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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,

Dr. Pittman

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

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 studying primary texts and encouraging critical debate and discussion.

Why SAGES?

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

- Integration of religious studies with other academic disciplines
- Discussion-oriented classes
- Highly motivated fellow students
- Outstanding teachers and researchers
- A slightly reduced credits package
- A culminating individual research project and presentation
- Designation at graduation as a "J. N. Andrews Honors Scholar"
- Improved prospects for career placement and acceptance into graduate school or professional school including medicine, dentistry, law, veterinary science
- Enhanced opportunity for future scholarships, fellowships, and assistantships
- An active social, spiritual, and cultural life including student-organized vespers and Agape Feasts, outings to museums, theaters, and concert halls in Chicago, service events to extend our resources to the care of the needy in our community


Who is eligible for SAGES?

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

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

Admissions – Application Form for Incoming Freshmen

Andrews  University

J . N . A N D R E W S  H O N O R S P R O G R A M

Application Form for Incoming Freshmen

Please type or print clearly Andrews I.D. number (if available) _____

Name _____
First Middle Last Email _____

Home Address _____
Street City State Zip

Current Address _____
Street City State Zip

Thank you for your interest in the Honors Program and for taking the time to submit this form. Admission to the program is based on several factors, including academic performance, leadership experiences, recommendations, and scores on tests like the ACT and SAT.

Background Information: Besides admission, we use this when we advise you during college.
 High School (or equivalent outside the U.S.) _____
 GPA (approximate) _____ ACT or SAT percentile or score _____ (indicate)
 For a recommendation, please contact _____ at _____

What high school courses did you find most interesting? _____

What is the most interesting serious book that you have read recently?

Please indicate any college courses or Advanced Placement (AP) credit courses:

Leadership, service, the arts and sports enhance education. Please indicate your experience or interests. _____

Please also include a two-page autobiography in which you describe yourself. Who are you and what sort of person do you hope to become?

Goals for the future:
 Likely majors that appeal to you: _____

- I authorize the Honors Program to review my academic materials for admission and advising.
- I request the Honors Program to place the membership fee of \$50 on my Andrews bill.
 (This is a one-time fee which covers your four-year membership in Honors.)

 signature _____
 date

Please return to: The Honors Program, Andrews University, Berrien Springs, MI 49104-0075
 Phone: 269.471.3297 Email: honors@andrews.edu

Admissions – Application Form for AU & Transfer



J . N . A N D R E W S H O N O R S P R O G R A M

Application Form for AU & Transfer Students

Please type or print clearly

Andrews I.D. number _____

Name _____
First Middle Last Email _____

Home Address _____
Street City State Zip

Current (or Campus) Address _____

I am transferring from _____

Major _____ Minor _____

Thank you for your interest in the Honors Program and for taking the time to submit this form. Admission to the program during college is based upon several factors and involves:

1. Cumulative college GPA of at least 3.33 on at least 16 semester hours.
2. Evidence of strong personal abilities and good use of these to serve others.
3. A serious intent of purpose, illustrated in responses to application questions.
4. Approval of non-native English speakers for regular college work.

Admission Information: We would appreciate information on the following:

- | | |
|--|--|
| _____ Cumulative (Andrews and transfer) GPA | _____ Transfer GPA |
| _____ Total college credits | _____ Credits being transferred |
| _____ Academic year in college | _____ Year you expect to graduate |
| _____ Honors transfer courses (please list on back) | _____ Do you plan to graduate with honors? |
| _____ Bulletin year requirements being used for graduation (The year you entered Andrews unless you chose a later bulletin. You must meet honors graduation requirements for your bulletin.) | |

Presenting yourself: On a separate sheet of paper, please type responses to the following:

1. What people and what books have been the major intellectual influences in your life?
2. What benefits do you hope to gain from Honors and how might you contribute to this program?
3. Leadership, service, the arts and sports enhance education. Please indicate your experience or interests.

Goals for the Future:

Likely majors that appeal to you: _____

- I authorize the Honors Program to review my academic materials for admission and advising.
- I request the Honors Program to place the one-time membership fee of \$50 (for remaining years in Honors) on my Andrews bill.

