:

- Go to www.citiprogram.org
- Select "Register"
- Step 1 - Participating Institutions: Western Kentucky University
- Step 2 - Create a username and password
- Step 3 - Enter your name
- Step 4 - Enter e-mail address
- Complete contact information fields
- Check the course you are required to complete



Patton Allen completed his CE/T in Spring 2022, studying the effects of sleep fragmentation on mice.

CITI (Collaborative IRB Training Initiative) is a web-based ethics training course for those conducting research with human or animal subjects. All Principal Investigators, Co-Investigators, and Faculty Sponsors must complete CITI training with a minimum score of 80%. The Compliance Manager is notified by CITI upon successful completion of the relevant course. Completion records of study personnel should be maintained by the Principal Investigator and are subject to periodic inspection by the HSRB or IACUC Committees.

IRB APPLICANTS ARE REQUIRED TO COMPLETE:

- [1] **Social/Behavioral Research Course** (live human beings)
- [2] **Social and Behavioral Responsible Conduct of Research Course (RCR)**.

Each of the two modules have been reported to take roughly a minimum of 2-3 hours to complete, so please consider this in your research timeline. CITI Training must be completed BEFORE submitting your IRBNet application packet (IRBNet information can be found here).

HUMAN OR ANIMAL SUBJECTS (CONT.)

IACUC applicants are required to satisfy the CITI modules pertaining to the intended research and will be directed by the IACUC board.

If you have already completed the CITI program through another institution within the last 3 years, you may affiliate your scores to reduce or eliminate the need to re-take the test modules at this time. Please sign into your **CITI Program.org** account, choose the “Affiliate with Another Institution” option towards the top of your main menu, and select “Western Kentucky University.”

FOR IRB APPLICANTS: If you make any modifications to your original IRB proposal or need to extend the time line of the project (if it will take longer than one year’s time), you must complete and submit a Continuing Review Form. The approval process for making proposal changes typically takes 2-3 days. Project timelines can be extended for up to 3 years.

Below: Koji Barnaby completed his CE/T in Spring 2022, analyzing antibiotic resistance in bacteria found in groundwater from agricultural waste.

Right: Rafael Teodoro da Silva analyzed the use of sport as a tool for creating a sense of belonging through the creation of a track and field program for refugee children.



SITUATIONAL IRB EXAMPLES

1. Analyzing pre-existing data that required IRB approval for collection
2. Conducting public opinion surveys
3. Conducting research involving vulnerable populations (minors, pregnant people, or prisoners)
4. Conducting scientific research involving human subjects
5. Disseminating questionnaires to collect quantitative/qualitative data
6. Interviewing subjects to collect qualitative data
7. Interviewing subjects for a documentary
8. Interviewing subjects for a multimedia package or other journalism-related project





PART THREE

Continuing the Process

HONORS 403 AND 404

Honors 403 and 404 are independent study courses connected to the CE/T process, available for scholars to receive credit for time spent on the CE/T projects. There are no set syllabi, BlackBoard sites, or class meetings for these courses; instead, scholars must set and implement their own agendas with the support and approval of their faculty mentor and second reader.

Scholars can register for 3 hours of HON 403 or 404

Scholars are registered for 3 hours of HON 403 and then for 3 hours of HON 404. The MHC recommends scholars take HON 403 the second semester of their third year and HON 404 during the first semester of their fourth year. While there are no set meeting times, scholars are strongly encouraged to schedule regular meetings with their faculty mentor and second reader.

During HON 403 and 404, scholars should execute the plan set forth in their CE/T proposals. It is expected that scholars complete their research and/or creative work and write and revise the thesis or reflection piece. Scholars should spend no fewer than 270 hours working on the CE/T project while they are registered for these courses. Scholars will also be required to complete a written check-in with the CE/T Advisor toward the end of the first semester of their CE/T (the check-in form and deadline for submission of the form will be sent by the CE/T Advisor). It is the responsibility of the scholar to communicate

Scholars may also substitute CE/T coursework with other courses from their major in place of HON 403/404. All 3 hours of HON 403 and up to 2 hours of HON 404 may be substituted.

Any course used for HON 403/404 substitution must be:

- 1) taken for honors credit either as a HEEC or through an Honors Augmentation Contract,
- 2) directly related to the CE/T, and
- 3) taught by either the first or second reader.



Top: Claire Coleman traveled to the Denver Public Library in 2023 to access primary source documents for her CE/T on the achievements of Rosalie Edge in the American environmental conservation movement.

Middle: Elaine Loosekamp created a chapter of the Food Recovery Network to reduce food waste at WKU for her CE/T in Fall 2020.

Bottom: Caroline Camfield recorded high-speed footage of herself jumping rope and analyzed motion variables for her CE/T in Fall 2020. She used the data to create a teaching curriculum connecting sport and STEM.



PART FOUR

Formatting and Defending Your Work



CE/T FORMAT GUIDELINES

In general, CE/T formatting guidelines help maintain continuity and are designed to prepare documents for binding. For example, all CE/Ts must have left margins of 1.5” and right margins of 1”. This extra space on the left makes bound pages appear even. Below you will find an outline of the major formatting requirements; however, it is equally important to examine and follow the format of the sample pages included in this manual.

ELEMENTS:

- Title page
- Copyright page
- Abstract
- Dedication (optional)
- Acknowledgments (recommended)
- Vita
- Table of Contents
- List of Figures/Tables (required of any CE/T with illustrations)
- Body of the CE/T
- Bibliography
- Appendices (required for scholars who have elected to complete capstone experience projects instead of traditional theses)

MARGINS:

Top: 1”—except on the first page of each major section where it is 1.5” (three blank lines from the top 1” margin)

Right: 1”

Bottom: 1”

Left: 1.5”

FONTS:

CE/Ts should utilize **standard 12-point fonts** (Times New Roman, Arial, Helvetica, Cambria). *Scholars completing creative CE/T projects might wish to use different fonts for artistic reasons. In such cases, scholars should talk with their faculty mentor and the CE/T Advisor. In all cases, however, scholars must adhere to the margin standards listed above.*

PAGE NUMBERS:

All **page numbers must be centered in the footer**, with the footer set 0.5” from the bottom. Preliminary pages should be numbered with Roman numerals, and Arabic numbers should be used for the body of the CE/T, including chapters, illustrations, the bibliography, and appendices. Front matter should have consecutive numbering, and the actual text should begin on page 1, numbered consecutively thereafter.

ILLUSTRATIONS:

Each illustration should appear in a list of figures and should be numbered (e.g. Figure 1 or Figure 1.1). Appendices should be labeled with letters (e.g. Appendix A).

CITATIONS:

Citations should conform to the accepted style manual of the scholar’s discipline. Consult with your faculty mentor if you are unsure about citation style.

COPYRIGHT:

Immediately following the title page, scholars should include a copyright page, followed by an abstract. The abstract is the first numbered page (ii).

ABSTRACT:

The text of the abstract should clearly and concisely summarize the subject and arguments of the CE/T. The abstract is a stand-alone statement that briefly conveys the essential information of your CE/T project. It should be approximately 150-200 words long and fit within a single page on your final draft.

| SAMPLE CE/T PAGES

Please consult the following sample pages for additional formatting guidance.

I SAMPLE TITLE PAGE

Margins

Top: 1.5" on major sections, 1" otherwise
Right: 1"
Bottom: 1"
Left: 1.5"

TITLE OF DOCUMENT GOES HERE:

BE SURE TO USE ALL CAPS FOR TITLE

Use the correct degree title (Science, Arts, Fine Arts, or Music)

A Capstone Experience/Thesis Project Presented in Partial Fulfillment
of the Requirements for the Degree Bachelor of (Science/Arts/Fine Arts/Music)

with Mahurin Honors College Graduate Distinction

at Western Kentucky University

By

Jane E. Doe

Use your name as it appears on University records

Graduation month and year (if you won't be graduating in the same semester, use defense month and year)

May 2019

CE/T Committee:

Dr./Prof. Joe Johnson, Chair

Dr./Prof./Mx. John James

Dr./Prof./Ms. Janet Jackson

No page number on the title page



SAMPLE COPYRIGHT PAGE

Centered on the page,
1.5 line spacing

Copyright by
Jane E. Doe
2019

Defense year

I SAMPLE ABSTRACT

Margins

Top: 1.5" on major sections, 1" otherwise
Right: 1"
Bottom: 1"
Left: 1.5"

ABSTRACT

Centered and in all capital letters

Two blank lines

The abstract of your project should give a general summary of your work. A good place to start would be outlining the general problem, what your project does to address it, and briefly summarize your results. Your abstract gives a potential reader an overview of what you have done so that they can decide to dive deeper into your project through your actual paper. Your abstract should be around 150-200 words. Different disciplines have different expectations for abstracts, so make sure to discuss it with your readers to understand their expectations and opinions.

