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# Welcome

Dear Honors Students:

The J. N. Andrews Honors Program traces its origins back to the mid-1960s and to the leadership of two pioneers, Dr. Paul E. Hamel and Dr. Merlene A. Ogden. Over the years, the program has undergone several transformations; the most recent SAGES curriculum (Scholars' Alternative General Education Studies) was developed by Dr. Malcolm Russell and implemented by Dr. Gordon Atkins. As a former Andrews University Honors Program student myself, I am thrilled to follow in the tradition shaped by those leaders of Adventist education.

Since its beginning, the J. N. Andrews Honors Program has sought to provide challenging classroom experiences focused on critical thinking, discussion, and debate. Following in the footsteps of our namesake, the early Adventist scholar and missionary J. N. Andrews, the Honors Program strives to wed rigorous academic training with deep and abiding faith. In addition, the program's culminating Senior Honors Thesis provides a context in which undergraduate research endeavors flourish. The Honors Program motto, "Excellence, Commitment, Service," celebrates high levels of academic achievement united with a responsibility to put intellectual gifts to practical Christian service.

Thank you for adding your personal academic journey to the continuing history of the J. N. Andrews Honors Program at Andrews University. I hope that this handbook will facilitate your steady progress in the program and that you will always feel free to stop by the Honors Office for the additional assistance that no handbook or website can ever fully provide!

God Bless,



L. Monique Pittman, PhD  
Director of Honors  
Professor of English  
Andrews University

## MISSION

*The J. N. Andrews Honors Program fosters the scholarly, spiritual, and social potential of talented students.*

SAGES



# SAGES Overview

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## What is SAGES?

SAGES stands for Scholars' Alternative General Education Studies. The SAGES program offers students the opportunity to replace the standard Andrews University general education package with Honors interdisciplinary courses that study primary texts and encourage critical debate and discussion.

## Why SAGES?

The benefits of the J. N. Andrews Honors Program and its SAGES curriculum include the following:

- Classes with qualified students studying significant material
- Small class sizes
- Discussion-oriented learning styles
- Highly qualified teaching and research faculty
- Conscious integration of faith with learning
- Plentiful support of undergraduate research
- Senior Honors Thesis
- Social, spiritual, and leadership development
- Courses that include activities such as:
  - Museum visits
  - Concert attendance
  - Theater performances
  - Other cultural events

## Who is eligible for SAGES?

Students with a high school GPA of 3.5 and an ACT composite score of 25 or more or a combined score of 1200 on the Mathematics and Critical Reading sections on the SAT.

College transfer students with a 3.33 on 16 semester credits of college study.

## SAGES-CURRICULUM CHECKLIST

Required Courses		Credits	Taken
HONS 105	Western Heritage I	5	
HONS 106	Western Heritage II	5	
HONS 115	Transcribing the Self: Honors Composition	3	
HONS 215	Scripture	3	
HONS 265	Literature and the Arts	3	
HONS 345	What is "Other"? The Non-Western World	3	
HONS 365	Cosmos	3	
HONS 398	Research Pro-Seminar	1	
HONS 415	Thinking Theologically: Christian Life and Faith	3	
HONS 497	Senior Honors Project	Min. 2	
Life Science + Lab		4	
Physical Science + Lab		4	
Math 145	Reasoning with Functions (or higher level math course)	3	
FTES	Two Fitness Education Courses	2	
<b>Honors Electives</b> Select two courses from the following:		6	
HONS 225	Materialism and Idealism	3	
HONS 245	Meanings of America	3	
HONS 325	Justice	3	
HONS 380	Topics in Bioethics and Christian Faith	3	
HONS 380	Topics in Cognitive Science and Faith	3	
HONS 380	Topics in Physics and Faith	3	
	An AU sponsored educational tour may substitute for one elective course.	3	
<b>Totals:</b> Bachelor of Science Bachelor of Arts (+ Intermediate Language)		50 credits 50 + 4 credits	

# SAGES Professional Degree Reductions

## CURRICULUM CHECKLIST

Degree	Reductions	
<b>B Arch</b>	<b>1 HONS elective HONS 365 1 Life/Physical Science</b>	<b>-3 credits -3 credits -4 credits</b>
<b>B Business Admin</b>	<b>1 HONS elective HONS 365 1 Life/Physical Science</b>	<b>-3 credits -3 credits -4 credits</b>
<b>BSMLS</b>	<b>1 HONS elective</b>	<b>-3 credits</b>
<b>BS SPLAD BHS Wellness with SPLAD Emphasis</b>	<b>1 HONS elective</b>	<b>-3 credits</b>
<b>Pre-PT</b>	<b>1 HONS elective</b>	<b>-3 credits</b>
<b>Data Science/Engineering &amp; Computer Science/Informatics</b>	<b>Take only HONS 265 or HONS 345 (not both) Take one from HONS 225, 245, 265, 325, 345 Reduced 1 Life Science</b>	<b>-3 credits -3 credits -4 credits</b>
<b>Elementary Education</b>	<b>HONS 415 1 HONS elective</b>	<b>-3 credits -3 credits</b>
<b>Secondary Education</b>	<b>HONS 415 1 HONS elective</b>	<b>-3 credits -3 credits</b>
<b>Pre-Med</b>	<b>1 HONS elective</b>	<b>-3 credits</b>
<b>BS Music</b>	<b>2 HONS electives (cannot be added to Pre-Med reduction)</b>	<b>-6 credits</b>
<b>B Music in Performance B Fine Arts</b>	<b>1 Life/Physical Science</b>	<b>-4 credits</b>

# SAGES Suggested Four-Year Plan

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Please note that this plan is a suggestion only. The requirements of your major(s) and the challenges of class scheduling may necessitate alterations in the sequence provided below. Your academic advisor and the Director of Honors can help you.

## Freshman Year

Plan to take 10-14 credits of SAGES requirements as schedule allows.

- \*HONS 105 Western Heritage I
- \*\*HONS 106 Western Heritage II

*Freshmen often take:*

- \*HONS 115 Transcribing the Self^
- PE activity course

Log 12 hours of service credit  
Attend Honors Poster Session  
Attend Honors Thesis Symposium  
Attend Honors social and cultural events

^ Students with English Composition AP or dual enrollment credit may be eligible for HONS 265

## Sophomore Year

Plan to take 6-9 credits of SAGES requirements as schedule allows. Sophomores often take from the following options:

- \*\*\*HONS 215 Scripture
- \*\*\*HONS 265 Literature and the Arts
- \*\*\*HONS 398 Research Pro Seminar (best when taken sophomore or junior year)
- Honors Elective
- PE activity course

Log 12 hours of service credit  
Attend Honors Poster Session  
Attend Honors Thesis Symposium  
Attend Honors social and cultural events

## Junior Year

Plan to take 6-9 credits of SAGES requirements as schedule allows. Juniors often take from the following options:

- \*\*HONS 345 What is "Other"?
- \*HONS 365 Cosmos
- Honors Elective
- Life Science
- Physical Science
- Mathematics
- \*\*\*HONS 398 Research Pro Seminar (best when taken sophomore or junior year)

Defend Honors Thesis Proposal late Spring Semester if ready  
Log 12 hours of service credit  
Attend Honors Poster Session  
Attend Honors Thesis Symposium  
Attend Honors social and cultural events

## Senior Year

Plan to take remaining SAGES requirements. Seniors often take from the following options:

- \*\*\*HONS 415 Thinking Theologically
- Life Science
- Physical Science
- Mathematics

Defend Honors Thesis Proposal by November  
\*\*\*HONS 497 2 credits  
Honors Poster Session Presentation  
Honors Thesis Symposium Presentation  
Log 12 hours of service credit  
Attend Honors social and cultural events

\*Fall term

\*\*Spring term

\*\*\* Fall or Spring term

## Courses

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### **HONS 105, 106 *Western Heritage* (5,5)**

A study of significant issues that emerged in Western civilization, approached through the reading of major works. The first semester's topics involve the era from the ancient world to the Reformation; the second, the Enlightenment to the modern world. In both semesters, spiritual and religious themes are emphasized and the combined semesters replace one 3-credit religion course. Small-group projects and discussions, field trips, and cultural events enrich the lectures. Required for SAGES during the first year.

### **HONS 115 *Transcribing the Self: Honors Composition* (3)**

What is the entity we call self? How is it formed, reformed, transformed? What role does the "other" play in our determination of self? To what extent is self an independent construct, and to what extent is it socially and ideologically determined? Such questions are addressed through written and oral examination of our own lives and the lives of others as presented in significant texts. Recommended during the first year. (Students with sufficiently high scores on Advanced Placement English Composition may receive credit for HONS 115 in consultation with their honors advisor.)

### **HONS 215 *Scripture* (3)**

The reading of Biblical passages chosen for qualities such as centrality to Christian belief, power as literature, and variety of expression. Entire books will be addressed thematically, including Genesis, Job, Romans, and Revelation. A portion of the course will involve the detailed interpretation of a selected section. Required.

### **HONS 225 *Materialism & Idealism* (3)**

Philosophers and prophets often approach wealth with caution or hostility, but modern culture flaunts status symbols and values self-worth by material accumulation. Considering such differences, readings from Plato to contemporary authors will raise questions about the level of wealth we ought to desire, the thoughtful use of that wealth, and reconciling a Christian life of service with professional success today. Elective.

### **HONS 245 *Meanings of America* (3)**

Examines understandings of American society, culture, and physical environment by a variety of observers, including native, foreign and minority, through study of prose, poetry, music, film, and the visual arts. Core readings will include works by Jefferson, Tocqueville, Martineau, Douglass, Bourne, Friedan, and King. Elective.

### **HONS 265 *Literature and the Arts* (3)**

Explores the ways in which visual, musical, and literary arts address the human experience. Through close analysis of primary texts, students become conversant in the distinctive and overlapping discourses of the various art forms. Drawing upon this fine arts literacy, they will examine concerns of primary importance to creative minds from the ancient world to the postmodern era. These themes will include several of the following: articulating the sacred, the quest for knowledge, gender relations, ethnicity and identity, social order and/or violence. Prerequisite: HONS115. Required.

**HONS 325 Justice (3)**

What is justice? Is it a process, an end result, or both? Using concepts of right and wrong developed by Classical writers, medieval philosophers, and recent Christian theologians, this course considers the relationships between justice and religious understandings of human nature and society. It then analyzes selected policies where concepts of justice can or should play a role and critically examines the practical results of attempts to create greater social justice. Prerequisite: HONS115. Elective. Alternate years (odd years).

**HONS 345 What is "Other?" The Non-Western World (3)**

An introduction to the diversity and commonality of the global human experience and world views as expressed in literature, the arts, religion, and other intellectual endeavors with special focus on the Non-Western world. Small group activities, field trips, guest presenters, films, and special projects enrich the discussion of significant texts. Prerequisites: HONS106, 115. Required.

**HONS 365 Cosmos (3)**

An interdisciplinary, readings-based course which considers the nature of science and its relationship to other approaches to truth. Selected "key ideas" in science will be examined to explore how science informs our understanding of who we are and our place in the universe. Particular attention will be given to the interplay between Christian faith and science. Prerequisite: HONS115. Required.

**HONS 380 Topics in Bioethics and Christian Faith (3)**

A capstone seminar for Honors students in biology and related majors that engages the interface of biology and ethics from a biblical and Seventh-day Adventist perspective. Focused attention on select bioethical issues and their relationship to Scripture and Christian practice, including but not limited to: biblical and environmental stewardship, the molecular revolution, genomics and genetic manipulation, human nature, communication in science, and dilemmas in the health professions. Prerequisites: BIOL166, HONS265. Elective.

**HONS 380 Topics in Cognitive Science and Faith (3)**

This topics course will be a readings-based seminar considering the possibility of integrating cognitive science (especially neuroscience and psychological science) and Christian faith in the domain of understanding human nature. The course will focus particularly on Adventist theological understandings of human nature in the context of on-going debates about human free will in the cognitive sciences. Elective.

**HONS 380 Topics in Physics and Faith (3)**

An interdisciplinary readings-based course which considers the relationship between Christian faith and science. Developments in physics and cosmology will be examined in light of Adventist Christian theological understanding. Prerequisites: HONS365 and PHYS142, or consent of instructor. Elective.

**HONS 380 Topics, Independent Study, and Research (1-3)**

Disciplinary and interdisciplinary topics selected for interest and importance. Typically the course revolves around reading, discussion, and individual projects. Repeatable as topics vary. Elective.