_____ signature _____ date

Please return to: The Honors Program, Andrews University, Berrien Springs, MI 49104-0075
Phone: 269.471.3297 Email: honors@andrews.edu

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	
Honors Electives 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 Physics and Faith	3	
HONS 380	Topics in Cognitive Science and Faith	3	
HONS 380	Topics in Bioethics and Christian Faith	3	
	An AU sponsored educational tour may substitute for one elective course.	3	
Totals: Bachelor of Science Bachelor of Arts (+ Intermediate Language)		50 credits 50 + 4 credits	

SAGES Professional Degree Reductions

CURRICULUM CHECKLIST

Degree	Reductions	
B Arch	1 HONS elective	-3 credits
	HONS 365	-3 credits
	1 Life/Physical Science	-4 credits
BBA	1 HONS elective	-3 credits
	HONS 365	-3 credits
	1 Life/Physical Science	-4 credits
BSMLS	1 HONS elective	-3 credits
Pre-PT	1 HONS elective	-3 credits
Engineering	Take only HONS 265 or HONS 345 (not both)	-3 credits
	Take one from HONS 225, 245, 265, 325, 345	-3 credits
	Reduced 1 Life Science	-4 credits
Elementary Education	HONS 415	-3 credits
	1 HONS elective	-3 credits
Secondary Education	HONS 415	-3 credits
	1 HONS elective	-3 credits
Pre-Med	1 HONS elective	-3 credits
BMus	1 Life/Physical Science	-4 credits
BFA		

SAGES Suggested Four-Year Plan

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)
 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

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)
 HONS 325 (Justice)
 Life Science
 Physical Science
 Mathematics
 HONS 398 (best when taken 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

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 225 (Materialism and Idealism)
 HONS 245 (Meanings of America)
 PE activity course

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 (Fall or Spring Semester) 2 credits
 Honors Poster Session Presentation
 Honors Thesis Symposium Presentation
 Log 12 hours of service credit
 Attend Honors social and cultural events

Courses

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 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 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.

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* (2-4)

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 General Education Articulation Guide for BA and BS Students

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

Honors Course	GE Articulation	GE Credits
HONS 105--Western Heritage I	History HIST 117—Civ. and Ideas I	3
HONS 106--Western Heritage II	History HIST 118—Civ. and Ideas II	3
HONS 105 + HONS 106	Religion RELT 100—God and Human Life	3
HONS 105 + HONS 106	Fine Arts/Humanities	1
HONS 115—Transcribing the Self	Language/Communication ENGL 115—English Comp. I	3
HONS 215—Scripture	Religion Religion Option	3
HONS 265—Literature and the Arts	Language/Communication ENGL 215—English Comp. II	3
HONS 265	Fine Arts/Humanities	2
HONS 345—What is Other?	Social Science ANTH 200—Cultural Anthropology	3
HONS 415—Thinking Theologically	Religion Religion Option	3
HONS 225—Materialism and Idealism	Social Science 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

Typical Deficiencies for Honors Students Transferring to Regular General Education		Credits
COMM 104	Communication Skills	3
INFS 120	Foundations of Information Technology	3
BHSC 100	Philosophy of Service	2
HLED 120	Fit for Life	1
-----	Fitness Education Course	1

Service Requirement

Because Honors students have a reputation for generous service, participants in the SAGES curriculum do not take the standard service learning course, Philosophy of Service, required by the regular General Education package of Andrews University. Instead, the J. N. Andrews Honors Program asks its students to log **12 hours of service per academic year**. 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, Citizenship, and Leadership Submission Form" to account for their hours. That form is available on the Honors website or at the Honors Office. The signature of a supervising or organizing individual is required to verify the service hours. 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 cords.



HONORS SERVICE, CITIZENSHIP, AND LEADERSHIP SUBMISSION FORM

Note: A total accumulation of 12 hours per year is required of each Scholar to remain in good standing with the society.