The rest of this section is filled with filler text so you can get a general idea of the typical length of an abstract. Morbi sem lorem, adipiscing et eleifend eget, tempor nec leo. Praesent enim elit, elementum auctor scelerisque ac, vehicula ut turpis. Curabitur varius tincidunt egestas. Nam vehicula ligula at tortor molestie ac dictum libero vulputate. Nulla vel nisl diam, ut dictum magna. Donec sit amet massa metus. Donec vehicula pellentesque tincidunt. Maecenas ac felis a dui tempor malesuada sit amet ac ligula. Donec ligula ipsum, facilisis in vehicula ornare, tempus a orci.

The body of the abstract should be approximately 150-200 words and should be double-spaced.

Page numbers should be centered in the footer. Roman numerals are used for preliminary pages.

ii


I SAMPLE DEDICATION (OPTIONAL)

I dedicate this thesis to my parents, William and Suzy Missu, who are a great inspiration to me. Also, I also dedicate this work to my friend Ellen, who helped greatly in acquiring the data and editing this manuscript.

I SAMPLE ACKNOWLEDGMENTS (RECOMMENDED)

ACKNOWLEDGEMENTS

Aenean odio ligula, vestibulum quis mollis nec, laoreet vitae dui. Nunc leo nibh, placerat in fringilla nec, sagittis at velit. Vestibulum vel nunc erat. Duis elit turpis, lacinia eleifend consequat nec, convallis in est. Suspendisse potenti. Nulla non ultrices nulla. Curabitur elementum neque eu tellus gravida sit amet semper lorem pellentesque. In semper eleifend neque, imperdiet vestibulum elit cursus sed. Nunc venenatis fermentum porta. Vivamus non enim a arcu pharetra tempus in ac erat. Nam arcu turpis, hendrerit eu placerat sit amet, scelerisque ut neque.



This is your opportunity to thank and acknowledge those who have helped you in the creation of this project, be it through editing, providing data, emotional support, or for their general influence on your academic career.



This is a great place to acknowledge any financial support you may have received to support your research. Be sure to name the granting agency and award name.

There is some flexibility to these sections, but education must be included. Other sections that you may add could include publications, presentations, etc.

VITA

EDUCATION

Western Kentucky University, Bowling Green, KY B.A. in Psychology – Mahurin Honors College Graduate Honors CE/T: <i>Selling Fifth Avenue: How Manhattan's Luxury Real Estate Agents Organize the Global Elite</i>	May 2019
Webster County High School, Dixon, KY	May 2015

PROFESSIONAL EXPERIENCE

The Center for Gifted Studies, WKU Research Assistant	May 2018- Present
Library Special Collections, WKU Student Worker	Aug. 2016- May 2018

AWARDS & HONORS

Summa Cum Laude, WKU, May 2019
Psychology Department Undergraduate Research Award, WKU, May 2019
Gilman Scholar to Taiwan, Summer 2018
Award of Excellence Academic Scholarship, WKU, 2015-2019

PROFESSIONAL MEMBERSHIPS

National Association of School Psychologists (NASP)
Kentucky Association for Gifted Education (KAGE)


INTERNATIONAL EXPERIENCE

Nanjing University, Nanjing, China Chinese Language Flagship Program Capstone	Aug. 2018- May 2019
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SAMPLE TABLE OF CONTENTS

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If you have more than one appendix, list as "Appendix A, Appendix B, Appendix C, ..."

LIST OF TABLES

Double-spaced

Table 1. The effect of various conditions upon a system. 7

Table 2. Inhibition of select conditions upon a control condition. 10

Tables and figures should be numbered sequentially. If you have a significant number, you may consider naming them by section (1.1, 1.2, 2.1, etc.).

The names of your sections should be centered in all capital letters.

SECTION ONE

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Arabic numerals should be used for the body of the work.

Katie Daniels played original music at a historic site in the Eildon Hills, Scotland in 2019 as part of her CE/T filming music videos while studying abroad as a Benjamin A. Gilman international scholar.



WRITTEN COMPONENT OF CAPSTONE-BASED CE/TS

No matter what discipline(s) your CE/T encompasses and whether you are completing a thesis- or a capstone-based CE/T, all CE/Ts must be accompanied by a formal paper. All CE/Ts are, at minimum, to be comprised of the required preliminary pages, the body, and a references/bibliography section. For capstone-based CE/Ts, there are a few key differences from thesis-based CE/Ts:

- Introductions are more likely to contain background information that includes more “I” statements (particularly if your CE/T is tied to your personal experiences in some way) and/or citations that come from more everyday sources (e.g. blogs, reference books, social media posts, interviews, etc.).
- Many projects demand some sort of documentation of the process. Journal entries, notes, pictures, and videos are examples of what can accompany the CE/T.
- Conclusions should include personal reflection. This may involve the impact of the CE/T on your personal/academic growth, specific communities, the discipline(s), etc.
- Appendices are required. Pictures and other documentation that are too bulky or visually disruptive to the body of the CE/T should be included in an appendix.



Top Left: Cassandra Merena led a live reading of her CE/T original play on air at the radio station Revolution 91.7 in Spring 2023.



Bottom Left: A frame from Julia Woolums' CE/T dance film in 2023.

Rafael Teodoro da Silva defended his CE/T in the Honors College International Center thesis defense room in April 2023.



THE DEFENSE

The CE/T Defense is a celebration of learning that minimally includes your CE/T committee (your project advisor, second reader, and third reader). It lasts approximately one hour and is open to the public. Scholars are encouraged to invite fellow classmates, friends, and family members to attend. To begin, the CE/T Defense scholars give a fifteen to twenty-minute overview of their work (although the committee will have already read, seen, and/or listened to your work, other audience members most likely have not). It is important to talk with your first and second readers about their expectations beforehand, as each discipline has a slightly different protocol. In some disciplines, scholars will be expected to give a presentation with visual aids. In other disciplines, scholars

will be asked to talk about their choice of topic, the research experience, and/or summarize their conclusions. In all cases, students should expect to field questions. Your committee will often ask challenging questions that force you to defend your conclusions or creative choices and connect your own work to the work of others in your field.

At the end of the hour, your committee will ask you and any guests to leave the room to evaluate your work and determine your grade and defense designation (see the Evaluation Rubric for more information). You might be asked to make revisions. If the committee believes that substantial revisions will be needed, the final grade may be held until the revisions are complete.



THE DEFENSE (CONT.)

Here, as with all stages of the CE/T process, communication is key. Scholars who have submitted multiple drafts and who have had regular meetings with their first and second readers are generally more prepared for the defense and have a better sense of what to expect.

Project advisors and second readers play an important role in determining when scholars are ready to defend their work. Both the project advisor and second reader must read a complete draft of the CE/T project and decide that the quality of the work is sufficient enough to proceed to the defense.



SCHEDULING THE DEFENSE

The scholar must consider room availability and the schedules of all three readers when scheduling the defense. Websites like Doodle can simplify the process. If you plan to use the HCIC Thesis Defense Room, try to find 3-4 potential dates and times to give to the CE/T advisor as options.

Then, the scholar should contact the CE/T Advisor (cet.advisor@wku.edu) to reserve the Thesis Defense Room, unless another location is more appropriate. In that situation, the faculty mentor and scholar should work together to make arrangements. It is the scholar's responsibility to notify the CE/T Advisor of all arrangements.

Finally, the scholar should submit the Draft Approval Form to the CE/T Advisor.

Please note: The Draft Approval Form and a polished draft of your project must be turned in at least two weeks before the defense.



Top: Zena Pare defended her CE/T in Spring 2021, examining microfinance and women's autonomy in developing economies.

Middle: Damon Stone defended his CE/T, in which he turned an original creative work into an audiobook, in Fall 2023.

Bottom: Airelle Railley defended their CE/T in Spring 2023, studying the effects of holistic practices on LGBTQ+ wellness.



PART FIVE

Financial Support



Because CE/Ts should be based on original research or creative endeavors, scholars often need financial support to implement their academic agendas. Funding a CE/T project might require that scholars apply for support from several different groups. Below are some general suggestions.