**HONS 398 Research Pro-Seminar (1)**

Preparation for the Senior Honors Thesis. Expectations for the senior thesis are addressed, including consideration of alternative topics, refining the thesis proposal, the role of

literature review, formal public speaking, presentation software, and evaluation. The letter grade assigned reflects the presentation of the project at the Interdisciplinary Honors Seminar; a DG is assigned until then. Required for all juniors.

**HONS 415 *Thinking Theologically: Christian Life and Faith* (3)**

A capstone Honors course exploring the intersection of constructive theology and contemporary issues from a distinctly Adventist perspective. Special attention is given to the correlation of God and human flourishing as enunciated through a wide range of pressing questions raised in the postmodern context. The aim of such an exploration is to deepen the faith of the participants and to instill a new appreciation for the conceptual and spiritual richness of the Great Controversy theme central to the Adventist worldview. Students are encouraged to foster critical reasoning and integrative thinking through a seminar-style engagement with selected primary texts in theology and philosophy. Prerequisite: HONS115, HONS215. Required.

**HONS 495 *Independent Study (in any department)* (1-6)**

Individual study or research of an approved topic under the guidance of an appropriate professor and resulting in an essay, critical review, or other gradable demonstration of accomplishment. Implies 45 hours of work per semester credit. Repeatable to 6 credits. Elective.

**HONS 497 *Senior Honors Project* (0-4)**

Independent research or creative work to produce the Honors Thesis, typically supervised by a professor within the student's major field. The Thesis is filed in the James White Library to facilitate wider access. Required.

## SAGES and Andrews Core Experience/GE Articulation Guide for BA and BS Students

The following chart is meant to aid students transferring from the Honors Program SAGES package to regular Andrews Core Experience/General Education or transferring from regular ACE/GE to the Honors Program SAGES package. Students currently enrolled in SAGES may NOT take the listed ACE/GE articulated courses as replacements for required Honors courses unless special permission has been granted by the Director of Honors.

Honors Course	ACE Articulation	ACE Credits
HONS 105--Western Heritage I	<b>History</b> HIST 117—Civ. and Ideas I	3
HONS 106--Western Heritage II	<b>History</b> HIST 118—Civ. and Ideas II	3
HONS 105 + HONS 106	<b>Religion</b> RELT 100—God and Human Life	3
HONS 105 + HONS 106	<b>Fine Arts/Humanities</b>	1
HONS 115—Transcribing the Self	<b>Language/Communication</b> ENGL 115—English Comp. I	3
HONS 215—Scripture	<b>Religion</b> Religion Option	3
HONS 265—Literature and the Arts	<b>Language/Communication</b> Students transferring out of Honors will receive ENGL 215—English Comp. II credit. Students transferring into Honors MUST take HONS 265 as a required Honors writing course.	3
HONS 265	<b>Fine Arts/Humanities</b>	2
HONS 345—What is Other?	<b>Social Science</b> ANTH 200—Cultural Anthropology	3
HONS 415—Thinking Theologically	<b>Religion</b> Religion Option	3

<b>Honors Course</b>	<b>ACE Articulation</b>	<b>ACE Credits</b>
HONS 225—Materialism and Idealism	<b>Social Science</b> PLSC 237—The Individual, State, & Marketplace	3
HONS 245—Meanings of America	General Elective	3
HONS 325—Justice	General Elective	3
HONS 365—Cosmos	General Elective	3
<b>Typical Deficiencies for Honors Students Transferring to ACE</b>		<b>Credits</b>
COMM 104	Communication Skills	3
HLED 120	Fit for Life	1
-----	Fitness Education Course	1

## Service Requirement

The J. N. Andrews Honors Program requires its students to log **12 hours of service per academic year of attendance at Andrews University**. Any form of voluntary service to the university or larger community will be acceptable provided students do not receive payment or academic credit for the activity.

Honors students fill out the "Honors Service Form" to account for their hours (see form below, also available on the Honors website). The signature of a supervising or organizing individual is required to verify the service hours; if that signature cannot be procured, an email confirmation to [honors@andrews.edu](mailto:honors@andrews.edu) from the supervisor will be sufficient. Honors service forms should be turned in to the Administrative Assistant at the Honors Office. Student service hours are logged and monitored by the Honors Office, which conducts an annual audit of service hours every summer. Prior to graduation, the student must verify with the Honors Office completion of the required 48 hours before being awarded J.N. Andrews Honors Scholar status and gold, blue and white cords.

Please Note: If students study abroad for one year, they are not responsible for hours of service for that year.



# Andrews University

## J.N. Andrews Honors Program

### HONORS SERVICE FORM

Honors Scholars **must complete twelve hours of service per academic year** at Andrews University as members of the J. N. Andrews Honors Program. Students should not receive course credit or financial remuneration for these activities. The signature of a supervising or organizing individual is required to verify the service hours; if that signature cannot be procured, an email confirmation to [honors@andrews.edu](mailto:honors@andrews.edu) from the supervisor will be sufficient.

*Type of Service* activities include but are not limited to the following: service as an Honors Officer; service as a club officer; participation in a church or community volunteer organization; service in setting up or cleaning up from an Honors or club activity; research presentation on or off campus; attendance at a research presentation on or off campus; mission trip service; student missionary service, etc.

Name (please print): \_\_\_\_\_ Submission Date: \_\_\_\_\_

Total Hours	Date	Type of Service	Signature of Service Coordinator
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

# SENIOR HONORS THESIS



# Research Overview

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## Research Opportunities—Honors Thesis

Participation in SAGES includes a significant Senior Honors Thesis—a valuable asset in job-seeking or as a part of your application packet to graduate or professional school. It also forms an important first step towards publishing your work. The Honors Thesis involves more than just learning subject matter—it provides a chance to be actively involved in one's discipline. Opportunities for off-campus research and presentations, such as attending and participating in academic conferences, are also available.

## Selecting a Research Mentor

Quality Honors Thesis research depends upon the experience and generosity of the research mentor as well as the student's creativity, work ethic, and curiosity. Students should seek to develop a relationship with a mentor during the sophomore year.

Consider the following when choosing a mentor:

- Established research experience with undergraduates
- Publication record
- Ongoing research
- Experience as an Honors mentor
  - If advisor is new to Honors Thesis mentorship, consider selecting a secondary advisor with an Honors thesis mentorship history.
- Willingness to
  - Engage in interdisciplinary dialogue
  - Meet regularly
  - Set clear deadlines
  - Stick to established goals
  - Articulate clear methodological principles
  - Invite student creative participation
  - Provide feedback on poster, written thesis, and thesis PowerPoint
  - Rehearse students prior to public performances

On occasion, a secondary research mentor may be warranted to supply expertise in areas of the research plan. The Honors Council does not require a secondary advisor for all projects; however, at the time of a defense, the Honors Council may require a student to add a secondary advisor based on the proposed research.

## **Undergraduate Research Scholarship**

Students have the opportunity to become Undergraduate Research Scholars and participate in collaborative research with faculty members by applying for an Undergraduate Research Scholarship through the Office of Research and Creative Scholarship. Scholarship applications are submitted jointly with the faculty research mentor. All recipients of the Undergraduate Research Scholars Award are required to present their material at the spring Honors Scholars and Undergraduate Research Poster Symposium.

## **Conference Funding for Students Presenting Research**

The Honors Program has a modest fund available to support undergraduate research presentations. Honors students accepted to present their research at regional and national conferences may contact the Honors Office and request financial support, often enough to cover registration fees. Priority will be given to senior Honors students and provided on a first-come, first-served basis. The Honors Office will reimburse up to \$500 per student to cover presentation costs, provided that the student's home academic department and the Office of Research and Creative Scholarship also each provide up to \$500 of funding.

Qualified students should submit the following via e-mail to the Honors Director: student name, AU ID#, conference, date, program or acceptance letter verifying participation, copy of registration form, evidence of registration fees paid.

## **Conference Funding for Students Attending but Not Presenting Research**

A smaller amount of money can be reimbursed to students attending academic conferences but not yet presenting their research. The Honors Office will reimburse up to \$100 of travel and registration fees.

Qualified students should submit the following via e-mail to the Honors Director: student name, AU ID#, conference, date, copy of registration form, evidence of registration fees paid.

## **Expressing Gratitude for Conference Funding**

When student funding for conference participation derives from donations to the Honors Program, students should plan on coordinating with the Honors Office to send thank-you notes to the generous donors.

## Senior Honors Thesis Requirements

To complete the SAGES curriculum, the Honors student will fulfill the following steps culminating in the Senior Honors Thesis:

1. Take HONS 398 Research Pro-Seminar (Fall or Spring of Sophomore Year).
2. Connect with a faculty member (primary advisor) who will oversee the research/creative activity.
3. Register for HONS 497 Senior Honors Project - a minimum of 2 credits. This registration can be completed online. See supplemental instructions for registration below.
4. In many cases Honors Thesis research continues over the course of multiple semesters. In order more precisely to monitor ongoing Honors Thesis work the Honors Council recommends that students register for HONS 497 as "0" credits during any semester when research activity occurs. The 0-credit HONS 497 registration does NOT replace the required 2 credits of HONS 497 but rather helps the university track how long faculty members mentor undergraduate research. In addition, it can be a no-cost way for students to indicate on their transcripts just how long they worked on research investigations. **As soon as you've decided upon a topic and a research mentor**, please start registering for HONS 497 at 0 credits each semester. Students will NOT be allowed to petition that their 0-credit HONS 497 enrollment substitute for the required 2-credit HONS 497 registration (where the grade for the research quality and written thesis *must* be recorded). See supplemental instructions for registration below.
5. If your research will involve human subjects, you must immediately begin drafting your Institutional Review Board document (IRB Application) under the supervision of your research mentor. Honors Council will expect that you have submitted the IRB Application even if you have not yet received approval at the time of your defense.
6. Prepare an Honors Thesis proposal with the help of a primary research mentor.
7. Obtain approval of the proposal from the Honors Council. Sign up for a proposal time in the Honors Office or via e-mail to the Honors Director. The student must make sure that his/her advisor can attend. Seniors must propose by November of senior year.
8. Complete the Senior Honors Thesis no later than the final semester of senior year.
9. Present the project as a poster at the Honors Scholars & Undergraduate Research Poster Symposium no later than March of the senior year.
10. Submit the final paper two weeks prior to the Thesis Symposium with the signatures of the primary and/or secondary advisors.
11. Present the project orally to an interdisciplinary audience at the Honors Thesis Symposium (April of senior year).
12. Attend the entire session of the Honors Thesis Symposium in which student is presenting.

13. **A Stern Warning about Procrastination:** The Honors Office sets the major thesis deadlines for each semester and academic year. However, individual thesis researchers **must** establish **steady progress deadlines** with their research mentors. In the early stages of thesis planning, please discuss the full list of deadlines with your research mentor in order to determine when rough drafts of the proposal, poster, written thesis, and PowerPoint presentations will be received and reviewed by the mentor. Similarly, remember to schedule in advance rehearsal times with your research mentor to review your proposal defense talk, your poster talk, and your Thesis Symposium presentation. **Do not** make research mentors the victims of your habits of procrastination. In general, plan that mentors should be seeing drafts of all presentation and written thesis materials **several weeks** in advance of the Honors-established deadlines. Please keep in mind that research mentors may opt to set much earlier deadlines than those established by the Honors Program; the Honors Program expects its student researchers to comply with all early and steady progress deadlines set by mentors.

## Supplemental Instructions for Online HONS 497 Registration

Instructions for Faculty Mentors to Facilitate Online HONS 497 Registration:

Before students can register to conduct research under faculty mentorship, faculty mentors will need to grant them permission. To do so, follow the steps below:

1. Log in to Vault.
2. From the menu on the left, select "Registration."
3. From the next menu, select "Registration Overrides."
4. Select a semester.
5. Select "Instructor Permission."
6. From the list of courses, choose "HONS 497."
7. Click "Add override."
8. Enter the ID of your research mentee.
9. Select the student.
10. Next, you'll be prompted to Enter Title (18 characters).
11. Click save.
12. You will be notified by email if the procedure was successful.
13. The student should now be able to enter the CRN and proceed to enroll for research under HONS 497.

Andrews University PARENTS FUTURE STUDENTS CURRENT STUDENTS FACULTY & STAFF ALUMNI GIVE QUICK LINKS - M

Welcome, Monique Pittman (Logout | Change password) Print Page

Home » Vault » Registration » Overrides » Fall Semester 2019 » Overrides » Instructor Permission

### Instructor Permission

Please select a class to manage overrides or click **Done** when finished.