Name (please print): _____ Date: _____

Total Hours	Signature of Service Coordinator	Type of Service
_____	_____	Community service activity, half day
_____	_____	Community service activity, full day
_____	_____	Serve as an Honors Officer
_____	_____	Serve as an active officer or member of another volunteer committee or organization
_____	_____	Help set-up or clean-up for an honors activity
_____	_____	On-campus Honors Presentation (poster, assembly, oral)
_____	_____	Attend and honors or professional discipline conference
_____	_____	Present at an honors or professional discipline conference
_____	_____	Other (i.e., Personal Service Project)

Describe Personal Service Project:

Senior Honors Thesis

Research Overview

Research Opportunities—Honors Thesis

Participation in SAGES includes a significant Senior Honors Project or Thesis -- a valuable asset in job-seeking or a part of your applications packet to graduate or professional school. It also forms an important first step towards publishing your work. The Honors Project 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.

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 prime investigator. 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

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.

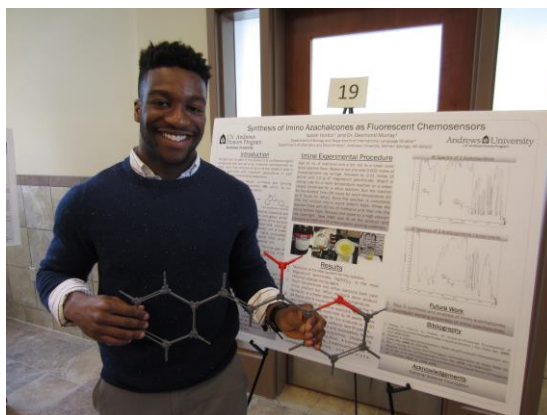
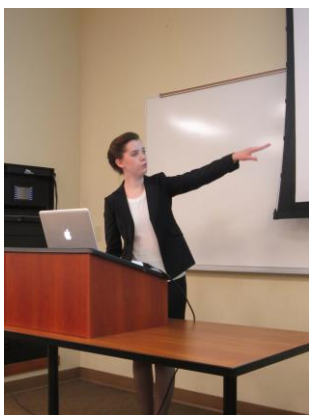
Qualified students should submit the following: student name, AU ID#, conference, date, program or acceptance letter verifying participation, copy of registration form, evidence of registration fees paid.

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 Junior year).
2. Connect with a faculty member (primary advisor) who will oversee the research/creative activity.
3. Register for HONS 497 Senior Honors Thesis - a minimum of 2 credits. Fill out the blue independent study card (available at the Honors Office) and a Drop/Add Sheet. The research mentor should sign both the card and sheet. When submitting these materials to the Records Office clerk, be certain you are registered for these credits under the name of your research mentor. This ensures that your research mentor will be able to assign the final grade to your project.
4. Prepare a proposal with the help of a primary research mentor.

5. Obtain approval of the proposal from the Honors Council. Sign up for a proposal time in the Honors office. The student must make sure that his/her advisor can attend. Seniors must propose by November of senior year.
6. Complete the Senior Honors Thesis no later than the final semester of the senior year.
7. Present the project as a poster at the Honors Poster Session no later than March of the senior year.
8. Submit the final paper two weeks prior to the Thesis Symposium with the signatures of the primary and/or secondary advisors.
9. Present the project orally to an interdisciplinary audience at the Honors Thesis Symposium (April of senior year).
10. Attend the entire session of the Honors Thesis Symposium in which student is presenting.



Research Ethics

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

HONS 497 Syllabus Template

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-define 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 and 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 Vice President for Academic Administration. 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.

Thesis Proposal Suggestions

- Indicate your competency in the field of research.
- Articulate clearly the goals of the research project.
- Define key terms of project with care.
- 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.
- **Seniors must sign up for a proposal defense to take place by 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

Special comments for physical, natural, and mathematical sciences

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.



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

- 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 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

Special comments for physical, natural, and mathematical sciences

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

The Honors Scholars and Undergraduate Research Poster Symposium (March) is a two-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 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 lower classmen so that they can begin to develop ideas for their own projects in the future. This is also good practice for your oral presentation.

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. Student name
6. Faculty mentor/advisor
7. Abstract
8. Methodology
9. Results/data
10. Conclusions
11. 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 Page Setup
 - 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.
3. Print poster at A.U. Imaging Services (email: auimagingervices@gmail.com). A. U. Imaging Services is located in the basement of Harrigan Hall. **Please submit file to Imaging Services as a JPG, TIFF, or PDF.** Since compatibility problems arise with PowerPoint files, please convert to one of the preferred formats. Save images at the highest resolution for the best printing results (Imaging Services recommends 180-300 dpi or ppi). If files are submitted to Imaging Services ten days prior to the Poster Session, a discount of 20% is given to Honors students who may charge the costs of printing (\$30-\$40) to their AU accounts. The finish will be an Enhanced Matte at the discounted rate.
4. Pick up your poster board at the Honors Office. Mount poster to board using spray mount adhesive available at the Honors Office.