UP TO \$1000 HONORS DEVELOPMENT GRANT (HDG)

\$1500 CE/T EXCELLENCE AWARD (CE/T-E)

MAHURIN HONORS COLLEGE SUPPORT

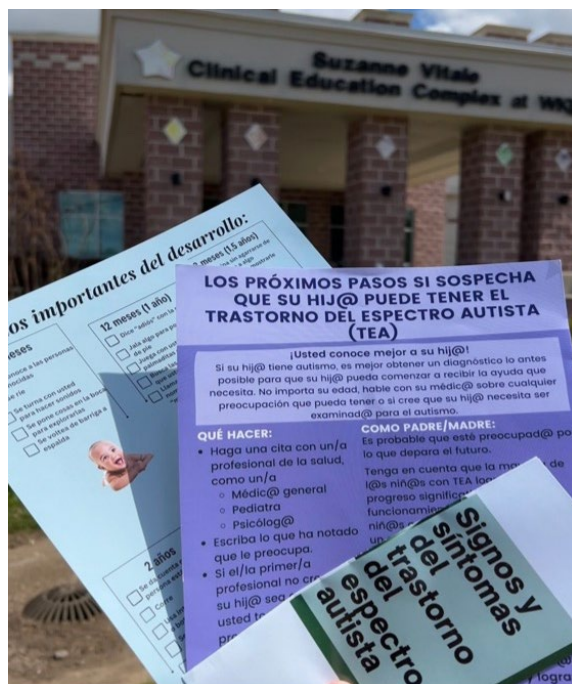
HONORS DEVELOPMENT GRANTS (HDGs) support MHC scholars' intellectual development by providing up to \$500 to offset costs for traveling to professional conferences to present academic papers, conducting academic research, and purchasing tangible items to support academic endeavors.

A limited number of **CE/T EXCELLENCE (CE/T-E) AWARDS** of up to \$1,500 are available to support projects that have the potential to make a significant contribution to their field.

When considering applications, the Honors Development Board will consider the projects' ability to gain a wide academic audience due to the additional funding. The CE/T-E Award uses the same application as the HDG, but also requires a letter of support from the faculty mentor. Scholars who do not receive a CE/T-E Award are automatically considered for an HDG. Consult the MHC website for detailed instructions and semester deadlines.

Above: Nathan Brooks completed his CE/T in Spring 2020, in which he created a business plan for a nonprofit food truck.

Left: Educational materials created by Bethany Waddey for her Spring 2023 CE/T, in which she investigated barriers to identifying and diagnosing Autism Spectrum Disorder in the Hispanic population in Bowling Green, KY.



CAMPUS-WIDE RESOURCES

The **Student Government Association (SGA)** offers a Scholar Development Grant. The Scholar Development Grant is intended to help offset expenses associated with traveling to professional conferences to present academic research, conducting academic research, and purchasing tangible items to support academic endeavors. All WKU students are welcome to apply. Applications can be picked up in the SGA office or department offices, as well as downloaded from the SGA website.

Students may apply multiple times throughout the year. The maximum amount per single application is \$250. However, students may continue to apply until they are granted the maximum amount of \$500 per academic year. Please visit the **SGA website** for more information.

Many departments offer scholarships or are willing to provide some financial assistance to students working on creative or research-based projects, particularly those who have applied for funds from numerous sources. The **Office of Student Financial Assistance** maintains a



Above: Braden Cutright-Head composed an original concerto for his Spring 2024 CE/T, exploring his experiences with and overcoming disability through music.

Below Left: Jessica Williams researched the hydrochemistry of Mammoth Cave National Park for her CE/T in Spring 2021. (Photo courtesy of the Crawford Hydrology Lab.)

list of links to department scholarships. Even if you do not find a scholarship on this list that would apply, check with your project advisor and department head. Additionally, some of the academic colleges on campus have discretionary research funds. Check with your project advisor and/or department head about approaching your academic dean.



OUTSIDE SUPPORT

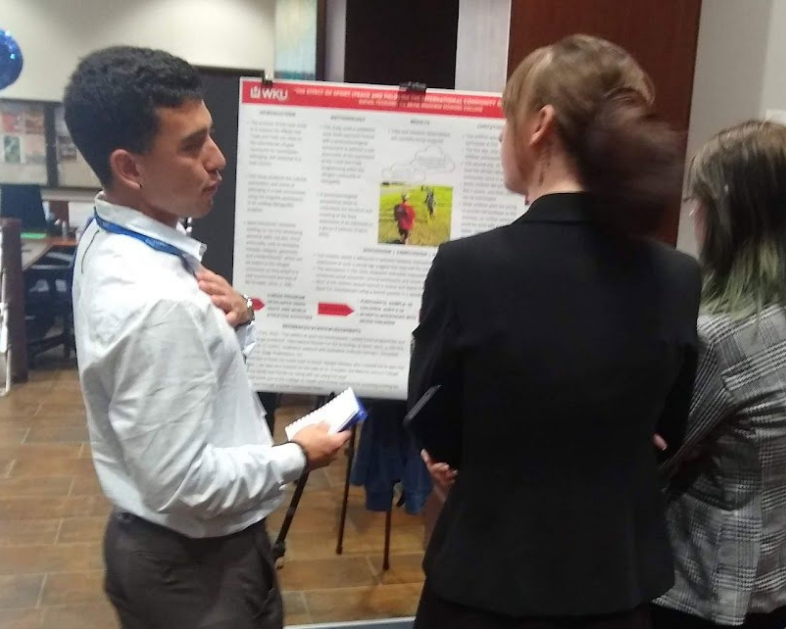
Talk with your faculty mentor. What are the key professional organizations in your field? Are there any field-specific honors societies you can join? Professional organizations and field-specific honors societies are a good place to start, and your faculty mentor should be able to point you in the right direction. You might also look into more general honors societies.

If you think that you will need off-campus support to finish your project, you should contact the **Office of Scholar Development (OSD)**. OSD supports scholars throughout the process of finding and applying for grants, scholarships, internships, and a variety of post-graduation opportunities. Staff members help scholars develop strong applications and proposals. Please visit the OSD website for additional information and resources.



PART SIX

Required Presentation



PRESENTATION OF PROJECT

Any scholar completing a CE/T must present some element of their CE/T work at an academic conference before the defense. Scholars may fulfill this requirement by presenting their work at WKU's annual Student Research Conference during the spring semester; a regional, state, or national honors conference; a regional, state, or national student conference; or a discipline-specific conference. Scholars will be required to submit documentation of the presentation when they submit their Draft Approval Form. Contact the CE/T Advisor for approval of alternative forums.

Talk with your faculty mentor about options. They should be able to recommend conferences and guide you through the application process. Scholars can apply for MHC and SGA grants to pay for conference-related travel. Talk with OSD for additional ideas.

Left: Rafael Teodoro da Silva (top) and Amara Danturhi (below) presented at the Kentucky Honors Roundtable in 2022.

Bottom Left: Lindsey Fannin presented at the WKU Student Scholar Showcase in Spring 2023.

Bottom Right: Elizabeth Roth presented at the Kentucky Honors Roundtable in Spring 2023.



Assessing the Involvement of a Cathepsin in Tumorigenesis Using *Drosophila melanogaster*
Lindsey Fannin and Dr. Ajay Srivastava
Biotechnology Center and Department of Biology, WKU, Bowling Green, KY

Abstract
Cysteine proteases are an important class of effector proteins involved in human tumor cell invasion and metastasis. These genes encode enzymes that break down proteins. To determine the role these proteases play in human cancer, we have used the fruit fly *Drosophila melanogaster* as a model organism. The fruit fly is a good model organism for studying cancer because its genome is well understood and its genetics are similar to humans. This project will focus on the role of a specific cysteine protease, Cathepsin B, in tumor growth and metastasis. We will use a genetic screen to identify mutants that are resistant to tumor growth and metastasis. We will then use a variety of techniques to determine the role of Cathepsin B in tumor growth and metastasis. This information will be used to develop new therapies for human cancer.

Methods
In order to induce tumor metastasis, the tumor strain and host strain from table 1 will be crossed. A waiting period of 5-7 days will occur while larvae sufficiently grow. Ten-day old larvae will be dissected, immunostained with the CPT antibody, and imaged using a confocal microscope. This process will be repeated with a shortened waiting period using the second tumor strain in table 1 to produce benign tumor growth and with a control group in which no tumor growth is expected. The results will reveal CPT patterning in the metastatic tumors, benign tumors, and control larvae.

Tester Stock
Metastatic: *w; UAS-CPT1; UAS-CatB; RTM4; UAS-EGFP*
Benign: *w; RTM4; UAS-CatB; RTM12; CPT*

Tested Stock
Metastatic: *w; UAS-CPT1; UAS-CatB; RTM4; UAS-EGFP*
Benign: *w; RTM4; UAS-CatB; RTM12; CPT*

Results
Tumor metastasis is expected to be successful. As seen in Figure 3, metastatic tumors will invade the capsule almost entirely. Benign tumors will be non-invasive and located around the eye-antennal discs. Though immunostaining with CPT has not yet been performed, it is expected that the protease will be largely expressed in both the malignant and benign tumors. The patterning of CPT in these induced tumors will tell us more about the role of cysteine cathepsins in benign tumor progression in *D. melanogaster* and in humans. It will also increase our knowledge about the developmental roles these proteases play.