**Done**

CRN	Subject	Section Title/Instructor(s)	Time	Days	Location
Select 498	ENGL495	111 Ind St: Monique Pittman			Arranged
Select 518	ENGL590	111 Ind St: Monique Pittman			Arranged
Select 528	ENGL595	112 Monique Pittman Project Research			Arranged
Select 747	HONS497H123	Sen Hon Res: Monique Pittman			Arranged

vp0/secure PROD 06/11/2019

Home » Vault » Registration » Overrides » Fall Semester 2019 » Overrides

### Registration Overrides

**Capacity Overrides**  
Allow students to enroll in courses that are at capacity.

**Instructor Permission**  
Allow students to enroll in courses that require instructor permission or title approval.

**Prerequisite Overrides**  
Allow students to enroll in courses that have prerequisite restrictions.

**Corequisite Overrides**  
Allow students to enroll in courses that have corequisite restrictions.

**Repeat Count Overrides**  
Allow students to enroll in courses that have repeat restrictions.

**Duplicate Course Overrides**  
Allow students to enroll in duplicate courses for the semester.

Instructions

To view the instructions, you must have the Adobe Acrobat reader

Home » Vault » Search » Start

## Search

**Advanced Search**

**ID Number:**

**Email:**

**First name:**

**Middle name:**

**Last name:**

**Phone:**

[Simple Search](#)

**How to Search**

**ID number:**  
Enter an ID number with or without leading zeros  
Example: 75072

**Email address or username:**  
Enter a full email address or Andrews username  
Examples: cwilson@andrews.edu or cwilson

**Name:**  
Enter an exact part of a name including optional wildcards

**Note:** Unlike simple search, advanced name search finds EXACT name matches. Therefore, searching for first name "Chris" will not find people with a first name of "Christopher". In order to find people with a first name of either "Chris" or "Christopher", you would need to include a wildcard and search for "Chris\*".

**Wildcards:** \* = Matches zero or more characters  
? = Matches exactly one character

**Examples:** ?ob finds "Bob" or "Rob" but not "Robert"  
\*ris finds "Chris" or "Kris" or "Doris"  
Chris finds "Chris" but not "Cris"  
Wil\* finds "Wilson" or "Williamson" or "Wilcox"

Home » Vault » Registration » Overrides » Fall Semester 2019 » Overrides » Instructor Permission » Manage Overrides » Enter Title

## Enter Title

Please enter a title for this course.

Course: HONS497H 123 (747) Sen Hon Res:

Topic of study:

Home » Vault » Registration » Overrides » Fall Semester 2019 » Overrides » Instructor Permission » Manage Overrides

## Manage Overrides

**HONS497H 123 (747) Sen Hon Res:**

Delete	ID	Name	Title
<input type="checkbox"/>	000162267	Radulescu, IngridRomanian	Shakespeare

## Instructions for Students to Register for HONS 497 Online:

1. Confirm that your research mentor has granted online permission for you to add HONS 497 under his/her mentorship (see the faculty steps above).
2. Using the Course Schedule, find the sections of HONS 497 listed by faculty member. Locate the specific CRN for your research mentor. If you cannot find a listing for your mentor, contact the Honors Office immediately, and one will be created. Only proceed to register when a CRN is listed for your mentor.
3. Log in to Registration Central and follow the typical steps for adding courses to a given semester.
4. In Registration Central, opt to add HONS 497 by clicking "Enter CRN." Proceed to enter the CRN for your mentor's HONS 497 section.
5. Most likely, you will need to adjust the number of credits for which to register. To change the credits you must go to the panel called "Schedule and Options." When clicking on the credit number, you should be able to enter the number "0", "1", and "2", etc.

The screenshot displays the Andrews University Registration Central interface. At the top, the university logo and user name 'Radulescu, Ingrid' are visible. The navigation path is 'Student > Registration > Select a Term > Register for Classes'. The main heading is 'Register for Classes'. Below this, there are tabs for 'Find Classes', 'Enter CRNs', 'Plans', and 'Schedule and Options'. The 'Schedule and Options' tab is selected and highlighted with a red box. Below the tabs is a table of course sections:

Course	Credits	CRN	Section Type	Level	Room
Scripture	3	688	Normal (A-F,I,W)	Undergraduate	None
Sen Hon Res.	1	719	Normal w SiDG (A-F,...)	Undergraduate	None
Thinking Theo.Chc.Life&Faith	3	694	Normal (A-F,I,W)	Undergraduate	None

Records: 6

Below the table, there is a 'Class Schedule for Spring Semester 2019' grid. The grid shows days of the week (Sunday through Saturday) and times (7am, 8am). A 'Plates' icon is visible on Friday at 7am, and 'Thinking Theo.Chc' icons are visible on Monday and Wednesday at 8am. A 'Submit' button is located at the bottom right of the grid.

## Research Ethics

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Participation in the J.N. Andrews Honors Program requires adherence to the Honor Code signed upon entry into the program. Those standards of personal and academic integrity apply to all aspects of the Honors Thesis experience. The Honors Program has adopted the Singapore Statement on Research Integrity as the guiding standard for all research projects conducted under its auspices. Please review those principles as listed below.

### Singapore Statement on Research Integrity

**Preamble.** The value and benefits of research are vitally dependent on the integrity of research. While there can be and are national and disciplinary differences in the way research is organized and conducted, there are also principles and professional responsibilities that are fundamental to the integrity of research wherever it is undertaken.

#### PRINCIPLES

Honesty in all aspects of research  
Accountability in the conduct of research  
Professional courtesy and fairness in working with others  
Good stewardship of research on behalf of others

#### RESPONSIBILITIES

1. **Integrity:** Researchers should take responsibility for the trustworthiness of their research.
2. **Adherence to Regulations:** Researchers should be aware of and adhere to regulations and policies related to research.
3. **Research Methods:** Researchers should employ appropriate research methods, base conclusions on critical analysis of the evidence and report findings and interpretations fully and objectively.
4. **Research Records:** Researchers should keep clear, accurate records of all research in ways that will allow verification and replication of their work by others.
5. **Research Findings:** Researchers should share data and findings openly and promptly, as soon as they have had an opportunity to establish priority and ownership claims.
6. **Authorship:** Researchers should take responsibility for their contributions to all publications, funding applications, reports and other representations of their research. Lists of authors should include all those and only those who meet applicable authorship criteria.
7. **Publication Acknowledgement:** Researchers should acknowledge in publications the names and roles of those who made significant contributions to the research, including writers, funders, sponsors, and others, but do not meet authorship criteria.
8. **Peer Review:** Researchers should provide fair, prompt and rigorous evaluations and respect confidentiality when reviewing others' work.

9. Conflict of Interest: Researchers should disclose financial and other conflicts of interest that could compromise the trustworthiness of their work in research proposals, publications and public communications as well as in all review activities.
10. Public Communication: Researchers should limit professional comments to their recognized expertise when engaged in public discussions about the application and importance of research findings and clearly distinguish professional comments from opinions based on personal views.
11. Reporting Irresponsible Research Practices: Researchers should report to the appropriate authorities any suspected research misconduct, including fabrication, falsification or plagiarism, and other irresponsible research practices that undermine the trustworthiness of research, such as carelessness, improperly listing authors, failing to report conflicting data, or the use of misleading analytical methods.
12. Responding to Irresponsible Research Practices: Research institutions, as well as journals, professional organizations and agencies that have commitments to research, should have procedures for responding to allegations of misconduct and other irresponsible research practices and for protecting those who report such behavior in good faith. When misconduct or other irresponsible research practice is confirmed, appropriate actions should be taken promptly, including correcting the research record.
13. Research Environments: Research institutions should create and sustain environments that encourage integrity through education, clear policies, and reasonable standards for advancement, while fostering work environments that support research integrity.
14. Societal Considerations: Researchers and research institutions should recognize that they have an ethical obligation to weigh societal benefits against risks inherent in their work.

*The Singapore Statement on Research Integrity was developed as part of the 2nd World Conference on Research Integrity, 21-24 July 2010, in Singapore, as a global guide to the responsible conduct of research. It is not a regulatory document and does not represent the official policies of the countries and organizations that funded and/or participated in the Conference. For official policies, guidance, and regulations relating to research integrity, appropriate national bodies and organizations should be consulted. Available at: [www.singaporestatement.org](http://www.singaporestatement.org)*

# HONS 497 Syllabus Template

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The Honors Council has approved the syllabus template included below to structure the working relationship between Honors Thesis investigators and their research mentors. Research mentors retain the right to adjust the requirements of this suggested syllabus as necessary. Consider this document a useful guide to the student-faculty research partnership.

## HONS-497H-001 Senior Honors Thesis

### Syllabus Template

#### Course Credit

1.0 to 6.0

#### Instructor

#### Objectives

The Senior Honors Thesis provides the Honors Scholar with a culminating opportunity to engage in meaningful research at the undergraduate level. In addition to the immediate professional benefits that conducting undergraduate research provides, the Honors Thesis process also helps develop critical thinking skills in the student. The projects that Honors Scholars conduct familiarize them with the methodologies, language, and important secondary research of their fields as well as the questions that their fields ask.

HONS 497 students will accomplish the following conceptual and procedural objectives:

#### Conceptual Objectives

- Master primary research methods of chosen field
- Understand and deploy with clarity the vocabulary of chosen discipline
- Interrogate selected research methods, recognizing strengths and limits of those methods
- Demonstrate facility with relevant secondary resources
- Locate the project within the larger concerns of the discipline
- Make a distinctive contribution to the scholarly conversation of the discipline

#### Procedural Objectives

- Prepare a proposal with the help of a primary research mentor
- Obtain approval of the proposal from the Honors Council at an oral defense attended by the research mentor
- Complete the Senior Honors Thesis no later than the final semester of the senior year
- Present the project as a poster at the Honors Poster Session no later than March of the senior year
- Submit the final thesis paper two weeks prior to the Honors Thesis Symposium
- Present the project orally to an interdisciplinary audience at the Honors Thesis Symposium (April, August, or December of senior year)

## **Course Requirements**

A thorough Honors Thesis for a minimum of 2 credits will comprise at least 90 hours of work. This conforms to the formula as stated in the Andrews University Bulletin where 1 credit equals 3 hours of work per week over 15 weeks, amounting to 45 hours of work per credit. Thus, for 2 Honors Thesis credits, the student will complete at least 90 hours of research work. If a research mentor deems a project as worth more than the Honors-required 2 credits, adjustments to the above formula should be made. The Honors Program recommends the maintenance of a log to validate completion of the required time.

It is within the purview of the Honors Thesis mentor to stipulate more specific project requirements, the distribution of the hours, and the definition of a completed thesis.

## **Expectations**

The following list endeavors to cover the primary responsibilities of the student and mentor during the thesis process. Negotiations between student and mentor may supplement this outline of tasks.

### **Proposal and Defense**

#### **Student**

- Draft thesis proposal document (following instructions in Honors Student Handbook)
- Review thesis proposal document with mentor well in advance of submission deadline
- Submit mentor-signed proposal one week prior to defense
- Prepare a 5-minute defense talk and anticipate answering 15 minutes of Honors Council questions
- Revise, resubmit, and re-defend if project is not approved

#### **Mentor**

- Consult on initial project design prior to first draft of proposal document
- Review and make suggestions for revision of proposal
- Accompany student to Honors Council proposal defense, only intervening as necessary
- Guide student through a proposal revision if needed

### **Conduct of the Research**

#### **Student**

- Construct a reasonable timeline for research investigations
- Amass secondary materials
- Conduct primary research, following appropriate research ethics
- Meet with mentor regularly to review progress and results and discuss any challenges
- Make steady progress and avoid procrastination

### **Mentor**

- Monitor student's progress throughout duration of research
- Meet routinely with student to review results
- Assist in adjusting project parameters as appropriate
- Ensure project is designed to follow appropriate research ethics

### **Poster Session**

#### **Student**

- Design and construct, in appropriate software, a research poster (following specifications in Honors Student Handbook)
  - The Honors Council expects students will not outsource poster preparation other than printing
- Review poster content with mentor
- Print and mount poster at least one week prior to the Poster Session
- Prepare and practice a short poster talk with mentor prior to Poster Session
- At Poster Session, stand by poster for duration of Session and present a précis of research to attendees. Be prepared to answer questions from an interdisciplinary audience.

#### **Mentor**

- Review poster and make suggestions for revision of poster
- Practice poster talk with student prior to Poster Session
- Attend Poster Session as able

#### **Evaluation of Poster**

Two Honors Council members will evaluate each student poster and supply a written critique of the posters. Grades for the poster session will derive from these evaluations.