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 "Themes" 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. A box opens which states: "The current size exceeds the printable area of the paper in the printer..." Click "OK."
5. To create different subsections on your slide, choose a layout design or make your own tables/sections using the "Text Box" function.
6. Print poster at A.U. Imaging Services (email: auimagingervices@gmail.com). A. U. Imaging Services is located in the basement of Harrigan Hall. **Please submit file to Imaging Services as a JPG, TIFF, or PDF.** Since compatibility problems arise with PowerPoint files, please convert to one of the preferred formats. Save images at the highest resolution for the best printing results (Imaging Services recommends 180-300 dpi or ppi). If files are submitted to Imaging Services ten days prior to the Poster Session, a discount of 20% is given to Honors students who may charge the costs of printing (\$30-\$40) to their AU accounts. The finish will be an Enhanced Matte at the discounted rate.
7. Pick up your poster board at the Honors Office. Mount poster to board using spray mount adhesive available at the Honors Office.



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: _____

	D	C	B	A
Research Quality: Research goals, methods, and results appear substantive and valid	1	2	3	4
Poster Content: Abstract, methodology, results, and conclusions are accessible, substantive, and content-rich.	1	2	3	4
Poster Appearance: The poster is professional and neat in appearance, presenting information clearly and legibly.	1	2	3	4
Verbal Performance: Student is articulate and attentive when explaining project.	1	2	3	4

Comments:

Thesis Paper Specifications

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 must have the following:

1. Title page including HONS 497, the title, your name, and the names of your mentors for the project (including their signatures) and the date submitted, and the sponsoring academic department. Refer to page 30.
2. An abstract of no more than one page. This can be identical to the abstract prepared for the poster session.
3. 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.
4. An introduction of the project/problem that clearly indicates 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.
5. Methods: clear and concise description of what you did.
6. 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 would also include statistical evaluation of your data and findings.
7. 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?
8. Complete bibliography of your references cited in the paper. Note: this 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.

Your involvement

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). This paper should be in the Honors Office by noon on the Friday two weeks prior to the Thesis Symposium. After the Thesis Symposium, the student will receive the gold 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.
2. Students will submit one advisor-signed print copy 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. The digital copy must be in PDF format and must be saved as one file only.
3. The Honors Office will then submit the print 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: _____

Andrews University Digital Dissertations and Theses Submission Agreement

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.

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School: _____

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Day Phone: _____ Cell Phone: _____

Mailing Address: _____

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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.
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- 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.

Author signature Date

Andrews University representative Date

Position: _____

Thesis Symposium Presentation

You will present your project orally to a combined audience of the Honors Council and members of the Society of Andrews Scholars 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/problem with references to related works. Clearly indicate how this project is unique.
4. Using as many graphics 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)
 - 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. **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.
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.

Your involvement

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 CD to use with the laptop that will be provided and plugged into the projection equipment. 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. As you develop your oral presentation, pay close attention to the evaluation forms that will be used.



Preparation Time

It always takes more time than you think 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 mentor 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.



EVALUATION FORM FOR THE HUMANITIES AND FINE ARTS HONORS THESIS SYMPOSIUM

Presenter's Name _____ Date _____ HONS497 Credits _____

Directions: Each aspect of the presentation should be rated by circling a number in each row. Students must score at least a B average.