References
Srivastava, A. & Fannin, L. (2023). Assessing the involvement of a cysteine protease in tumorigenesis using *Drosophila melanogaster*. *Journal of Inherited Metabolic Disorders*, 46(1), 1-10.
Srivastava, A., & Fannin, L. (2022). Assessing the involvement of a cysteine protease in tumorigenesis using *Drosophila melanogaster*. *Journal of Inherited Metabolic Disorders*, 45(1), 1-10.

Acknowledgements
Special thanks to Western Kentucky University, as this project is being supported by the Faculty Undergraduate Student Participation (FUSP) Grant.





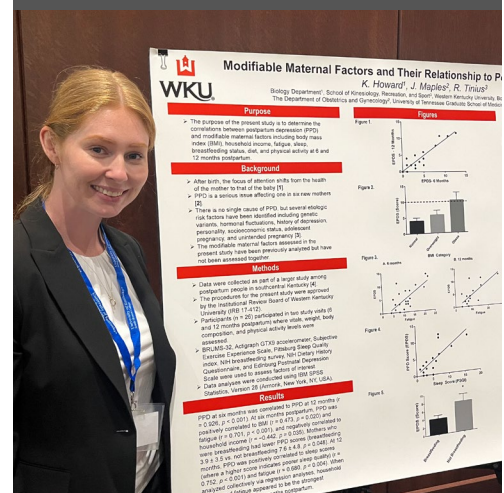
PART SEVEN

Miscellaneous Information

PEER-REVIEWED JOURNAL PUBLICATION IN PLACE OF THE CE/T

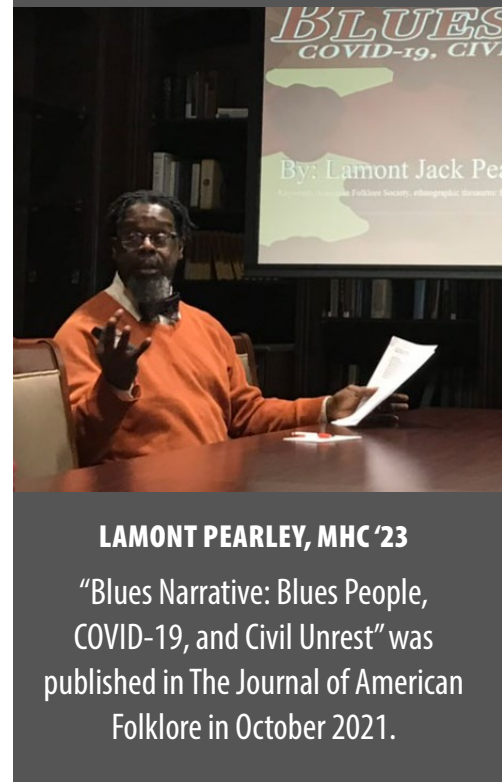
In order to be eligible for this alternative CE/T option, the scholar and their mentor must meet the following guidelines:

- The article must be single-authored, or the scholar must be the first author on the manuscript that is selected for publication. Other authors are allowed, but the scholar's faculty mentor must verify in writing to The MHC that the scholar met the CE/T time-invested criteria. The criteria for determining the amount of time that should be invested in a CE/T project within The MHC is 45 hours per credit (6 credits equal 270 hours).
- The manuscript must be accepted by a faculty/professional level peer-reviewed journal (not a student journal) by September 1 for MHC scholars graduating in the fall semester and by February 1 for MHC scholars graduating in the spring semester. The MHC must receive a copy of the formal acceptance from the journal's editor by these dates in order to be eligible for this alternative policy.
- After The MHC receives a copy of the formal acceptance letter, the scholar will also be responsible for (1) submitting a copy of the accepted manuscript to The MHC so it can be bound and placed in the CE/T library, and (2) submitting a copy of the edition of the journal in which the manuscript is published (this will likely occur sometime after the scholar's graduation, in which case, the issue of the journal can be mailed to The MHC). The accepted manuscript must meet all necessary administrative requirements (e.g., CE/T Proposal on file with The MHC) and follow all writing stylistic guidelines (e.g., title page, acknowledgment page, table of contents, abstract, etc.).
- Manuscripts in peer-reviewed journals are typically shorter and more concise than the standard CE/T option. Therefore, if a manuscript is not accepted by the deadline dates listed above, the scholar will have approximately 10-12 weeks to submit a traditional CE/T under the CE/T guidelines. This will require the scholar to work with their mentor to submit a more thorough document, which can include a more comprehensive discussion of the research methods, findings, conclusions, strengths and limitations of the research, and avenues for future research. A more thorough literature review may also be included.



KAT HOWARD, MHC '22

“Modifiable Maternal Factors and Their Relationship to Postpartum Depression” was published in The Journal of Environmental Research and Public Health in September 2022.



LAMONT PEARLEY, MHC '23

“Blues Narrative: Blues People, COVID-19, and Civil Unrest” was published in The Journal of American Folklore in October 2021.

- If the article is not accepted by the due dates listed above and the scholar selects not to evolve their manuscript into a traditional CE/T project, the scholar can count the time invested in the project toward Honors Independent Study credits.

TIME CONSTRAINTS AND EXTENSIONS

Scholars typically receive one or more “In Progress,” or IP, grades as they work to complete their CE/T projects (they do not receive grades for HON 403 or 404 until they have defended the project and submitted all paperwork). It is the Registrar’s policy that IP grades become failing grades after one year. For example, if a scholar took HON 403 in Fall 2018 and received an IP grade, that grade would convert to a failing grade at the end of Fall 2019. If scholars need more than one year to complete the CE/T, they must petition for an extension by the last day of classes the semester their IP will expire. Please contact your MHC Advisor or the CE/T Advisor for more information.

HONORS STANDING AND WITHDRAWALS

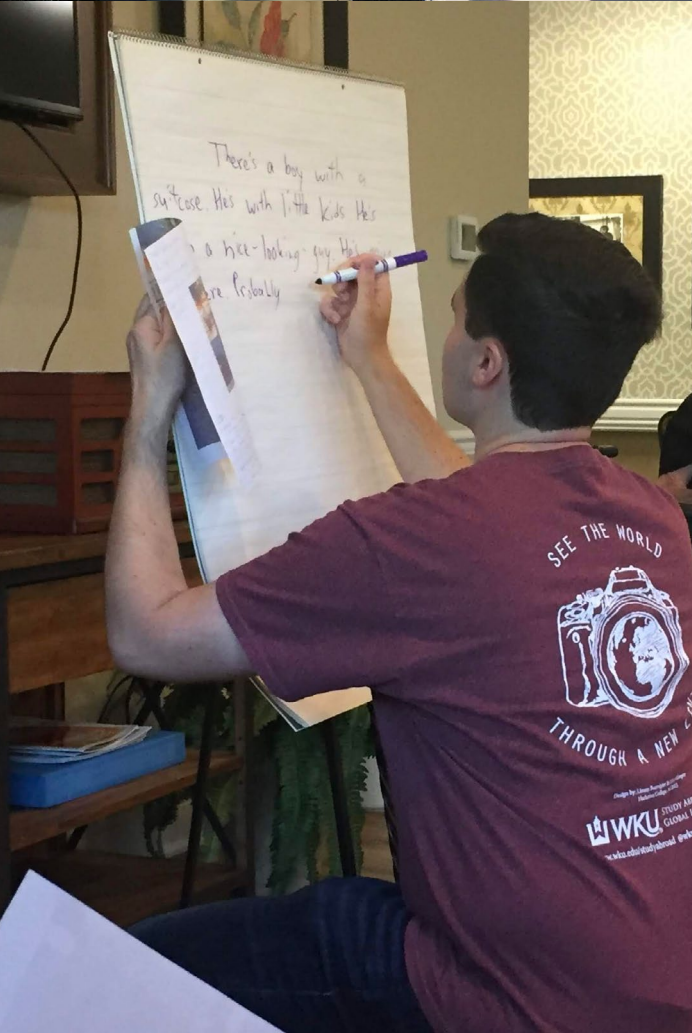
Scholars who are withdrawn from The MHC for failure to maintain Good Standing will be withdrawn from incomplete CE/T hours. Scholars who would like to continue working on their CE/T projects must submit a Continuance of CE/T Hours petition within one month of receiving notification that they will be removed from The MHC.