### **Written Thesis**

#### **Student**

- Craft a well-written thesis paper (following specifications in the Honors Student Handbook)
- Ensure the length, organization, and extent of bibliography are appropriate to academic writing standards in the discipline
- Follow the accepted method within the discipline for source citations
- Review multiple drafts with mentor and make necessary revisions in a timely manner
- Turn in final paper to the Honors Office prior to deadline
- Include a signed hard copy of the PDF release form

#### **Mentor**

- Review multiple thesis drafts and make suggestions for revision
- Grade final paper according to academic writing and research standards of the discipline

- Assign final HONS497 grade based on quality of research work and written thesis

## **Symposium Presentation**

### **Student**

- Prepare a 20-minute computer-display presentation discussing research (following the guidelines in the Honors Student Handbook)
- Prepare a 1-page, front-and-back handout of research and selected bibliography to be distributed at the Symposium presentation
- With mentor, practice 20-minute presentation prior to the Symposium. Be prepared to answer questions from an interdisciplinary audience for 10 minutes.
- Attend the Thesis Symposium and present research. Plan to stay for the duration of the event.

### **Mentor**

- Practice 20-minute presentation with student prior to Thesis Symposium
- Introduce student immediately prior to Symposium presentation and attend presentation

### **Evaluation of Symposium Presentation**

The Symposium Presentation will be evaluated by those in attendance. The student's grade for HONS 398 will be based on the evaluations of Honors Council members and faculty in attendance.

## **Ethical Research Conduct**

### **Andrews University Academic Dishonesty Policy**

Honesty in all academic matters is a vital component of personal integrity. Breaches in academic integrity principles are taken seriously. Acts of academic dishonesty as described in the University *Bulletin* are subject to incremental disciplinary penalties with redemptive intent. Such acts are tracked in the office of the Provost. Repeated and/or serious offenses will be referred to the Committee on Academic Integrity for further recommendations on penalties.

### **See Singapore Statement on Research Integrity**

**J.N. Andrews Honor Code  
Honor Code**

I, \_\_\_\_\_, agree to behave with the utmost integrity  
(print name)  
as a participant in the learning community of Andrews University and the J. N. Andrews  
Honors Program.

I understand that academic gifts and enhanced learning opportunities come with privileges and responsibilities. I will use my knowledge and understanding gained in this program in a spirit of generous service and humility.

I understand that academic dishonesty includes (but is not limited to) the following acts:

- Falsifying official documents;
- Plagiarizing, which includes copying others' published work, and/or failing to give credit properly to other authors and creators;
- Misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University);
- Using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud;
- Presenting another's work as one's own (e.g., placement exams, homework assignments);
- Using materials during a quiz or examination other than those specifically allowed by the teacher or program;
- Stealing, accepting, or studying from stolen quizzes or examination materials;
- Copying from another student during a regular or take-home test or quiz;
- Assisting another in acts of academic dishonesty (e.g., falsifying attendance records, providing unauthorized course materials).

*I understand that the punishment for academic dishonesty is at the discretion of the Honors Program professor in accordance with Andrews University policy.*

*I understand that repeated offenses will result in notification of the Director of Honors and expulsion from the J. N. Andrews Honors Program.*

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## **Arbitration Protocol**

Quality undergraduate research depends upon a healthy give-and-take between the research mentor and student. That relationship thrives upon mutual respect, trust, and honesty. When that relationship breaks down, the Director of Honors and a member of Honors Council will assist in resolving any differences between mentor and student. This arbitration process is intended to protect the reasonable interests of both mentor and student and to facilitate a healthy working relationship.

## Research Experience for Undergraduates and the Honors Thesis

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On occasion, students who participate in a summer Research Experience for Undergraduates (REU) at another academic institution may wish to utilize that research for the purposes of the Honors Thesis requirements. The Honors Council has voted the following policy to govern such practices.

Students wishing to participate in REU opportunities and utilize that work as their Senior Honors Thesis must endeavor to do the following:

- Complete HONS 398 before the REU
- Confirm that the research methodology coursework needed to make the REU and Honors Thesis successful has been completed
- Locate an on-campus Andrews University research advisor willing and adequately expert to oversee the completion of the Honors Thesis process
- Notify the Honors Director of the plan to rely upon the REU for the Honors Thesis requirement
- Submit and defend an Honors Thesis proposal prior to the REU (when possible)
- Inform the REU advisor of the intent to utilize the REU for a subsequent Honors Thesis project at Andrews University
- Inform the REU advisor of the Honors Thesis guidelines (available in the J. N. Andrews Honors Program Student Handbook)
- Begin an annotated bibliography in consultation with the REU advisor and share the annotated bibliography with on-campus AU advisor both before and during the REU
- Correspond over the course of the REU with the on-campus AU advisor supplying updates about the research focus and progress
- Document, throughout the REU, personal contributions to the lab's research (making a case for personal creative contribution)
- Submit to the J. N. Andrews Honors Program materials from presentations and publications completed during the REU experience
- Complete the entirety of the AU on-campus Honors Thesis requirements: write and defend an Honors Thesis proposal, prepare original poster document, draft written thesis, and deliver thesis symposium presentation.

## Thesis Proposal Suggestions—General

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- Indicate your competency in the field of research.
- Define the key terms of the project with care. Provide the necessary background information and context to facilitate understanding of the project goal's and methods.
- Articulate clearly the goals of the research project. Honors Council members enjoy bulleted lists that state clearly the goals and methods to be pursued in the thesis project.
- Spell out carefully the steps in your research methodology.
- Demonstrate how the methodology will appropriately pursue the goals of the project.
- Explain how your research is part of a bigger project and why it is significant to the aims of your field of study.
- Be cautious about what you claim you will be able to achieve given your methodology.
- If administering a survey, remember to do the following:
  - Include the survey itself in the proposal;
  - Have a statistics expert as one of your advisors;
  - Explain your competency in this form of research;
  - Explain how your survey will deliver the desired data;
  - Explain carefully the strategies to be used in assessing the data.
- Create a detailed annotated bibliography that summarizes the source material you have found and read and indicates its usefulness to your project.
- If working on a project involving other researchers, be certain to clarify how much of the research was your personal responsibility.
- Be certain that your advisor has read and critiqued your proposal at least once and that he/she has signed the cover sheet accompanying the proposal. The Department Chair of the discipline in which you are conducting research must also sign the proposal.
- **Students must sign up for a proposal defense to take place no later than November of senior year.**
- **Proposals are due to the Honors Office one week prior to the agreed upon defense date so that Honors Council members may read proposals prior to defense meeting.**

## Thesis Proposal Suggestions—Science, Technology, Engineering, and Mathematics (STEM)

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1. View the proposal as an opportunity for you to educate interested readers about an exciting area of research.
2. Provide a contextual background for your research and connect it to the experience of any professor at Andrews.
  - a. Don't assume the readers know about your area of research.
3. Clearly and explicitly define the goals and scope of *your* research project.
  - a. Explain how the "bigger picture" of knowledge might be modified by your project.
4. Clearly and explicitly spell out the steps in *your* research methodology:
  - a. Explain jargon, acronyms, and key terms carefully, especially ordinary words that you may be using in a very particular way;
  - b. Make the methodology as non-abstract as possible;
  - c. Give examples of what you will (or might) do or a result you could obtain;
  - d. Concisely explain how particular methods (which usually are jargon) will be used in your research and how a positive or negative result may appear;
  - e. Be quantitative throughout your proposal; numbers won't be available as you write the proposal, but consider what numbers you will get and how you will interpret them (consider uncertainty).
5. Include well-labeled and captioned figures in your proposal that will help your explanation.
6. In the methodology section, explain how many times you will repeat experiments. Be aware of statistical methods and how much inference you can make based on the number of repeated data sets you plan to take. Plan your sample size accordingly.

## Thesis Proposal Suggestions—Fine Arts and Humanities

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In the arts and humanities, before writing a proposal document, students must decide what form of investigation their thesis work will follow. Arts and humanities students have two options as outlined below:

1. Students conducting a **scholarly analysis of a work of art** (visual, musical, or literary) fit the patterns of traditional research. Typically, analytical projects begin with a research question regarding the work, identify the appropriate analytical methods for answering that research question, substantively review secondary resources discussing the piece, and launch an interpretive argument regarding the artifact.
  - a. Such projects should show that they are filling a gap in the understanding of the artwork in question and adding to the scholarly conversation.
  - b. Students should be able to provide sufficient evidence to substantiate the validity of their claims and articulate why this kind of research is important.
  - c. As analytical projects often involve working with unusual archival documents, students should describe their access to such texts and discuss how they will help prove their claims.
  
2. For students completing **artistic-professional projects and/or performances** (visual art, musical composition, creative writing, and musical or dramatic performances), the Honors Council asks such students to conceive of the thesis in the following way: the project should have a “thinking” phase, a “doing” phase, and a “reflecting” phase.
  - a. In the “thinking” phase, a student should explain the type of artistic work, its genre, and the criteria by which he or she will measure the project’s success. This portion of the project would most heavily rely on secondary sources. The student should describe the artistic methods to be utilized and explain why they have been selected. The “thinking” phase must include a substantive literature review (to include materials such as written scholarly resources, recordings, scores, installations, other artworks or musical pieces, and items/materials that establish the artist’s professional comparative community). The “thinking” process should address the following questions: How does the project improve personal skills and artistry? What governs the artistic choices made (what is the student selecting and rejecting? Why? What is the impact of those choices)? What is the professional comparative community or context (this might include things such as performance history; genre of artwork and its expectations; current professional practices; historical background and context, critical commentary and approaches to the works)? How does the project situate within the current professional practice of the arts discipline in question? What theoretical framing, key terms, definitions, and professional comparative community must be established for a thoughtful product? What resources provide the clear parameters, criteria, and means to judge/evaluate the success of the endeavor?
  - b. In the “doing” phase, students produce the desired artwork.
  - c. In the “reflecting” phase, students explain how the artistic result matches stated goals and expectations. Students utilize the establishing basis/framework/criteria articulated in the “thinking” phase to reflect on the actual product/performance/practice. The student should think productively about how the project has “leveled” him or her up within his/her discipline and professional practice. How has the student grown or changed in his/her craft and thinking? What strengths and weaknesses have been revealed by the project? The student will strive to develop a truly professional level of self-evaluation. The Honors Council expects students to avail themselves of

the professional community/training/standards provided by the faculty mentor for this reflection. When the student evaluates his/her project, the student should be comparing him/herself to other comparable professional projects (not other student projects). This thesis project allows students an entry to the professional arena.

- d. Of course, the Council does not expect that students will have a completed product at the time of the proposal defense, simply that students will articulate their planned project in something resembling this three-part manner.



**Proposal for Senior Honors Thesis**

**HONS 497 Senior Honors Thesis** Credits \_\_\_\_\_ (2 minimum required)

Directions: Please return signed proposal to the Honors Office **at least one week prior to your scheduled meeting with the Honors Council**. This proposal must be accepted by Honors Council the semester before presentation.

Student's Name:

Primary Advisor:

Secondary Advisor:

Thesis Title:

Local phone:

Email:

Expected date of Graduation:

- I. Provide goals and brief description of your project or research.
- II. Outline your methodology. **Please be specific.** How does this achieve your goals and how reliable is it?
- III. Explain in what sense your project is original, unique, or beyond normal senior expectations. How does it relate to current knowledge in the discipline?
- IV. Include a substantive annotated bibliography of similar or related work.
- V. Provide a statement of progress to date and list the research methods coursework completed.

**Department Chair Approval**

- **This student's performance in his/her major field is acceptable.**
- **He/she has completed the requisite research methods coursework for the research to be pursued.**
- **I understand that he/she plans to graduate with Honors.**

\_\_\_\_\_  
Department Chair (signature)

**Research Advisor Approval**

**I have read and support this proposal:**

\_\_\_\_\_  
Primary Advisor (signature)

**I have read and support this proposal:**

\_\_\_\_\_  
Secondary Advisor (signature)

If human subjects or if live vertebrate animals are involved, evidence of approval from the Institutional Review Board or an Animal Use Committee is needed through the campus scholarly research offices (Ext. 6361).

## Thesis Proposal Defense Suggestions

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- Prepare a 3-5 minute oral introduction to your research that articulates the goals, methods, and significance of the project. Typically the presentation does not include a PowerPoint, but students may find handouts a useful aid to explanation.
- Practice your short presentation, preferably with your advisor.
- Anticipate counterarguments and a discussion of weaknesses of your project.
- Arrive early to defense and bring primary advisor to the defense.
- Do not defer continually to the advisor. Answer questions yourself. The advisor is there to legitimize your project and to step in only if absolutely necessary.
- When answering questions, reveal the specificity and depth of your knowledge.
- Be able to articulate clearly the central question to be answered by your research.
- Demonstrate enthusiastic personal investment in the project.
- Do not patronize the audience.
- Make eye contact with all members of Honors Council.
- Arrive in professional attire. Demonstrate that you are taking the process seriously.
- Convey an attitude of intellectual flexibility. Remember that critique is not an attack. The feedback that council members may give you is designed to strengthen the research and enhance your chances of success.
- Remain calm and composed throughout the session.