		Inferior(C-)	Below average(C)	Average(B)	Above Average(B+)	Exceptional(A)
PROJECT DEFINITION (10 Points)						
1. Quality of abstract, outline, and annotated bibliography as included in the handout	1	2	3	4	5	
2. Presents a central, arguable question and a well-crafted thesis statement	1	2	3	4	5	
METHODOLOGY AND CONTENT (20 Points)						
3. Presents description of and rationale for approach	1	2	3	4	5	
4. Demonstrates comprehensive knowledge of primary material	1	2	3	4	5	
5. Demonstrates familiarity and facility with key secondary material	1	2	3	4	5	
6. Incorporates logical, convincing reasoning with imaginative, interpretive analysis	1	2	3	4	5	
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 research topic	1	2	3	4	5	
9. Responds with clarity, flexibility, and grace in question and answer session	1	2	3	4	5	
HOLISTIC IMPRESSION (5 Points)						
10. Overall impression of research and presentation	1	2	3	4	5	

COMMENTS (including rationale for any Exceptional (5) or Inferior (1) scores given):

Evaluator Name _____

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

Andrews University

JN Andrews Honors Program

EVALUATION FORM FOR THE SCIENCES AND SOCIAL SCIENCES HONORS THESIS SYMPOSIUM

Presenter's Name _____ Date _____

HONS497 Credits _____

Directions: Each aspect of the presentation should be rated by circling a number in each row. Students must score at least a B average.

		Inferior(C-)	Below average(C)	Average(B)	Above Average(B+)	Exceptional(A)
PROJECT DEFINITION (10 Points)						
1. Quality of abstract, outline, and annotated bibliography as included in the handout	1	2	3	4	5	
2. Relationship of the project to its own and other disciplines	1	2	3	4	5	
METHODOLOGY AND CONTENT (20 Points)						
3. Soundness and quality of research process and methodology	1	2	3	4	5	
4. Quantity and quality of research data	1	2	3	4	5	
5. Creative effort and personal identification or involvement in the project	1	2	3	4	5	
6. Summary, conclusion, and/or recommendations	1	2	3	4	5	
COMMUNICATION OF THE PRESENTATION (15 Points)						
7. Style and organization of the presentation	1	2	3	4	5	
8. Effective communication of solid content to the interdisciplinary audience	1	2	3	4	5	
9. Quality of response during the question and answer period	1	2	3	4	5	
HOLISTIC IMPRESSION (5 Points)						
10. Overall impression of research and presentation	1	2	3	4	5	

COMMENTS (including rationale for any Exceptional (5) or Inferior (1) scores given):

Evaluator Name _____

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

HONORS SENIOR SURVEY

1. Evaluate each of the following SAGES courses at Andrews University. Base your evaluation on your own experience if you took the class. If you did not take the class circle N/A for "not applicable".

(1= poor, 2= average, 3=good, 4=very good, 5=excellent)

Western Heritage I	N/A	1	2	3	4	5
Western Heritage II	N/A	1	2	3	4	5
Transcribing the Self: Honors Composition	N/A	1	2	3	4	5
Scripture	N/A	1	2	3	4	5
Materialism & Idealism	N/A	1	2	3	4	5
Meanings of America	N/A	1	2	3	4	5
Literature and the Arts	N/A	1	2	3	4	5
Justice	N/A	1	2	3	4	5
What is "Other"? The Non-Western World	N/A	1	2	3	4	5
Cosmos	N/A	1	2	3	4	5
Thinking Theologically: Christian Life and Faith	N/A	1	2	3	4	5
Research Pro-Seminar	N/A	1	2	3	4	5
Physics and Faith	N/A	1	2	3	4	5
Cognitive Science and Faith	N/A	1	2	3	4	5

2. To what extent do you agree with the following statements about the Honors Program?
(1= strongly disagree, 2= disagree, 3=neutral, 4=agree, 5=strongly agree)

The program was academically stimulating.	N/A	1	2	3	4	5
My academic advisor provided accurate information and helpful guidance regarding the program.	N/A	1	2	3	4	5

The Honors Office was helpful in providing information and addressing problems.	N/A	1	2	3	4	5
Faculty members demonstrated genuine interest in the Honors students.	N/A	1	2	3	4	5
Faculty taught me how Christian faith and ethics related to the issues discussed in SAGES courses.	N/A	1	2	3	4	5
The SAGES courses provided adequate breadth of disciplines and perspectives.	N/A	1	2	3	4	5
The SAGES courses interacted with and/or built upon one another.	N/A	1	2	3	4	5
The SAGES courses focused on primary texts/original sources.	N/A	1	2	3	4	5
Faculty were aware of new developments that related to their SAGES course.	N/A	1	2	3	4	5
There was appropriate opportunity for research and/or creative work.	N/A	1	2	3	4	5
The proposal process was helpful in defining my research project.	N/A	1	2	3	4	5
My faculty research advisor provided help and support for my research project.	N/A	1	2	3	4	5
The Poster Session gave a useful opportunity to explain my research to others.	N/A	1	2	3	4	5
The oral presentation provided useful experience.	N/A	1	2	3	4	5
I would advise a friend with similar interests to pursue the Honors Program.	N/A	1	2	3	4	5

3. Please indicate the degree to which your **experience in the Honors Program prepared you** to carry out each of the following values in your life.