Scholars who would like to withdraw from CE/T hours must meet with their MHC Advisor to change tracks.

Top: Emma Lord completed her CE/T in Spring 2023 on the effectiveness of the Nintendo Ring Fit system as a tool for physical therapy.

Bottom: Obadiah Kirk completed his CE/T in Spring 2020, studying the role of proteins in cardiac recovery.





IP GRADES AND THE PRESIDENT'S/DEAN'S LIST

Because scholars do not receive a grade for HON 403 or 404 until they have defended the CE/T project and submitted all necessary paperwork, this means that scholars typically have an “In Progress,” or IP, grade on their transcripts for one or more semesters. Scholars should note that IP notations are removed from the transcript, but they must have at least 12 hours of other graded credit to be eligible for the President’s or Dean’s List. CE/T hours temporarily awarded IP grades will not contribute to that total.

Regarding scholarships, so long as scholars have a 2.5 minimum overall GPA and are enrolled in at least 12 credit hours at WKU, IP CE/T hours should not affect scholarships. Additionally, IP CE/T hours should not affect any federal aid a scholar receives as long as they earn/complete at least 67% of their coursework. If you have specific questions regarding your scholarships/financial aid, we encourage you to reach out to Student Financial Assistance directly.

NOTE: “In Progress” or IP grades will change to failing grades one semester after the CE/T defense if all necessary paperwork and revisions are not submitted to the MHC.

Top: Zoë Ward completed her CE/T in Spring 2022, studying the effect of melanin implantation on snow buntings.

Bottom: Cameron Fontes explored the expression of elder identity through storytelling in his CE/T, completed in Spring 2021.



Dancers rehearse the choreography for Julia Woolums' 2023 CE/T dance film, Episodes, which was named MHC Capstone Experience of the Year in May 2023.

I SAMPLE PROJECTS

Scholars from any major can find a CE/T project that will enhance their knowledge and skills and contribute to their future development. Below you will find a sampling of recent CE/T titles. Scholars have done everything from completing traditional research in the laboratory or the library to doing photojournalism studies to writing a novel and composing music. You can learn more about what other scholars have done by visiting The MHC website or browsing published CE/Ts on TopScholar.

Antibiotic Resistant Gene Concentrations in Bacteria in Groundwater from Agricultural Waste
KOJI BARNABY, 2021

Pathways to Self-Governance and Success: An Exploratory Study of Community Gardens in Louisville, Kentucky
AMANDA BEAVIN, 2021

America, the Beautiful: How American Cosmetics Companies Advertised Femininity in the 1950s
BRIDGET BEAVIN, 2023

Assessing Access to Healthcare for Limited English Proficient Patients
HANNAH BERGAMINI, 2021

Nice Food: A Non-profit Food Truck
NATHAN BROOKS, 2020

Will the Real News Reporters Please Stand Up?: A Study of Bias in the Media
HANNAH CLAUSSEN, 2022

The Development and Validation of the General Attitudes toward Police (GAP) Questionnaire"
RACHEL GREIS, 2021

I Hear You: The Everyday Struggle Living with Misophonia
ASTHON JONES, 2021

Progress in the Bluegrass: An Analysis of Grassroots Organizing in Kentucky Post 1970
BROOKLYN LILE, 2022

Determining Atmospheric Boundary Layer Behavior over Mountainous Terrain Using Aircraft Vertical Profiles from 2009-2018 NASA Student Airborne Research Program Data
DALLAS MCKINNEY, 2020

COVID-19 and Eating Disorders: How COVID-19 Increased the Prevalence and Severity of Eating Disorders, and the Lasting Implications
LUCY ROGERS, 2023

Terror Management Theory and Legislation: An Analysis of How Patterns Evolve and Change
ELIZABETH ROTH, 2023

The Effect of the Pura Vida Lifestyle on Mental Health in Costa Rica
GABRIELLE SLEDGE, 2021

Kids, Culture, and Queerness: The Progression of LGBTQ+ Representation in Children's Media
SARAH STEVENS, 2022

Building Coleus Academy
JANESSA UNSELD, 2023

Improving Diagnostic Outcomes for Individuals with Autism Spectrum Disorders Within the Hispanic Community in Bowling Green, Kentucky
BETHANY WADDEY, 2023

Effects of Melatonin Implantation on the Activity Levels of Captive Snow Buntings (Plectrophenax nivalis)
ZOË WARD, 2022

Cut Song Cabaret: Performing the Replaced, Rewritten, and Recycled Songs of Musical Theatre
CLAIRE WILSON, 2021

The Reality of Bipolar Disorder: A Dance Film to Bring Awareness to the Misconceptions of Mental Health
JULIA WOOLUMS, 2023

TIPS FOR SCHOLARS

Plan ahead.

Keep a notebook of ideas before you even begin to actively think about your CE/T. If you are in an interesting class in your major and your professor mentions an understudied area that you find interesting, write it down.

Talk with faculty in your major.

They know what has been done, and they often have great ideas for what should be studied. Talking with your professors during their office hours also has other benefits. You will be getting to know the people you might ask to be on your CE/T committee, and they will be getting to know you. Faculty members who know you well will write the best letters of recommendation and will be in a better position to give you advice about graduate school and future career options.

Stay in touch with your readers.

Once you begin working on your CE/T, stay in touch with your first and second readers. Plan to meet with your advisor every week or every other week. Talk with your readers about your ideas, your progress, and any problems you have encountered. Share many drafts with your readers. Scholars often run into trouble when they have not been in contact with their readers. You want to know if your readers have issues with your work early so that you can correct any problems or change course if need be.

Stay in touch with the MHC.

Specifically, keep in touch with the CE/T Advisor, who will make sure that you are on track and making progress. Reach out to cet.advisor@wku.edu.

Prepare for your defense.

As you prepare for your defense, make sure that you have allowed enough time for each committee member to read your work. Before you schedule your defense, meet with your faculty mentor to discuss the defense. Each field and each faculty member have slightly different ideas of what a defense should be. You want to know what your readers think so that you will be prepared.

Make sure that you format your CE/T properly and complete all of the necessary paperwork.

The MHC will not submit your grade until you have completed all of the necessary paperwork and submitted a final, correctly formatted, digital copy of your CE/T. Check with the CE/T Advisor to make sure that you are on track.

TIPS FOR FACULTY MENTORS

- Read over the Evaluation Rubric early. These forms provide guidance about the MHC's expectations for CE/Ts.
- Contact the CE/T Advisor if you have any concerns about the process.
- Scholars working on CE/Ts most often encounter trouble when they have not been in contact with their advisors. Have your student set small goals and meet with you to discuss progress toward completing those goals.
- If your student stops making progress or drops out of contact, let the CE/T Advisor know.
- Scholars are often very nervous about the defense because they do not know what to anticipate. The MHC expects that the defense (presentation and discussion) last for one hour, but beyond that, the faculty mentor should lead the defense, guided by disciplinary standards. Talk with your student early about what to expect and how to prepare.
- Include your involvement in your annual activities report.
- Consult the faculty checklist in the back of the guide.
- To acknowledge the contributions of faculty members, the MHC offers primary CE/T advisors a grant of \$150 for each scholar who has successfully completed the CE/T process. These funds are distributed to your departmental index the semester after the scholar has completed the CE/T process.

THIRD READERS

A third reader will be assigned by the MHC to each CE/T project toward the beginning of the semester in which you intend to defend. As representatives of the MHC, third readers have typically served on multiple CE/T committees, so their participation ensures fairness and facilitates discussions of scholars' defense designations and grades. Third readers play a substantial role in determining scholars' defense designations, but generally do not contribute to decisions regarding a scholar's letter grade.

An exception would be in the case they are in the same (or a closely-related) discipline as the scholar, or the first and second readers cannot reach an agreement on the grade.

Third readers serve as a reference and provide guidance to project advisors and second readers regarding expectations for CE/Ts. If a conflict should arise, third readers will assist the scholar and/or the rest of the committee and will keep the MHC informed.