## Thesis Proposal Defense Suggestions

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### Special comments for Science, Technology, Engineering, and Mathematics (STEM)

1. It is essential that your proposal be understood by any professor at Andrews. Do not “dumb down” your proposal, but be prepared to explain key aspects of your research at multiple levels.
  - a. The Honors Council are intelligent learners, but not scientists in your field; they are not familiar with the terminology of your field (and implications associated with a term or concept).
2. Be a teacher: plainly explain what you are doing, explain how it fits into something else.
  - a. Use this as an opportunity to educate graciously the committee and increase the level of understanding about the language of your field;
  - b. Remember you do know a lot about your field; simple connections to people’s understanding of the world will help convey your message.
3. Make the research project and methodology very real (non-abstract):
  - a. Use simple visual aids, figures, lists, tables, etc. in the proposal to aid the presentation of your research;
  - b. Clearly explain what would constitute one “result” in your research;
    - i. Explain how a result (or set of results) might be interpreted.
4. Question & answer:
  - a. Generally, questions are asked to attempt to understand what your research is about and to assess your ability to be successful in doing the research and presenting it to an interdisciplinary audience;
  - b. Because physical, natural, and mathematical sciences have special terminology, the specific words of a question from the committee may not be quite correct. Try to understand the question the committee member was asking by repeating the question after translating into understandable science-speak;
  - c. Acronyms often need to be explained beyond their definition. Some committee members will benefit from an explanation of why using the acronym is important;
  - d. Be able to explain the methods you will use to a specialist and also to an interested and capable non-specialist.

## Poster Session

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The Honors Scholars and Undergraduate Research Poster Symposium (conducted in Spring) is a two-and-a-half hour session during which time Honors Thesis presenters stand by their displayed research posters and explain their research to Honors Council members, Honors Program faculty and students, and interested members of the larger Andrews University community. The first hour of the session is a "quiet hour" free from guests other than council members; the subsequent 1.5 hours feature other Undergraduate Research Scholarship presenters and a large gathering of visitors. The Honors Poster Session is a shorter, slightly less formal version of the research presentation that takes place at the annual Honors Thesis Symposium in April. If your project is not complete at this time, it is acceptable to present it as a progress report. The idea is to share what you have been doing with younger scholars so that they can begin to develop ideas for their own projects in the future. This is also good practice for your oral presentation.

### Honors Scholars and Undergraduate Research Poster Symposium Participation Requirement

All students participating in the Honors Scholars and Undergraduate Research Poster Symposium must submit an application form and 100-word abstract to the Honors Office and the Office of Research and Creative Scholarship in early February. See the Honors calendar for the specific due date. The document can be accessed on the Honors website under "Documents and Forms."



### 2020 Honors Scholars and Undergraduate Research Poster Symposium

Friday, February 28, 2020

Application Form

Completed forms should be emailed to [research@andrews.edu](mailto:research@andrews.edu) by **January 24, 2020**, in order to be included in the program book. Students in the Honors Program should also email the completed form to [honors@andrews.edu](mailto:honors@andrews.edu).  
**Please leave the document in MS Word format.**

**Poster Acknowledgements Section:** In this portion of your poster, please include your supervising professor, any sources of financial support, and your IRB approval number if applicable.

<b>Title:</b>
<b>Author:</b>
<b>Department:</b>
<b>Supervising Professor:</b>
<b>Please check all that apply:</b> <input type="checkbox"/> Honors Student [Defending thesis? <input type="checkbox"/> Yes <input type="checkbox"/> No] <input type="checkbox"/> Undergraduate Research Scholar <input type="checkbox"/> Other:
<b>Was this research supported by a faculty grant?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Internal Faculty Research Grant <input type="checkbox"/> External Grant (specify source):

## Research Poster Preparation Suggestions

You will be supplied with a 30 x 40 in. foam poster board. Metal stands will be supplied at the reception to hold your poster. Remember to consult examples of previous Honors posters available for viewing on the Honors website.

Each poster should contain the following elements arranged in a satisfyingly logical fashion:

1. Title
2. University affiliation, departmental affiliation
3. J.N. Andrews Honors Program Logo
4. Logo of funding agency if applicable/indication of Undergraduate Research Scholarship Award if applicable
5. Institutional Review Board approval number (if applicable)
6. Student name
7. Faculty mentor/advisor
8. Abstract
9. Methodology
10. Results/data
11. Conclusions
12. Bibliography

Tips for making the poster:

1. Must be prepared on the computer, printed on a large-scale printer, and adhered to the Honors-supplied poster board prior to the session.
2. Should look professional.
3. Should be readable.
4. Should not be overly flashy.
5. Text should be large enough for easy reading. In selecting readable font sizes, consider the following standards: titles and headings (54-80 point), body text (25-35 point), and auxiliary text on tables or graphs (16-24 point). Anything smaller than 16 point is too difficult for evaluators to read.
6. Should follow the dictates of individual disciplines when it comes to balancing text with images, charts, and graphs.
7. Should avoid over-crowding information on the board.
8. Background should enhance understanding not be so bright or dark as to distract from text, charts, and graphs.
9. Should serve the student as a speaking guide. Student should plan on referencing examples or material on the board while explaining their research.
10. Should be carefully proofread just prior to printing to avoid the embarrassment of a typo printed at 40 point font.

Using Microsoft PowerPoint to create your poster (for PC):

1. Click the Design tab and select "Slide Size" and choose "Custom Slide Size."
  - a. Set your dimensions to a size that fits the maximum size of the supplied poster board: 30 inches (height) by 40 inches (width).
  - b. This will change your slide size to the size of the actual poster.
2. To create different subsections on your slide, choose a layout design or make your own tables/sections.

Using Microsoft PowerPoint 2011 to create your poster (for Macintosh):

1. Open PowerPoint
2. Choose a new presentation with a white background by clicking the "White" thumbnail in the list of themes.
3. Click the "Home" tab (top left corner). Then under "Slides" click "Layout." Choose the "Blank" theme.
4. Next, set the poster size by clicking on the "Design" tab. Under "Page Setup" click "Slide Size." Click "Page Setup" and manually set slide size for a width of 40 inches and a height of 30 inches.
5. To create different subsections on your slide, choose a layout design or make your own tables/sections using the "Text Box" function.

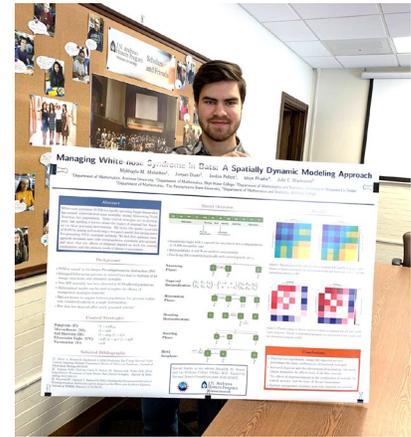
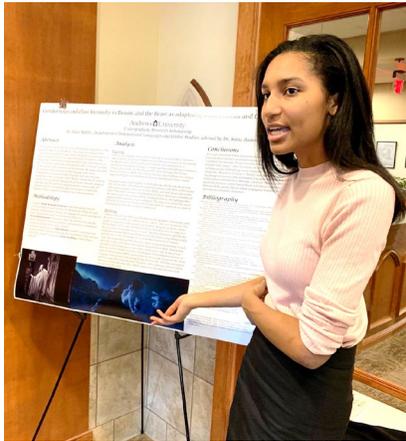
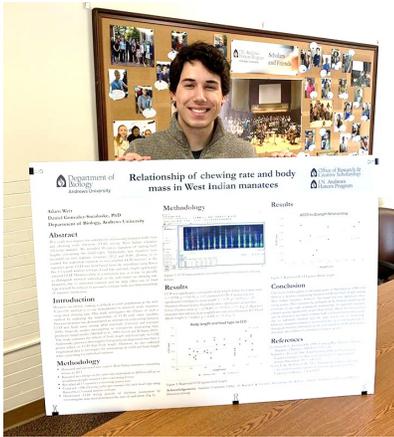
#### Poster Printing & Mounting:

If your home department has access to a large-scale printer, please arrange with the appropriate individuals for a timely printing. This generally is a low-cost option.

Otherwise, you must send a poster file to be printed at the James White Library Multimedia Center. When doing so, ensure that your email has all the information below:

1. Make sure that your file is sized at 30 x 40 inches and saved as a PDF.
2. Indicate the type of paper that you would like to have it printed on (most Honors students use satin.)
3. Here's a link for further details on the Multimedia Center's stipulations.  
<https://www.andrews.edu/library/media/MediaCenterPrints.html>
4. Please take check or cash directly to the Multimedia Center since the poster must be paid for before printing.
  - a. To use an IDC, provide the account number, the name of the department, and the name of the departmental employee authorizing the charge.
5. Call ext. 3272 or 6259 to confirm that you sent the email to [jwlmultimediacenter@gmail.com](mailto:jwlmultimediacenter@gmail.com)
6. After they receive the correct information and payment, they will proceed to print and let you know when it is ready to pick up.

Stop by the Honors Office to mount your poster to a foam board in advance of the session. Students may mount poster using spray mount adhesive, thumbtacks, or clamps available at the Honors Office. Clamps are usually preferred. Please have poster mounted at least two days prior to the poster symposium.

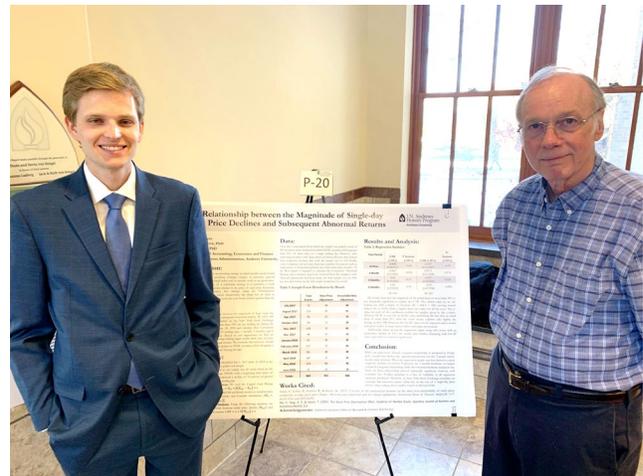
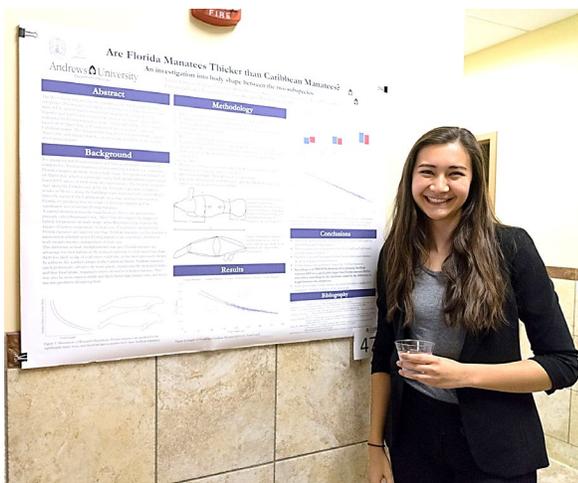


## Poster Session Practices

During the Poster Session, students will stand by their posters to answer questions of those in attendance. Attendees will mill about and as they see something interesting, they may ask specific questions, or they may ask students to summarize their project. While referencing details on the board will be helpful, avoid reading large portions verbatim. This will help the student clarify major points, determine weaknesses that still may exist, and prepare for the question period after the oral presentation. Two Honors Council members will evaluate each student poster. Grades for the poster session will derive from those Honors Council evaluations. Honors Council members will supply a written critique of the posters.

## Preparation Time

Please allow many weeks for poster preparation. Fiddling with text and images in PowerPoint can be frustrating and time-consuming. Students must also allow ample time for printing of the document.