(1= none at all, 2= slightly, 3=some, 4=strong, 5=very significant)

To be inquisitive and committed to life-long learning.	1	2	3	4	5
To think with discernment.	1	2	3	4	5
To communicate effectively.	1	2	3	4	5
To explore learning within the context of a Christian point of view.	1	2	3	4	5
To embrace a wholesome way of life.	1	2	3	4	5
To heed God's call to personal and moral integrity.	1	2	3	4	5
To affirm my faith commitment.	1	2	3	4	5
To respect ethnic, cultural, and social diversity.	1	2	3	4	5
To witness faithfully for Christ.	1	2	3	4	5
To engage in volunteer service.	1	2	3	4	5
To serve society through my vocation.	1	2	3	4	5

Honors Senior Survey- Page 4

4. What is your favorite memory of your time in the Honors Program?

5. Was there a faculty or staff member who was especially helpful to you while you were in the Honors Program? Please tell us who and how.

6. If you were to improve the Honors Program at AU, what would you change and how would you change it? Please be specific.

7. List any off-campus presentations that you have made that centered on your Honors Thesis or other research projects that you were involved in.

Responsibilities and Privileges

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

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

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 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 and overall GPA of 3.5, and fulfillment of the 48-hour service requirement. J. N. Andrews Honors Scholars receive gold cords to wear as part of their graduation regalia.

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 cords at graduation.

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 general education requirements of a college degree.

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

Honors Audit

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.



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

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 and 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. Positions include:

President: Oversees and coordinates Honors social, spiritual, and service activities and runs Honors Officer meetings. 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.

Spiritual Vice President: Sets the spiritual agenda for the terms (especially the topics for the Agape Feasts); coordinates additional spiritual activities.

Secretary: Takes notes on meetings and circulates them via email.

Public Relations Officer: Coordinates the announcements and poster signage in advance of Honors activities.

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

Academic Affairs Officer: 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 and evaluate posters at the Honors Poster Session and presentations at the Thesis Symposium.

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.

Activities 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. Tickets to events sell quickly and must be reserved during the first two weeks of each semester. Refunds cannot be given.





Forsyth Honors House

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. 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.

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.


Andrews University
JN Andrews Honors Program
Honors Forsyth House Caretakers Application

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
Web: www.andrews.edu/honors

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 _____

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

Applicant's Signature

Andrews University Student Life Signature

Faculty & Staff

NAME	PHONE	EMAIL
L. Monique Pittman, Director of Honors	(269) 471-6084	pittman@andrews.edu
Maria Sanchez-Martinez, Administrative Assistant	(269) 471-3297	honors@andrews.edu
Karl Bailey	(269) 471-3577	kgbailey@andrews.edu
Gary Burdick	(269) 471-3501	gburdick@andrews.edu
Jenifer Daley	(269) 471-3581	daleyj@andrews.edu
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Paul Petersen	(269) 471-3178	ppetersen@andrews.edu
Rahel Schafer	(269) 471-3184	rschafer@andrews.edu
Kathryn Silva Banks	(269) 471-3291	kmsbanks@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
 Karl Bailey, kgbailey@andrews.edu
 James Hayward, hayward@andrews.edu
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 Robert Zdor, zdor@andrews.edu
 Honors Student Representative
 Honors Student Representative

Contact Information

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4141 Administration Drive
Nethery Hall 108
Berrien Springs, MI 49104-0075

Phone: (269) 471-3297

Fax: (269) 471-6236

Email: honors@andrews.edu

Attn: Maria Sanchez-Martinez, Administrative Assistant

Attn: Jonathan Wheeler, Honors Web Coordinator

Director of Honors:

L. Monique Pittman, PhD
Professor of English
Nethery Hall 111

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