PART EIGHT

CE/T Checklists

CE/T SCHOLAR CHECKLIST

- CE/T proposal form has been signed, submitted, and is on file with the MHC the last week of the semester before you take HON 403.
 - This must be typed, accompanied by the proposal, and have first and second reader signatures on it.
- Have regular appointments with your first and second reader throughout the semester you are enrolled in HON 403.
- Submit a written check-in form by the end of the first semester of working on your CE/T. The CE/T Advisor will send you the check-in form, along with the deadline for its submission.
- Present your CE/T or a portion of it at an approved conference—check with CE/T Advisor for a list of possible conferences.
- Your readers agree your CE/T is ready for a defense.
- File the draft approval form at least two weeks prior to your defense. It must have the signatures of both readers. All three readers and the CE/T Advisor must have a polished copy of your CE/T two weeks prior to the defense.
- Review the evaluation rubric before your defense.
- Invite your friends and colleagues to watch your defense.
- Day of the Defense
 - Bring a filled-out copy of the Final Evaluation form for your readers.
 - Bring any visual aids/audio aids.
 - Bring a copy of your CE/T project and/or PowerPoint for referral.
- Once you have made all the necessary changes and checked the formatting of your CE/T, you should submit it electronically as a Microsoft Word file to the CE/T Advisor (cet.advisor@wku.edu).
- Submit 2-3 pictures of you engaging in your CE/T process (e.g. conducting research, working on your project, presenting at a conference, etc.).
- Turn in the TopScholar copyright form.
- Receive final PDF of your CE/T from the CET Advisor to order additional personal bound copies.

CE/T FACULTY CHECKLIST

- Review the CE/T Proposal: If the proposal meets your approval, sign the CE/T Proposal form.
 - A scholar must have a signed proposal form on file with The MHC before they can register for HON 403 and HON 404. The scholar can deliver this form. Some departments allow scholars to count CE/T hours toward the major. If you would like to pursue this option, the scholar must obtain permission from their department.
- Have regular appointments to meet with your CE/T scholar (every week or every two weeks).
- Scholars must present their CE/T or a portion of their CE/T at an approved conference. Check with the CE/T Advisor for a list of possible conferences if you do not have a discipline-specific conference in mind.
- Once the committee agrees the CE/T is ready to defend, the scholar must submit a draft approval form to the MHC. The draft approval form requires all CE/T committee signatures, a polished copy of the CE/T to each reader (including the third reader), and documentation of a conference presentation.
- Before the defense, review the CE/T Evaluation Rubric.
- Day of the Defense:
 - Fill out the Final Evaluation Form.
 - A member of the CE/T committee (typically the third reader) should bring the Final Evaluation Form to The MHC (campus mail, hand delivery, or e-mailed with verified electronic signatures)
- Once the Final Submission form, the TopSCHOLAR Copyright permission form, and it has been submitted electronically as a Microsoft Word file to the CE/T Advisor (cet.advisor@wku.edu) by the scholar, first readers will be sent an email regarding their grant funds. The aforementioned forms are submitted by the scholar and no action is necessary for committee members.



PART NINE

Sample Forms

PROPOSAL FORM



Capstone Experience/Thesis Proposal

INSTRUCTIONS: Fill out the form below and return to The Mahurin Honors College with your 1st and 2nd project advisors' digital signatures (instructions on using digital signatures can be found on The MHC's CE/T Webpage). The form is due to the CE/T Advisor (cet.advisor@wku.edu) via email by either **August 1st** if you intend on taking HON 403 during **fall** (October 1st for taking 403 during 2nd bi-term), or **January 5th** if you intend on taking 403 during **spring** (March 1st for taking 403 during 2nd bi-term). The form should be complete with an attached typed proposal. Please follow the guidelines outlined on the following pages when writing your proposal.

Forms must be completed digitally and completely. Incomplete forms will not be accepted.

Student Information

Name:			WKU ID:	
WKU e-mail:			Phone number:	
Major(s):				
Expected Graduation	SEMESTER	Expected Defense	SEMESTER	
Project Title:				
Degree:	<input type="checkbox"/> Mahurin Honors College Graduate entered The MHC as a freshman		<input type="checkbox"/> Honors in the Major Graduate transfer student who entered The MHC with 45 to 75 hours	
Do you have a FUSE grant?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Are you a JUMP student?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Credit Hour Approvals

Credit Hour Approvals: The plan of courses you intend to enroll in or the courses you plan to substitute must be indicated on this page. Mahurin Honors College graduates must take 6 hours of CE/T coursework--3 hours each of HON 403 and 404. Students may substitute all 3 hours of HON 403 and up to 2 hours of HON 404, as long as the course is 1) for **honors credit** either as a HEEC or though augmentation*, 2) **directly related to the CE/T, and 3) taught by either the first or second reader**. For example, students commonly use research/capstone experience courses from their major to substitute for HON 403 credits. **To complete the CE/T requirements, all students must sign up for a minimum of 1 credit hour of HON 404.** Honors in the Major graduates need only take 3 hours of HON 404. Similarly, up to 2 of these 3 hours may come from a HEEC or augmented course in your major. *In the space below, please indicate your planned course of study for completing the required CE/T hours.*

HON 403/404 Hours

HON 403 _____ and HON 404 _____
OF HOURS, SEMESTER # OF HOURS, SEMESTER

Optional Substitutions

- 1) _____ taken/to be taken _____ to substitute for HON 403 for _____ credits.
CLASS NAME SEMESTER, YEAR INDICATE 1, 2 OR 3
- 2) _____ taken/to be taken _____ to substitute for HON 404 for _____ credits.
CLASS NAME SEMESTER, YEAR INDICATE 1 OR 2

* It is **your** responsibility to ensure the substituted classes are augmented and that this is reflected on your transcript on TopNet.

Last Revised: September 2021

IRB Approval Needed: _____ Yes _____ No

All research that involves the use of humans (e.g. survey, experimental, evaluation, biomedical research) must be approved by the Institutional Review Board (IRB), according to the University's Assurance of Compliance Agreement with the Department of Health and Human Services.

CITI Program Certification Needed: _____ Yes _____ No

If YES, please supply: Name of Faculty Mentor: _____

Mentor Completion Record ID: _____ **Expiration Date:** _____

When do you expect to complete your CITI certification? _____

If you are using human or animal subjects in your research, you will need to complete the online CITI course.

Student Signature

By signing below, **the student attests that they have read the CE/T Handbook and have familiarized themselves with the process for completion**, including presenting the project as a work in progress at a conference before defense, the timeline for turning in forms, and the correct document formatting requirements.

Proposal Approval (Completed by Project Advisors)

By signing below, committee members give their assurances that they have read the proposal, see it as a legitimate MHC research/creative project, understand the responsibilities of their position on the committee, have seen the CE/T rubric used to evaluate CE/T projects and are willing to serve on this CE/T project. After the student submits the completed CE/T proposal, it will be presented to The MHC's Assistant Director for Academics for approval.

Project Advisor:	(signature)	(e-mail)	(Department)
Second Reader:	(signature)	(e-mail)	(Department)
Mahurin Honors College Approval	(Asst. Director for Academics)	(date)	

Proposal Guidelines

Your CE/T project proposal has several goals. First, the proposal allows you to communicate the basic outline of your project in writing, which can contribute to meaningful discussions between you and your readers. Second, it is a forum for you to clearly articulate a plan to complete your project. If well-conceived, this plan will put you on the path toward a successful CE/T defense. Finally, the proposal alerts The MHC to your plans so that we can help you make progress on your CE/T.

The CE/T proposal, signed by your faculty mentor and second reader, is due to The Mahurin Honors College by either **August 1st** if you intend on taking HON 403 during **fall** (*October 1st for taking 403 during 2nd bi-term*), or **January 5th** if you intend on taking 403 during **spring** (*March 1st for taking 403 during 2nd bi-term*). Proposals must be **3-5 typewritten, double-spaced pages** in length. Please consult the guidelines below as you complete your proposal.

Title: Provide a short, descriptive title of your proposed thesis project. Generally, it should be self-explanatory with a level of intrigue that leads a casual reader to pick up the project. Please consult with your faculty mentor as you contemplate a title for your work. Most disciplines have typical conventions that shape the way that scholars name their work.

Introduction: Your proposal should begin with a brief introductory statement of intent that focuses your project for a general reader. A good place to start is to consider the typical level of knowledge of your HON 402 classmates. Obviously, you cannot say much at this point, but you can sketch the projected focus/direction of your project.

Last Revised: September 2021

CE/T Statement (Define the Issue): Include a one-sentence statement of the nature of your CE/T project and then contextualize that statement. This statement can be in the form of a thesis statement, hypothesis, research question, or goal statement. The CE/T statement should capture the essence of your intended project and also help put boundaries around what you intend to do. What is your question? What will your effort contribute? Every CE/T project must answer the “So what?” question. Essentially, why are you spending a year working on this project?

Approach (Methodology): Describe the overall approach you will take. What methods will be used? How will data be collected and analyzed? What materials will be used? How will a particular theme be carried through a creative work? Are there particular challenges that need to be overcome? Are there potential pitfalls? Differing degrees of specificity are required so be sure to consult with your CE/T chair/mentor in advance. Are you required to get official permission from the Human Subjects Review Board (HSRB)? Projects in the humanities and performing arts should also make clear statements about intent and focus. Normally, this section will have a short literature review discussing some of the relevant schools of thought and/or academic debates related to the project. Creative writing efforts may have their own format but will still set out a projected storyline. Overall, consider this section the “how” statement.