**Honors Thesis Poster Session Evaluation**

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

	<i>Inferior</i>	<i>Below Average</i>	<i>Average</i>	<i>Above Average</i>	<i>Exceptional</i>	
<b>Research Quality:</b>						
Research goals, methods, and results appear substantive and valid.						_____
	1	2	3	4	5	_____
<b>Poster Content:</b>						
Abstract, methodology, results, and conclusions are accessible, substantive, and content-rich.						_____
	1	2	3	4	5	_____
<b>Poster Appearance:</b>						
The poster is professional and neat in appearance, presenting information clearly and legibly.						_____
	1	2	3	4	5	_____
<b>Verbal Performance:</b>						
Student is articulate and attentive when explaining project.						_____
	1	2	3	4	5	_____
<b>Holistic Impression:</b>						
Overall impression of research and presentation.						_____
	1	2	3	4	5	_____

## Thesis Paper Specifications

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The style of the writing of this paper must match the style of writing in your discipline. Your primary advisor can help you with this. The paper should conform to the written paper expectations of the specific discipline. As appropriate, the paper should include the elements listed in the following sections:

1. Title page: this should clearly state 'HONS 497', the thesis title, your name, the names of your mentors for the project (including their signatures), the date submitted and the sponsoring academic department. Refer to page 47.
2. An abstract of no more than one page: this can be identical to the abstract prepared for the poster session.
3. An introduction of the project/problem: clearly indicate the published literature/creative activities relevant to your project (use referencing styles that are typical for your discipline); an explanation of how the project is unique.
4. Methods: clear and concise description of what you did.
5. Results: include what you found or accomplished (use figures and tables as appropriate to illustrate the statements that you make in the results – reference these as Fig. 1, Fig. 2 etc.). Results should also include statistical evaluation of your data and findings.
6. Discussion: these are your conclusion(s) and how your findings/creativity relate to what has been done in the past. Identify the strengths and weaknesses of your project and the "next step(s)" if this project were to be followed up by others. What new questions and problems does your project raise?
7. Complete bibliography: this relates to your references cited in the paper. The bibliography need not be annotated.

There is no length requirement—the paper should be as long as it needs to be to describe the project in a discipline-appropriate manner.

A final copy of the paper needs to be submitted to your primary advisor (for grading) and to the Honors Office (including the required title page and signatures). The Honors Office sets a deadline for the submission of the final version of the written thesis two weeks prior to the Thesis Symposium (consult published Honors calendar).

After the Thesis Symposium, the student will receive the gold, blue and white honors cords signifying graduation status as a J.N. Andrews Honors Scholar, provided the student's overall GPA is also a 3.5 or higher. At this time, please complete and submit the Honors Senior Survey.

### Grading

The primary advisor of the thesis will assign the final grade for the paper. The grade for the paper will be submitted by the advisor to the Records Office as the final grade for your HONS 497 credits.

## **Submission Instructions for Honors Thesis**

In addition to the advisor-signed paper submission of the Honors Thesis to the Honors Office, students must also submit electronic versions of the Honors Thesis in PDF format.

1. Students who agree to make available a digital copy of the Honors Thesis through the James White Library Catalogue must fill out and sign the "Andrews University Digital Dissertations and Theses Submission Agreement" at the Honors Office. The Honors Program will keep the signed agreement. However, if you wish to withhold digital circulation temporarily or even permanently based on publication plans, simply notify the Honors Office.
2. Students will submit one advisor-signed hardcopy of the Honors Thesis to the Honors Office. At the same time, a digital copy of the thesis in PDF format will be emailed to the Honors Office at [honors@andrews.edu](mailto:honors@andrews.edu). The digital copy must be in PDF format and must be saved as one file only.
3. The Honors Office will then submit the hardcopy and PDF versions of the Honors Thesis to the James White Library for archiving.
4. The James White Library will catalogue the Honors Thesis and make the PDF available on the library website.

J. N. Andrews Honors Program  
Andrews University

HONS 497  
Honors Thesis

Title goes here

Your Name here

Date submitted goes here

Advisor: (name goes here)

Primary Advisor Signature: \_\_\_\_\_

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

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The author must sign this agreement form and submit it to Andrews University for filing before a digital copy of his/her dissertation or thesis is made publicly available.

Author's Name: \_\_\_\_\_

Dissertation/Thesis Title: \_\_\_\_\_

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

Email address: \_\_\_\_\_

Day Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

\_\_\_\_\_

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- c. Make the copy available through local, consortial and cooperative databases in which Andrews University resources are licensed and/or routinely represented.
- d. Manage the metadata to provide optimum access.

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Prepared by Terry Robertson, October 19, 2009. *EDT Submission Agreement TR 10 19.xls*

Author's Responsibilities

- a. Be informed of the copyright assurances as stated in the license agreement.
- b. Make himself/herself available for copyright permissions by providing current contact information to the Andrews University Alumni Office.
- c. Notify Andrews University in the event of a reassignment of copyright.
- d. Indemnify, defend, and hold harmless Andrews University, its officers, employees, and agents for any damages, including reasonable attorney's fees that arise from breach of warranty or for any claim by a third party of an alleged infringement of copyright or other intellectual property rights arising from an Author's work. This indemnity shall survive the termination of this agreement.

Andrews University's Responsibilities

- a. Make reasonable efforts to provide continued access to the dissertations/theses in perpetuity.
- b. Make reasonable efforts to inform end users of the fair use provisions of copyright and appropriate citation practices.
- c. Obtain express written permission from the author to use the dissertation/thesis for any commercial purpose when initiated by Andrews University.
- d. In the event of damage to or loss of the original digital copy, Andrews University shall incur no liability and may restore copies as needed from paper archives.

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Author signature Date

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Andrews University representative Date

Position: \_\_\_\_\_

## Thesis Symposium Presentation

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You will present your project orally to a combined audience of the Honors Council and members of the J. N. Andrews Honors Program in April of the year that you plan to complete your project (check the activity calendar for time and date). There will be 3-5 concurrent sessions so it is important that you are ready and set up before your assigned time. This is the final public forum for your project. The completed written project is due two weeks prior to the Thesis Symposium.

### Specifications of the Presentation

1. You will be introduced by your primary advisor (please let him/her know when he/she is expected to be at the symposium).
2. You will have 30 minutes (20 min. for a PowerPoint presentation followed by 10 min. of questions).
3. Introduce the project/research question with references to related works or previous research in the field. Clearly indicate how this project is unique.
4. Using as many graphics/visual aids as possible, describe what you did and what you found/produced. It is important to remember that you are going to be talking to an interdisciplinary audience so you will need to try to keep the specialized language of your discipline to a minimum or spend time familiarizing the audience with the terminology and ideas that you will use.
5. Present conclusion(s) clearly and identify the future developments that could follow this project; be sure to include weaknesses and strengths of the project.
6. Required slide content:
  - Indication at the outset of student name, research mentor, project title, sponsoring department, and J. N. Andrews Honors Program
  - Logo of funding agency if applicable/indication of Undergraduate Research Scholarship Award if applicable (placed where advisor deems best suited)
  - Institutional Review Board approval number (if applicable)
  - Clear indication of research question(s), goals, methods, results, conclusions, suggestions for further research
  - Definitions of crucial terms, articulation of underlying assumptions (if applicable)
  - Illustrations if warranted by the topic area
  - Utilization of PowerPoint slide area in a way that is professional, readable, clear, uncluttered, and logical (good management of text within allotted space)
  - Non-existent grammar and spelling errors
  - Organization of the slide order into a natural and logical progression of ideas and information
  - Inclusion of a bibliography
  - Inclusion of an acknowledgements slide
7. **Two-three weeks prior to the Thesis Symposium**, provide the Honors Office with a 100-word abstract of the project; this abstract will appear in the Thesis Symposium Program. Students may use the abstract from the poster session or resubmit based on updated results.
8. Provide a handout for the audience (**due in the Honors Office one week before your presentation**) of no more than one page front and back that includes an

abstract of your research, a brief outline of your presentation, and a selected annotated bibliography.

9. At the time of the Thesis Symposium, you will be evaluated on the quality of your PowerPoint presentation, the clarity of your oral delivery, and the quality of your handout.
10. In planning your participation in the Honors Thesis Symposium, please remember that you are expected to stay and listen to all the projects scheduled for your session and to attend the entire Thesis Symposium as scheduled.

Develop your PowerPoint presentation well in advance. Seek the guidance and critique of your mentor. Come to the session with your presentation on a flash drive, or ask the room moderator in advance if you may present with your own laptop. To ensure things will work, you should test your project for compatibility before the presentation date. After your presentation, you will answer questions from the audience until the moderator indicates that it is time for the next presentation. Since you are part of a sequence, it is important to have the length of the presentation fall within the guidelines.

### Grading

Your presentation will be evaluated by individuals in attendance. Your grade for HONS 398 will be based on the evaluations of the Honors Council members and faculty members attending. As you develop your oral presentation, pay close attention to the evaluation forms that will be used.



## Preparation Time

It normally takes more time than anticipated to prepare a good presentation! Practice your presentation several times, first without an audience (to get the wording of your presentation worked out) and then practice several times with a small audience to get over the jitters and to determine and adjust the length of your presentation.

## Gratitude

When AU faculty members oversee Honors researchers, they generally receive no credit for that work when the school counts the teaching-load credits. This means that mentors assume the work and the pleasure of advising on top of their traditional university load requirements. The old-fashioned but pleasantly personal convention of a hand-written thank-you note is an appropriate way to express gratitude for this generosity. When your mentor goes up for tenure review, applies for tenure, or applies for advancement in academic rank, he or she produces an application portfolio in which things as varied as peer-reviewed articles, teacher evaluations, and notes from students are warehoused. Your note will not only cheer your professor but may also assist him/her in the advancement process.



## EVALUATION FORM FOR ARTISTIC-PROFESSIONAL PROJECTS AND PERFORMANCES HONORS THESIS SYMPOSIUM

Presenter's Name: \_\_\_\_\_ Evaluator's Name: \_\_\_\_\_

Circle one: Research Advisor / Honors Council Member / Faculty / Student / Guest

*Exceptional*  
*Above Average*  
*Average*  
*Below average*  
*Inferior*

### PROJECT DEFINITION (10 Points)

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Provides high quality abstract, outline, and annotated bibliography in the handout  | 1 | 2 | 3 | 4 | 5 |
| 2. Articulates a well-crafted purpose statement that situates the artistic objective within the expectations of the professional cooperative community | 1 | 2 | 3 | 4 | 5 |

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### METHODOLOGY AND CONTENT (20 Points)

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 3. Incorporates convincing reasoning with well-conceived interpretive analysis of artistic choices and performance                             | 1 | 2 | 3 | 4 | 5 |
| 4. Demonstrates familiarity and facility with key secondary print materials  | 1 | 2 | 3 | 4 | 5 |
| 5. Demonstrates comprehensive knowledge of primary materials<br>(For example: recordings, scores, artworks, performances, installations, etc.) | 1 | 2 | 3 | 4 | 5 |
| 6. Achieves a professional-level artistic product/performance  | 1 | 2 | 3 | 4 | 5 |

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### COMMUNICATION OF THE PRESENTATION (15 Points)

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 7. Presents a well-organized talk adapted to the interdisciplinary audience and uses the allotted time effectively | 1 | 2 | 3 | 4 | 5 |
| 8. Embodies personal engagement with and ownership of topic  | 1 | 2 | 3 | 4 | 5 |
| 9. Responds with clarity, flexibility, and grace in question and answer session                                    | 1 | 2 | 3 | 4 | 5 |

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### HOLISTIC IMPRESSION (5 Points)

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 10. Overall impression of research and presentation | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

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**EVALUATION FORM FOR HUMANITIES AND FINE ARTS ANALYTICAL PROJECTS  
HONORS THESIS SYMPOSIUM**

Presenter's Name: \_\_\_\_\_ Evaluator's Name: \_\_\_\_\_

Date: \_\_\_\_\_ Circle one: Research Advisor / Honors Council Member / Faculty / Student / Guest

**Directions: Each aspect of the presentation should be rated by circling a number in each row.  
Comments: Include rationale for any Exceptional (5) or Inferior (1) scores given.**

		<i>Inferior</i>	<i>Below average</i>	<i>Average</i>	<i>Above Average</i>	<i>Exceptional</i>
<b>PROJECT DEFINITION (10 Points)</b>						
1. Provides high quality abstract, outline, and annotated bibliography in the handout	1	2	3	4	5	
2. Articulates precise research questions and well-crafted, arguable thesis statement	1	2	3	4	5	
_____						
_____						

<b>METHODOLOGY AND CONTENT (20 Points)</b>						
3. Presents clear description of and scholarly rationale for approach	1	2	3	4	5	
4. Demonstrates familiarity and facility with key secondary materials	1	2	3	4	5	
5. Demonstrates comprehensive knowledge of primary materials	1	2	3	4	5	
6. Produces a convincing analytical case reliant upon logic, evidence, and compelling interpretive analysis	1	2	3	4	5	
_____						
_____						