Expected Results and Significance (ANTICIPATED OUTCOME AND SIGNIFICANCE): What do you expect to produce, learn or create? What will be its expected significance for your discipline/field? What scholarly contributions do you expect to make? In short, what results are you anticipating and what issues/questions will they address? This is a preliminary or tentative answer to the “so what” question.

Outline/Timeline: You must outline the major contours of your project by providing a general timeline for each stage of the project. Consider constructing your timeline as a table/checklist for you to reference as your CE/T progresses. A list of the anticipated chapters, accompanied by brief discussions on what will be addressed within each chapter, is encouraged.

Resource Requirements: What do you need to complete this project? Does WKU possess the necessary books, equipment, etc.? Will you need to apply for an Honors Development Grant (HDG) or CE/T Excellence Award? Does this project require travel for data collection, library visits, etc.? Have you discussed funding opportunities through The MHC, or other campus entities, with your CE/T chair?

SCHOLAR-READER EXPECTATION SCALES WORKSHEET

MHC CE/T Scholar-Reader Expectation Scales

Read each pair of statements describing end points on a continuum. Estimate your position and mark it on the scale. For example, if you believe very strongly that it is the reader’s responsibility to determine the frequency and timing of meetings with the scholar, you should circle “1” on scale #1. If you think that both the reader and scholar should be equally involved, circle “3.”

NOTE: This worksheet was primarily designed to encourage scholars to have conversations with their 1st readers about CE/T expectations. However, this worksheet may also be used in conversations with 2nd readers where applicable.

Contact & Involvement		
1. The reader should determine how often and when to meet with the scholar.	1 2 3 4 5	The scholar should decide how often and when to meet with the reader.
2. The reader should check regularly that the scholar is working consistently and on-task.	1 2 3 4 5	Scholars should work independently without having to account for how they spend their time.
3. The reader should be the first place to turn when the scholar has problems with the research project.	1 2 3 4 5	Scholars should try to resolve problems on their own, including seeking input from others, before bringing a research problem to the reader.
4. The reader is responsible for providing emotional support and encouragement to the scholar.	1 2 3 4 5	Emotional support and encouragement are not the responsibility of the reader—scholars should look elsewhere.
5. The reader is responsible for finding information regarding the CE/T process (Handbook, faculty information, important forms, etc.) on the MHC’s Website.	1 2 3 4 5	The scholar should provide the reader with all information pertaining to the CE/T process on the MHC’s Website.
The CE/T		
6. The reader should always facilitate all necessary communications (questions, paperwork submission, etc.) with the MHC CE/T Advisor on behalf of the scholar.	1 2 3 4 5	Scholars should always directly communicate with the MHC CE/T Advisor when submitting paperwork and/or asking questions.
7. The reader should insist on seeing all drafts of work to ensure that the scholar is on the right track.	1 2 3 4 5	Scholars should submit drafts of work only when they want input and feedback from the reader.
8. The reader should determine if, when, and where to present or publish the research.	1 2 3 4 5	The scholar should decide if, when, and where to present or publish the research.
9. The reader should decide when the CE/T is ready to be defended.	1 2 3 4 5	The scholar should decide when the CE/T is ready to be defended.
10. The reader has direct responsibility for the quality of the CE/T.	1 2 3 4 5	The scholar bears sole responsibility for the quality of the CE/T.

Last Revised: August 2021

DRAFT APPROVAL FORM



Capstone Experience/Thesis Draft Approval

This form must be signed by your first and second readers and submitted to the CE/T Advisor (cet.advisor@wku.edu) **no fewer than two calendar weeks before the CE/T defense date**. In addition to this form, e-mail a digital copy of your CE/T draft to the CE/T Advisor *and* your readers. Finally, please attach a copy of your acceptance letter and/or a conference program listing your presentation.

No defenses may be scheduled during the last week of class or during finals week.

Student Information

Date:

Name:		WKU ID:	
WKU Email:		Phone:	
Major(s):			
Project title:			

CE/T Committee Members

Student's Project Advisor:		E-mail:	
Student's Second Reader:		E-mail:	

By signing below, the committee members judge that the student's draft is of sufficient quality to proceed to the defense.

Signature, Project Advisor: _____

Signature, Second Reader: _____

Last Revised: July 2020

Defense Date and Time

Note: You *must* e-mail the CE/T Advisor (cet.advisor@wku.edu) if you wish to schedule your defense in the Thesis Defense Room (HCIC 2021).

Date: _____

Time: _____

Building/Zoom: _____

Room/Meeting ID: _____

Required Presentation

Date: _____

Conference Name: _____

Presentation Title: _____

Please attach a copy of your acceptance letter and/or the conference program listing your presentation.

Last Revised: July 2020

FINAL EVALUATION FORM



Capstone Experience/Thesis (CE/T) Final Evaluation

Students should complete the first section of this form before e-mailing it to their readers the day before the defense. Once signed, this form (the Final Evaluation **and** Evaluation Rubric) must be submitted to the CE/T Advisor (cet.advisor@wku.edu) by a member of the CE/T committee immediately following the defense.

Student Name:		WKU E-mail:	
Defense Date & Time:			
Final CE/T Title:			

Please ensure the following section is filled out and understood by student and committee.

Revisions:

Revision Deadline: _____

Student elects to make revisions. Student elects NOT to make revisions.

Signature, Student: _____ Date: _____

Revision Outcomes: Revisions should be sent via email to cet.advisor@wku.edu on or before the revision deadline.

Last Revised: July 2020

This section is to be completed by the *third reader* based upon the completed **Evaluation Rubric** on p. 3-4:

Scholarly/Intellectual/Creative Merit score (50%): _____
 Writing Style and Quality score (30%): _____
 Follow Guidelines of MHC score (10%): _____
 CE/T Defense score (10%): _____

TOTAL SCORE: _____

Distinction Assessment Scale

Pass w/ <i>Distinction</i> : 100-95	(clearly superior in every way, ~10% of CE/Ts)
Pass w/ <i>Honors</i> : 94-85	(~80% of all CE/Ts)
Pass: 84-70	(~10% of all CE/Ts)
Fail: 69 and below	(extremely rare designation)

Decision to be awarded if revisions are completed and accepted: _____

Decision to be awarded if revisions are inadequate/not completed: _____

The following section to be completed by the *first and second readers*.

Letter Grade	HON 403: _____	HON 404: _____
--------------	----------------	----------------

Project Mentor/First Reader (to be signed at the conclusion of the CE/T Defense):

Name: _____	Signature: _____	Date: _____
<hr/>		
Department: _____	Email: _____	Phone: _____
<hr/>		

Second Reader (to be signed at the conclusion of the CE/T Defense):

Name: _____	Signature: _____	Date: _____
<hr/>		
Department: _____	Email: _____	Phone: _____
<hr/>		

Third Reader/MHC Representative (to be signed at the conclusion of the CE/T Defense):

Name: _____	Signature: _____	Date: _____
<hr/>		
Department: _____	Email: _____	Phone: _____
<hr/>		

Last Revised: July 2020

EVALUATION RUBRIC



CE/T Evaluation Rubric

Scholarly/ Intellectual/ Creative Merit <i>points awarded</i>	POOR/FAIL <i>0-5.5 points</i>	PASS <i>7 points</i>	PASS WITH HONORS <i>8.5 points</i>	PASS WITH DISTINCTION <i>10 points</i>
<i>Rationale</i> <input type="checkbox"/>	no clear rationale or a weak rationale for the project	some rationale presented, begins to motivate the work	provides and discusses a suitable rationale	persuasive and creative rationale
<i>Complexity in Framing Topic</i> <input type="checkbox"/>	frames complex questions as simple ones	invests question with some complexity, may oversimplify or overextend	reasonable balance between focus and complexity	frames the topic with a full appreciation of its complexity while retaining appropriate focus
<i>Approach/ Methodology</i> <input type="checkbox"/>	not clear what was done or why, or an inappropriate method	approach is generally appropriate and properly executed	clearly described and justified, well-chosen and appropriate, and well-executed	creative and sophisticated methods
<i>Scholarly Content</i> <input type="checkbox"/>	does not demonstrate awareness of appropriate scholarship, may over rely on too few sources	demonstrates a reasonable awareness of appropriate scholarship	demonstrates broad awareness and situates own work within the appropriate scholarship	demonstrates a broad awareness of appropriate scholarship, situates own work within the appropriate scholarship, and makes contributions to the field, or identifies a new direction for investigation
<i>Position</i> <input type="checkbox"/>	does not take a clear or defensible position or draw a clear conclusion	clearly describes, or begins to support, test, extend, or critique a position that is already in previous scholarship	thoroughly and effectively supports, tests, extends, or critiques a position that is already in previous scholarship	develops a clear and defensible position of his/her own, draws a significant conclusion
<i>Argument</i> <input type="checkbox"/>	weak, invalid, or no argument, perhaps a simple assertion	Some arguments valid and well-supported, some not	main arguments valid, systematic, and well supported	arguments both well supported and genuinely compared to conflicting explanations
<i>Use of Data/ Evidence</i> <input type="checkbox"/>	draws on little or no evidence, mostly relies on assertions or opinions, or evidence not clearly presented	some appropriate use of evidence but uneven	feasible evidence appropriately selected and not over interpreted	fully exploits the richness of the data/evidence/ideas, and is sufficiently persuasive
<i>Insight, Seeing Patterns and Connections</i> <input type="checkbox"/>	treats related ideas or data as unrelated, or draws weak or simplistic connections	begins to establish connections and perceive implications of the material	brings together related data or ideas in productive ways, thoroughly discusses implications of material	develops insightful connections and patterns that require intellectual creativity

total: _____ x 0.625 = score for section _____ (out of 50 max)