<b>COMMUNICATION OF THE PRESENTATION (15 Points)</b>						
7. Presents a well-organized talk adapted to the interdisciplinary audience and uses the allotted time effectively	1	2	3	4	5	
8. Embodies personal engagement with and ownership of research topic	1	2	3	4	5	
9. Responds with clarity, flexibility, and grace in question and answer session	1	2	3	4	5	
_____						
_____						

<b>HOLISTIC IMPRESSION (5 Points)</b>						
10. Overall impression of research and presentation	1	2	3	4	5	
_____						

## EVALUATION FORM FOR THE SCIENCES AND SOCIAL SCIENCES HONORS THESIS SYMPOSIUM

Presenter's Name: \_\_\_\_\_ Evaluator's Name: \_\_\_\_\_

Date: \_\_\_\_\_ Circle one: Research Advisor / Honors Council Member / Faculty / Student / Guest

**Directions: Each aspect of the presentation should be rated by circling a number in each row.  
Comments: Include rationale for any Exceptional (5) or Inferior (1) scores given.**

	<i>Inferior</i>	<i>Below average</i>	<i>Average</i>	<i>Above Average</i>	<i>Exceptional</i>
<b>PROJECT DEFINITION (10 Points)</b>					
1. Provides high quality abstract, outline, and annotated bibliography in the handout	1	2	3	4	5
2. Articulates precise research question(s) and hypothesis(es)	1	2	3	4	5
_____					
_____					

<b>METHODOLOGY AND CONTENT (20 Points)</b>					
3. Defends convincingly the soundness and quality of research process and methodol	1	2	3	4	5
4. Demonstrates comprehensive knowledge of the relevant secondary scholarly work	1	2	3	4	5
5. Offers significant quantity and quality of research data	1	2	3	4	5
6. Produces substantive research conclusions and well-conceived recommendations for further investigation	1	2	3	4	5
_____					
_____					

<b>COMMUNICATION OF THE PRESENTATION (15 Points)</b>					
7. Presents a well-organized talk adapted to the interdisciplinary audience and uses the allotted time effectively	1	2	3	4	5
8. Embodies personal engagement with and ownership of research topic	1	2	3	4	5
9. Responds with clarity, flexibility, and grace in question and answer session	1	2	3	4	5
_____					
_____					

<b>HOLISTIC IMPRESSION (5 Points)</b>					
10. Overall impression of research and presentation	1	2	3	4	
_____					



# RESPONSIBILITIES AND PRIVILEGES



## Academic Integrity and the J.N. Andrews Honors Program Honor Code

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Members of the J. N. Andrews Honors Program agree to abide by the Andrews University policies concerning academic integrity. Honors students are expected to maintain the highest level of integrity in all activities, avoiding all forms of academic dishonesty as described in the Andrews University *Bulletin* and reprinted below.

Academic dishonesty includes (but is not limited to) the following acts:

- Falsifying official documents;
- Plagiarizing, which includes copying others' published work, and/or failing to give credit properly to other authors and creators;
- Misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University);
- Using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud;
- Presenting another's work as one's own (e.g., placement exams, homework assignments);
- Using materials during a quiz or examination other than those specifically allowed by the teacher or program;
- Stealing, accepting, or studying from stolen quizzes or examination materials;
- Copying from another student during a regular or take-home test or quiz;
- Assisting another in acts of academic dishonesty (e.g., falsifying attendance records, providing unauthorized course materials).

Upon entering the J. N. Andrews Honors Program, students sign an Honor Code agreement signifying their commitment to be governed by Christian ethics of honesty and integrity in all academic activities.

### Social Media Usage Policy

As members of a learning and faith community, Honors Scholars commit to caring and respectful treatment of one another both in person and online. Honors Scholars must maintain these habits of humane practice across all social media outlets. This means avoiding the use of profanity, *ad hominem* attacks, posting of inappropriate and degrading photographs and/or videos, and cruel comment threads on social media sites and course discussion interfaces. Though the internet appears to level out class, economic, and power relationships, do remember that those distinctions are still in effect, and online interactions between students and faculty should reflect an awareness of those boundaries.

Think carefully before posting comments regarding colleagues, teachers, courses, and course content at the university. Prospective graduate schools, professional schools, and employers will closely examine your online identity in the very near future.

## Honor Code

I, \_\_\_\_\_, agree to behave with the utmost  
(print name)

integrity as a participant in the learning community of Andrews University and the J. N. Andrews Honors Program.

I understand that academic gifts and enhanced learning opportunities come with privileges and responsibilities. I will use my knowledge and understanding gained in this program in a spirit of generous service and humility.

I understand that academic dishonesty includes (but is not limited to) the following acts:

- Falsifying official documents;
- Plagiarizing, which includes copying others' published work, and/or failing to give credit properly to other authors and creators;
- Misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University);
- Using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud;
- Presenting another's work as one's own (e.g., placement exams, homework assignments);
- Using materials during a quiz or examination other than those specifically allowed by the teacher or program;
- Stealing, accepting, or studying from stolen quizzes or examination materials;
- Copying from another student during a regular or take-home test or quiz;
- Assisting another in acts of academic dishonesty (e.g., falsifying attendance records, providing unauthorized course materials).

I understand that the punishment for academic dishonesty is at the discretion of the Honors Program professor in accordance with Andrews University policy.

I understand that repeated offenses will result in notification of the Director of Honors and expulsion from the J. N. Andrews Honors Program.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

# Regulations for Remaining in Honors and Graduating with Honors

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## Maintaining Status as an Honors Scholar

Participants in the J. N. Andrews Honors Program must maintain a minimum overall GPA of 3.33 during their college studies as a condition of continued membership in the Society of Andrews Scholars and participation in the SAGES curriculum.

Students who fall below the 3.33 minimum GPA requirement during a given school year will receive (during May) a letter from the Director of Honors notifying them of their options as listed below:

1. Request and receive an extension of one year in which to improve the GPA to 3.33 by sending the Director of Honors a formal letter.
2. Formally ask to withdraw from the Honors Program by sending a letter to the Director of Honors. In this case, the student would need to work with his/her advisor to adjust scheduling plans to accommodate the requirements of the regular Andrews University/ACE General Education package.

## Graduating with Honors

Graduation with the designation of "J. N. Andrews Honors Scholar" requires completion of the SAGES curriculum, an earned Andrews University institutional **and** overall GPA of 3.5, and fulfillment of the 48-hour service requirement. J. N. Andrews Honors Scholars receive gold, blue and white cords to wear as part of their graduation regalia and the titles of their thesis papers appear in the printed graduation program.

SAGES seniors who earn a GPA between 3.33 and 3.49 receive the designation "Member" of the Society of Andrews Scholars but do not receive the "J. N. Andrews Honors Scholar" designation and do not receive gold, blue and white cords at graduation. Thesis titles for "Members" do appear in the printed graduation program.

Students who complete their general education requirements through the SAGES curriculum but do not earn at least a 3.33 do not receive identified distinctions in the graduation program. The SAGES curriculum simply becomes that student's means of completing the ACE General Education requirements of a college degree. The thesis titles for such students do appear in the printed graduation program.

Students who fail to complete any portion of the SAGES curriculum are ineligible for graduation regardless of earned GPA.

## Honors Audit

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To enhance Andrews Scholars' opportunities to learn for the sake of learning, a scholar enrolled full time (a minimum of 12 regular credits) may attend one course free each semester, registering as an Honors Audit (HN), a designation indicated on the transcript. Though no credit is earned, an Honors Audit provides a significant opportunity to broaden one's knowledge at no cost even if it forms an overload. Registration for an Honors Audit (HN) should take place during regular registration, and in no case later than the regular drop/add date. Attendance and other regulations for an audit apply. The Honors Audit cannot be used for music lessons or for online courses.



### PERMISSION FOR HONORS AUDIT

Semester \_\_\_\_\_

With your permission, \_\_\_\_\_ is eligible to honors audit your

(Student's Name)

class, \_\_\_\_\_ and pledges to attend at least 80% of class periods or  
(Class Name)

withdraw. We hope the experience will be mutually beneficial.

**Dr. L. Monique Pittman**  
**Honors Director**

I approve of this student auditing my class: \_\_\_\_\_  
(Teacher Signature)

Each Scholar may audit one course tuition-free per semester, but Honors Audits are not available for individual lessons and some other classes. THIS SLIP MUST BE SUBMITTED with the Drop-Add form and any other registration materials to the Registrar's Office during regular registration, using "HN" instead of credit hours.

## Society of Andrews Scholars

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Students in Honors form a society dedicated to spiritual, social, and intellectual activities outside the classroom. The society's logo depicts hands sheltering the flame of truth, which symbolizes the search for truth by students and faculty together. Excellence, Commitment, and Service is the society's motto. Membership fees charged as part of the Honors application process are used exclusively for student activities by the Society of Andrews Scholars. Annual participation in the service/citizenship/leadership program which is organized by the Society of Andrews Scholars is required to continue in the J. N. Andrews Honors Program.

### Officers

Student officers of the Society of Andrews Scholars are elected each spring semester for service during the following school year. Serving as an Honors Officer means participating in a leadership lab within the Honors Family; you will develop and strengthen management and team-building skills by participating as social and spiritual event hosts and recruiting support for the Honors Program. Honors Officers seek each day to embody the core values of our motto—Excellence, Service, Commitment. As a family, we endeavor to be better scholars, more ethical humans, and committed advocates of enduring faith. In short, we wish to be better humans together. Your participation as an officer means taking on the joyful task of ensuring our community remains a welcoming and lovingly safe place in which to grow and learn.

All officers work together with the Honors Director in preparing and setting up for all Honors events and promoting Honors at the Honors Freshman Rally and at four AU Preview events throughout the year. The Honors Officers meet as a group weekly to coordinate their initiatives. The good times take appropriate advanced preparation and the work of many hands!

Positions include:

**President:** Oversees and coordinates Honors social, spiritual, and service activities and runs Honors Officer meetings. Commits to knowing our freshman class quickly and facilitating their social integration into the family. Working with the Director of Honors and other officers, helps to select cultural outings.

**Vice President:** Assists the President in coordinating the social, spiritual, and service activities. Commits to knowing our freshman class quickly and facilitating their social integration into the family.

**Spiritual Vice President:** Sets the spiritual agenda for the terms (especially the topics for the Agape Feasts); coordinates additional service and spiritual activities; supports the Honors Office Administrative Assistant with Scholars in Prayer and the SIP Facebook page.

**Academic Officer (2 elected):** Sits on Honors Council and helps vet Senior Honors Thesis Proposals at Honors Council meetings held on Tuesdays at 11:30 am. Academic Officers also contribute to curriculum decisions made by the Honors Council (at the annual August meeting the Thursday before school starts) and evaluate posters at the Honors Poster Session and presentations at the Thesis Symposium.

**Public Relations:** Coordinates the announcements and poster signage in advance of Honors activities and works with the Honors Administrative Assistant to manage social media presence. Enters events into online events management system as appropriate.

**Social Coordinator:** Plans the social events under the guidance of the President and Vice President and with the input of all officers.

**Secretary:** Takes notes on meetings and circulates them via a shared Google Drive account; sends reminders about officer meetings.

**Music Coordinator:** Responsible for coordinating, overseeing, and managing rehearsals of the music for all Honors activities (Agape Feasts, Honors Church, vespers programs, etc.) in consultation with the Honors Officers and Honors Director.

Annual events coordinated by the Honors Officers and the Director of Honors include Agape Feasts, Christmas parties, end-of-term Hoagie Fests, and outings to museums, plays, and concerts in Chicago, South Bend, and Kalamazoo.

## 1. The Honors Professional

Each semester, the J. N. Andrews Honors Program hosts a series of 60-minute workshops designed to enhance Honors student professional preparedness—the Honors Professional. These sessions can be attended for co-curricular credit. We encourage non-Honors students to join the seminars as guests and participants. The Honors Program aims to host 2-3 workshops per semester focused on a range of professional development needs and life skills essential to post-Andrews endeavors. Previous workshops have discussed interview tactics for the workplace, interview strategies for medical and dental schools, statement of purpose writing, professional self-presentation on digital platforms (social media and digital portfolios), resume writing, and internship planning. Since Honors Professional presenters are local alumni, business people, and experienced staff and professors, the Honors Professional can be an excellent way to build a network of contacts for the future. Plan to take advantage of this professional development opportunity.

## 2. Cultural Outings Sign-Up

At the start of each semester, Honors students receive a calendar of planned events. For the off-campus outings, students can sign up to request that the costs for such events be charged to their Andrews University student accounts. Honors students may sign up for one accompanying guest provided that all other Honors student ticket needs have been met. Tickets to events sell quickly and must be reserved during the first two weeks of each semester. Refunds cannot be given. Resale of a ticket is entirely the responsibility of the student; however, the Honors Office MUST be notified if a different individual will be participating in the outing than the one who initially signed up.



## Forsyth Honors House

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The Forsyth Honors House is a recreational building on campus dedicated for Honors use. Honors students may reserve the Forsyth Honors House for academic and social activities by contacting the Honors Office. The downstairs Steen Suite consists of a full kitchen, dining room, and seating area; the upstairs space known as the Ogden Room includes a small kitchen and comfortably accommodates 80 people with tables and chairs supplied. Honors students enjoy free use of the building, but that usage cannot be for commercial purposes. Honors students may not reserve on behalf of other entities in order to transfer their rights of free usage. The Forsyth Honors House is also available for individual study for Honors students. Other non-Honors students and community members may rent portions of the building for a modest fee. The Honors Office retains the right to grant or deny building usage.

To reserve the Forsyth Honors House call the Honors Office at 471-3297 or email [honors@andrews.edu](mailto:honors@andrews.edu) in order to fill out a contract and ensure the space is available.

Please keep the following rules in mind when using the space:

1. DO NOT USE nails and thumb tacks when decorating. If tape is used it must be removed carefully from all surfaces.
2. Absolutely NO SMOKING or ALCOHOLIC BEVERAGES allowed.
3. Leave the space as clean as you found it. Remove all decorations, vacuum, wash dishes and utensils and put all chairs and tables back as you found them (all tables and chairs do not fit into closets upstairs—about ¼ stay out permanently). Take your trash to the dumpster in the parking lot across the street behind Harrigan Hall. Extra trash bags are available in both spaces in the kitchen areas.
4. Do not leave food in the refrigerator or in the building after your event. Leave blinds closed and doors to Ogden and/or Steen Suite locked. Turn lights off.
5. Only votive candles in protective glass containers are allowed.
6. Basement is off limits. Halls and stairs are not for children's play. Keep children with you or supervise them in the Beaver Point park area.
7. TV and other electronic equipment are not available in the building. You may bring your own equipment if needed.
8. A resident caretaker lives in the apartment to the right of the staircase and is responsible for opening and closing this facility. Campus Safety does not open this space.
9. If the room is left dirty and untidy, a cleaning fee of \$20.00 will be charged.
10. The Honors Program is not liable for any personal injury or property damage/loss to those using these facilities. Users are required to carry their own insurance.

Please note: No refund will be given without 24 hours advance notice of cancellation.

## Forsyth Honors House Caretaker's Apartment

The Forsyth Honors House includes a caretaker's apartment which accommodates the Honors student responsible for maintaining the building. Honors students in good and regular standing may apply to live in the apartment and serve as building caretaker. The caretaker unlocks and locks the building for reserved usages and cleans the facility in exchange for a reduced rental fee. Typically, applications for this position are submitted in January. When all prospective candidates are in good and regular standing academically and in compliance with Andrews University codes of conduct, students' GPAs become one of the primary considerations for this Honors privilege.



### Honors Forsyth House Caretakers Application

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Please return to: J.N. Andrews Honors Program  
4141 Administration Drive  
Nethery Hall 108  
Andrews University  
Berrien Springs, MI 49104-0075

Phone: 269-471-3297  
Email: [honors@andrews.edu](mailto:honors@andrews.edu)  
Web: [www.andrews.edu/honors](http://www.andrews.edu/honors)

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LAST/FAMILY NAME \_\_\_\_\_ FIRST NAME \_\_\_\_\_

MIDDLE NAME \_\_\_\_\_

HOME ADDRESS \_\_\_\_\_ APT# \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP CODE \_\_\_\_\_

COUNTRY \_\_\_\_\_

CAMPUS ADDRESS \_\_\_\_\_ APT# \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP CODE \_\_\_\_\_

COUNTRY \_\_\_\_\_

HOME TELEPHONE (\_\_\_\_) \_\_\_\_\_ CELL PHONE (\_\_\_\_) \_\_\_\_\_

EMAIL \_\_\_\_\_ ANDREWS ID # \_\_\_\_\_

GPA \_\_\_\_\_

ACADEMIC YEAR (JUNIOR, SENIOR, ETC) \_\_\_\_\_ YEARS LEFT OF STUDY AT ANDREWS \_\_\_\_\_

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Thank you for your interest in being part of the Honors Office and for taking time to submit this form. As part of the application process for serving as Forsyth House Caretakers, the following information needs to be provided:

- A signature from the Student Life Office indicating you are in compliance with Andrews University codes of conduct
- A resume indicating your work experience
- A list of references to contact

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Applicant's Signature

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AU Student Life Signature

## Forsyth House Rules for Renters

### Check list for Steen Suite

#### Kitchen:

- All dishes and utensils washed and put away in proper place
- Countertops cleaned and sanitized
- Stove and microwave wiped down
- Food removed from refrigerator
- Floors swept
- Empty trash and replace trash bag

#### Living Room/Dining Room:

- Clean up and wipe off table
- Vacuum carpet
- Return any furniture that was moved to its proper place
- Empty trash
- Lock doors

### Check list for Ogden Fellowship Room

- Kitchenette area left clean and sanitized
- Leave any soiled towels (belonging to Honors House) in sink for laundry
- All tables and chairs stored in designated area
- Floor swept
- Remove all decorations (this includes any tape on any surface)
- Remove all food
- Empty trash to dumpster outside by Harrigan Hall
- Lights out
- Door locked

## Forsyth House



## Steen Suite



## Ogden Fellowship Room



HONORS FORSYTH HOUSE

*Honors Students*

I have reserved the following:

\_\_\_\_\_ Steen Suite main floor, formal living room, dining room and full kitchen with restroom located at the top of the stairs in main floor.

\_\_\_\_\_ Ogden Fellowship Room, upstairs large room with kitchenette and restroom.

\_\_\_\_\_ Both spaces at the same time

Reservation date: \_\_\_\_\_

Opening time \_\_\_\_\_

Closing time \_\_\_\_\_

Personal Use of Forsyth House

1. Honors students **may** host a meal, worship, study sessions, and various celebrations at no cost. This is a privilege of membership in the honors program.
2. Honors students **may not** book on behalf of non-honors students hosting an event in the honors house. Such non-honors students are expected to pay the rental fee.
3. Honors students **may not** book on behalf of a club or department; that club or department must pay the rental fee.

Purpose: \_\_\_\_\_

General House Rules

1. DO NOT USE nails and thumb tacks when decorating. If tape is used it must be removed carefully from all surfaces.
2. Absolutely NO SMOKING or ALCOHOLIC BEVERAGES allowed.
3. **Leave the space as clean as you found it. Remove all decorations, vacuum, wash dishes and utensils and put all chairs and tables back as you found them (all tables and chairs do not fit into closets upstairs-about ¼ stay out permanently). Take your trash to the dumpster in the parking lot across the street behind Harrigan Hall. Extra trash bags are available in both spaces in the kitchen areas.**
4. Do not leave food in refrigerator or in the building after your event. Leave blinds closed and doors to Ogden and/or Steen Suite locked. Turn lights off.
5. Only votive candles in protective glass containers are allowed.
6. Basement is off limits. Halls and stairs are not for children's play. Keep children with you or supervise them in the park area on Beaver Point.
7. There is no TV or other electronic equipment available in the building. You may bring your own equipment if needed.
8. A resident caretaker lives in the apartment to the right of the staircase and is responsible for opening and closing this facility.
9. If the room is left dirty and untidy, a cleaning fee of \$20.00 will be charged.
10. Andrews University Honors Program is not liable for any personal injury or property damage/loss to those using these facilities. Users are required to carry their own insurance.
11. Please request a reservation time that allows for necessary set-up of the room. The building will not be unlocked until the reservation time requested.
12. Reservations must be made no less than 24-hours in advance. Reservations that are less than 24-hours in advance cannot be processed. In addition, reservations can't be processed Fridays.

\_\_\_\_\_ Renter's printed name

\_\_\_\_\_ Renter's signature

\_\_\_\_\_ Renter's Contact (Phone)

\_\_\_\_\_ Date

# Andrews University

J.N. Andrews Honors Program

## HONORS FORSYTH HOUSE

I have reserved the following:

- Steen Suite main floor, formal living room, dining room and full kitchen with restroom located at the top of the stairs in main floor.  
 \_\_\_\_\_ \$30 half day (4 or less hours)      or      \_\_\_\_\_ \$55 full day (5 or more hours)
- Ogden Fellowship Room, upstairs large room with kitchenette and restroom.  
 \_\_\_\_\_ \$45 half day (4 or less hours)      or      \_\_\_\_\_ \$60 full day (5 or more hours)
- Both spaces at the same time  
 \_\_\_\_\_ \$75 half day (4 or less hours)      or      \_\_\_\_\_ \$100 full day (5 or more hours)

Reservation date: \_\_\_\_\_ Method of payment: \_\_\_\_\_  
 Opening time \_\_\_\_\_ Check# \_\_\_\_\_  
 Closing time \_\_\_\_\_ (Payable to: Andrews University Honors Program)  
 or cash \_\_\_\_\_  
 Total Paid (amount) \_\_\_\_\_ Interdepartmental charge # \_\_\_\_\_

Rules

1. DO NOT USE nails and thumb tacks when decorating. If tape is used it must be removed carefully from all surfaces.
2. Absolutely NO SMOKING or ALCOHOLIC BEVERAGES allowed.
3. **Leave the space as clean as you found it. Remove all decorations, vacuum, wash dishes and utensils and put all chairs and tables back as you found them (all tables and chairs do not fit into closets upstairs-about 1/4 stay out permanently). Take your trash to the dumpster in the parking lot across the street behind Harrigan Hall. Extra trash bags are available in both spaces in the kitchen areas.**
4. Do not leave food in refrigerator or in the building after your event. Leave blinds closed and doors to Ogden and/or Steen Suite locked. Turn lights off.
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11. No refund will be given without 24 hours advance notice of cancellation.
12. Please request a reservation time that allows for necessary set-up of the room. The building will not be unlocked until the reservation time requested.
13. Reservations must be made no less than 24-hours in advance. Reservations that are less than 24-hours in advance cannot be processed. In addition, reservations can't be processed Fridays.

**Forsyth House Cancellation and Reimbursement Policy**

Cancellation made two weeks prior to the reserved date (100% reimbursement)

Cancellation made one week prior to the reserved date (50% reimbursement)

Cancellation made less than 48 hours prior to the reserved date (No reimbursement)

**For high-demand occasions (such as graduation weekends or holidays), no refunds will be given for cancelled bookings**

\_\_\_\_\_  
 Renter's printed name

\_\_\_\_\_  
 Renter's signature

\_\_\_\_\_  
 Renter's Contact (Phone)

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Renter's Contact (Email)



# FACULTY AND STAFF



## Faculty & Staff

NAME	PHONE	EMAIL
<b>L. Monique Pittman, <i>Director of Honors</i></b>	(269) 471-6084	pittman@andrews.edu
<b>Maxine Umana, <i>Administrative Assistant &amp; Recruiter</i></b>	(269) 471-3297	honors@andrews.edu
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<b>Gary Burdick</b>	(269) 471-3501	gburdick@andrews.edu
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<b>Davide Sciarabba</b>	(269) 471-3187	sciarabb@andrews.edu
<b>Rahel Wells</b>	(269) 471-3184	rschafer@andrews.edu

### The Honors Council

The Honors Council is a group of administrators and faculty members who determine academic policies for the program and evaluate Honors Thesis proposals and presentations.

Sonia Badenas: [badenas@andrews.edu](mailto:badenas@andrews.edu)  
 Karl Bailey: [kgbailey@andrews.edu](mailto:kgbailey@andrews.edu)  
 Vanessa Corredera: [correder@andrews.edu](mailto:correder@andrews.edu)  
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 Tiffany Summerscales: [tzs@andrews.edu](mailto:tzs@andrews.edu)  
 Karin Thompson: [karint@andrews.edu](mailto:karint@andrews.edu)  
 Robert Zdor: [zdor@andrews.edu](mailto:zdor@andrews.edu)  
 Honors Student Representative: Naeha Inapanuri  
 Honors Student Representative: Andras Muranyi



## Contact Information

---

J. N. Andrews Honors Program  
4141 Administration Drive  
Nethery Hall 108  
Berrien Springs, MI 49104-0075



### Office Staff:

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*Administrative Assistant  
and Recruiter*  
Nethery Hall 108

Isabelle Dias  
*Student Worker*

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### Director of Honors:

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