Last Revised: July 2020

Writing Style and Quality	POOR/FAIL 0-5.5 points	PASS 7 points	PASS WITH HONORS 8.5 points	PASS WITH DISTINCTION 10 points
Grammar and Spelling, Usage <input type="checkbox"/>	significantly impairs readability	numerous errors	some errors	a few minor errors
Organization <input type="checkbox"/>	author does not demonstrate awareness of the scholarly literature, may over rely on too few sources	structure is of inconsistent quality, may have choppy transitions and/or redundancies or disconnections	structure supports the argument, clearly ordered sections fit together well	structure enhances the argument, strong sections and seamless flow
Clarity, Style, Readability as Appropriate to Genre/ Discipline <input type="checkbox"/>	gets in the way of reading for content	style is inconsistent or uneven	good, easy to follow and read for content	exceptional, including elegant style, transparent argument structure

score for section _____ (out of 30)

Follows MHC Guidelines	POOR/FAIL 0-5.5 points	PASS 7 points	PASS WITH HONORS 8.5 points	PASS WITH DISTINCTION 10 points
Size of Project (Treat as a Continuum of Where This Project Falls) <input type="checkbox"/>	workload (research & resulting CE/T) equivalent to less than the work for one 3-hour course	workload equivalent to one 3-hour courses	workload equivalent to two 3-hour courses	workload equivalent to more than two 3-hour courses

score for section _____ (out of 10)

CE/T Defense	POOR/FAIL 0-5.5 points	PASS 7 points	PASS WITH HONORS 8.5 points	PASS WITH DISTINCTION 10 points
Oral Presentation <input type="checkbox"/>	very weak or poor oral presentation (disorganized and difficult to follow)	a weak oral presentation, unclear at times, difficulty answering questions	a solid, but not great oral presentation	a superior defense: took the presentation beyond the written work; handled questions well, showed poise and confidence.

score for section _____ (out of 10)

Scholarly/Intellectual/Creative Merit score (50%): _____
 Writing Style and Quality score (30%): _____
 Follow Guidelines of MHC score (10%): _____
 CE/T Defense score (10%): _____

TOTAL SCORE: _____

Distinction Grading Scale

Pass w/ <i>Distinction</i> : 100-95	(Clearly superior in every way, ~10% of CE/Ts)
Pass w/ <i>Honors</i> : 94-85	(~80% of all CE/Ts)
Pass: 84-70	(~10% of all CE/Ts)
Fail: 69 and below	(extremely rare designation)

DISTINCTION AWARDED: _____

Last Revised: July 2020



CE/T Evaluation Criteria

A CE/T project is evaluated in two ways: first, a letter grade and second, an honors designation. The members of the CE/T committee determine both after the project's defense. The CE/T committee members (specifically, the project advisor/chair and second reader) provide a grade based on equivalent independent work within their discipline. A second evaluation is done based upon Mahurin Honors College criteria (here the MHC representative should have greater influence). The evaluations are Pass with Distinction, Pass with Honors, Pass, and Poor/Fail. There is not intended to be a direct correlation between letter grade and the honors designation. For example, the vast majority of CE/T projects earning "A" grades will not be awarded the Pass with Distinction designation, but there should not be any projects earning the Pass with Distinction designation that do not earn "A" grades. The committee may decide to withhold passing the CE/T until necessary revisions are made. In such cases, a time limit should be set for completion of the revisions.

The committee's evaluation must consider the student's performance in the following areas:

- Scholarly/Intellectual/Creative Merit;
- Adherence to guidelines set forth by the Mahurin Honors College;
- Quality and style of writing and/or any additional work presented (as appropriate to discipline); and
- Quality of the oral defense/presentation.

Pass with Distinction: Clearly a *superior* project in every way. This designation is granted only to those candidates whose performance is superior and distinctive in all areas and if the draft presented at the defense requires only minimal revision. Additional guidelines that might be helpful are:

- The student's performance on the oral exam is clearly outstanding;
- The student showed extraordinary initiative and originality during the project;
- The project is clearly in the top 10% of CE/Ts;
- The CE/T is publishable, in part or whole (depending on the traditions of the disciplinary press) or deemed competitive in juried forums appropriate to field; and
- The CE/T is comparable to competent graduate work at the M.A. or M.S. level.

Pass with Honors: This designation is the typical decision; it should be awarded to students whose CE/T work is, at a minimum, *good* in all of the listed categories. A CE/T that is outstanding in a few of the categories, but not in most or all, should be awarded *Pass with Honors* rather than *Pass with Distinction*. Between the distinguished top 10% and the merely acceptable, *Pass with Honors* is the evaluation earned by the majority of MHC scholars.

Pass: This designation is granted to those CE/Ts projects that are *adequate*, but not up to the standards of *Pass with Honors*. This includes CE/Ts that may be good/superior in a few of the areas but only acceptable/adequate in the others. Those earning the *Pass* designation may be

characterized by:

- A weak, but acceptable, oral presentation;
- Acceptable research, but poor or weak written presentation of materials;
- Acceptable presentation of CE/T, but significant (and correctable) problems in argumentation or research;
- Content and presentation that are adequate for graduation, but that lack depth or originality; and
- A need for significant revision, which must be approved by the CE/T Advisor.

Poor/Fail is for work that is *unacceptable* in most or all of the five areas. Very few CE/Ts are failed because CE/T committee members should discourage students from standing for oral examination if they are not fully prepared and the committee members have not read and approved of the CE/T, at least conditionally.

Last Revised: July 2020

TOPSCHOLAR COPYRIGHT FORM



Authorization for Use of the Capstone Experience/Thesis (CE/T) Project

This form will be filed when the CE/T is completed. Signed forms may be submitted to cet.advisor@wku.edu.

Name: _____ WKU ID: _____

Date: _____ Phone: _____

Email: _____ Major(s): _____

Title of CE/T: _____

Please list 2-4 disciplines and 5-6 keywords that best describe your project in order to help others in your discipline find your work in TopSCHOLAR®.

Disciplines:			
1.		3.	
2.		4.	
Keywords:			
1.		4.	
2.		5.	
3.		6.	

Name of Committee Chair: _____

Name of Committee Member: _____

Name of Committee Member: _____

Name of Committee Member: _____

Last Revised: July 2020

Copyright Permission for TopSCHOLAR® research repository (digitalcommons.wku.edu)

- I hereby warrant that I am the sole copyright owner of the original work.
- I also represent that I have obtained permission from third party copyright owners of any material incorporated in part or in whole in the above described material, and I have, as such identified and acknowledged such third-party owned materials clearly. I hereby grant Western Kentucky University the permission to copy, display, perform, distribute for preservation or archiving in any form necessary, this work in TopSCHOLAR® digital repository for worldwide unrestricted access in perpetuity.
- I hereby affirm that this submission to TopSCHOLAR® is in compliance with Western Kentucky University policies and the U.S. copyright laws and that the material does not contain any libelous matter, nor does it violate third-party privacy. I also understand that the University retains the right to remove or deny the right to deposit materials in TopSCHOLAR® digital repository.

Select only one of the following:

I grant permission to post my CE/T in TopSCHOLAR® for *immediate* unrestricted access.

I want to embargo access to my CE/T for (check one):

1 year 18 months 2 years 3 years

After this time, my thesis will be openly accessible.

I *do not* grant permission to post my CE/T in TopSCHOLAR® at any time.

Reason: _____

Signature: _____

Last Revised: July 2020