

**Wittenberg University  
Department of Education**



**Departmental Honors in Education  
Guidelines  
2023–2024**

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## OVERVIEW

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The Departmental Honors Program in Education is intended to provide qualified students who are majoring or minoring in Education or Educational Studies with an opportunity for in-depth, focused scholarship. Students may qualify for and complete the criteria for Departmental Honors whether or not they are members of the University Honors Program. Students who are completing both University Honors and Departmental Honors must fulfill the requirements for each. Upon completing the Education Department's requirements, "Departmental Honors in Education" will be recorded on the student's official university transcript.

### CRITERIA FOR APPLYING FOR DEPARTMENTAL HONORS

Application for Departmental Honors in Education will be reviewed based on the following criteria:

1. Overall GPA of at least 3.50
2. Education Department GPA of at least 3.50
3. Demonstration of professional attributes of self-discipline, integrity, initiative, and commitment
4. Admission to the Teacher Education Program or a declared Educational Studies Major or Minor

### CRITERIA FOR THE THESIS

A student who wishes to earn Departmental Honors in Education has the choice of completing a research thesis, an applied thesis, or a hybrid of both. Each thesis must include both written and oral components. Appendix A includes suggestions related to thesis formats.

- **Research Thesis:** Conduct a research study on a relevant topic in education. Document your work by writing a ~30-page paper.
- **Applied Thesis:** Apply your knowledge of a relevant topic in education to create a product/deliverable accompanied by a written document.
- **Hybrid Thesis:** Conduct a research study on a relevant topic in education and use your findings to create a product/deliverable accompanied by a written document.

It is expected that students uphold personal academic integrity throughout the honors process:

<https://www.wittenberg.edu/sites/default/files/media/honorcouncil/CodeOfAcademicIntegrity-Rev2022.pdf>.

Students typically engage in thesis work over the course of two semesters, beginning any time after they have completed 64 credit hours. Students should be enrolled in an Independent Study (EDUC 490) during the first semester of thesis work and in the Honors Thesis course (EDUC 499) during the second semester of thesis work. The appropriate number of credit hours (1–4 per semester) and semesters should be discussed with the Honors Committee Chair, as each thesis varies in the level of scope and rigor.

### SATISFACTORY COMPLETION OF DEPARTMENTAL HONORS

Candidates for Departmental Honors must maintain admission criteria 1–4 (above) throughout their involvement in the Departmental Honors Program. The student's Honors Committee will evaluate the thesis following the criteria in the current document. If the student is also in the University Honors Program, the committee will forward its evaluation results to the University Honors Program Director. Notification of successful completion of Departmental Honors in Education will be forwarded to the Registrar for notation on the student's official Wittenberg transcript. In the event that the Honors Committee evaluates the thesis as having merit but not having the high quality required for honors work, the student will not receive Departmental Honors but may still receive credit in the form of an independent study.

## TIMELINE

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### **TWO SEMESTERS PRIOR TO BEGINNING THESIS WORK**

- Consult with your Education Department advisor about an honors thesis topic and a possible departmental chair for your Honors Committee (i.e., Honors Committee Chair).

### **ONE SEMESTER PRIOR TO BEGINNING THESIS WORK**

- Determine two additional committee members: one member from within the Education Department and one member from outside the department.
- Submit a one-page proposal to your Honors Committee Chair, who will share it with (and get approval from) the Education Department Chair. Include the following: topic, summary of three research articles you have read about the topic, ideas for literature review and methodology (research and hybrid thesis proposal only), plans for completing the thesis (applied and hybrid thesis proposal only).
- Submit an Independent Study form during registration week the semester(s) prior to taking EDUC 490: <https://www.wittenberg.edu/sites/default/files/media/registrar/forms/IndependentStudyProposalForm-Rev2022-3.pdf>

### **DURING THE SEMESTER(S) OF EDUC 490 ENROLLMENT**

- Schedule and attend regular meetings with your Honors Committee Chair for review of progress.
- Complete the requirements specific to the type of thesis you are completing:
  - Research: Draft Chapters 1–3 and, if needed, fulfill University Institutional Review Board (IRB) requirements—Follow the guidelines to complete the IRB Petition and supporting documents (including participant consent form, written permission from your research site, and CITI Training): <https://www.wittenberg.edu/research-ethics-compliance>. As the Principal Investigator, your Honors Committee Chair will submit these to the IRB.
  - Applied: Draft Introduction, Annotated Bibliography, and Thesis Plan.
  - Hybrid: Draft Introduction, Annotated Bibliography, and Thesis Plan. If needed, fulfill University Institutional Review Board (IRB) requirements—Follow the guidelines to complete the IRB Petition and supporting documents (including participant consent form, written permission from your research site, and CITI Training): <https://www.wittenberg.edu/research-ethics-compliance>. As the Principal Investigator, your Honors Committee Chair will submit these to the IRB.
- Submit an Honors Thesis Course Proposal and Registration form during registration week the semester prior to taking EDUC 499: [https://www.wittenberg.edu/sites/default/files/media/registrar/Honors%20Thesis%20Proposal\\_0.pdf](https://www.wittenberg.edu/sites/default/files/media/registrar/Honors%20Thesis%20Proposal_0.pdf)

### **DURING THE SEMESTER OF EDUC 499 ENROLLMENT**

- Schedule your oral defense for no later than the twelfth week of the semester.
- Schedule and attend regular meetings with your Honors Committee Chair for review of progress.
- Complete the requirements specific to the type of thesis you are completing:
  - Research: Upon IRB approval (if required), conduct research, and draft Chapters 4–5.
  - Applied: Follow Thesis Plan and draft Conclusion.
  - Hybrid: Upon IRB approval (if required), conduct research, follow Thesis Plan, and draft Conclusion.
- By the tenth week of the semester and upon approval from your Honors Committee Chair, provide your complete thesis draft to committee members.
- By the twelfth week of the semester, complete your oral defense.
- By the end of the semester, revise your thesis draft as suggested by your committee members, submit a Word document of your revised thesis to your Honors Committee Chair, and submit the Electronic Thesis and Dissertation Center Release form (see Appendix B) to the Honors Program Assistant.

## RESEARCH THESIS COMPONENTS

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Although every research thesis is unique, the following components are required (except for the few preliminary pages that are designated as optional). Each component is listed in the order it must appear.

### PRELIMINARY PAGES

- Title Page: See Appendix C for an example Title Page.
- Abstract: Write a brief (maximum 150 words) yet comprehensive summary of the research, including purpose, participants, methods, and major findings/results/conclusions.
- Dedication (optional): Write a statement to dedicate your research to a person, group, or cause.
- Acknowledgements (optional): Write a statement to recognize the people and institutions that helped your research and writing.
- Table of Contents: Include all major headings that appear throughout the thesis and corresponding page numbers.
- List of Tables (if applicable): Include a list of all tables that appear throughout the thesis and corresponding page numbers.
- List of Figures (if applicable): Include a list of all figures that appear throughout the thesis and corresponding page numbers.

### CHAPTER 1: INTRODUCTION

- Suggested Length: 2 pages
- Description: Begin with a brief opening that leads the reader into the subject of your paper—This is your opportunity to engage and draw the reader into your research. Then provide a short overview of your study, including (a) your research question and (b) the study's participants, location, and research design. End the chapter by describing why you undertook this study, why it is significant, and what it is that you hoped to accomplish.

### CHAPTER 2: LITERATURE REVIEW

- Suggested Length: 8 pages
- Description: Restate the subject of your study and list the topics (at least three) you will include in your review. Then, create subheadings in which you summarize and analyze relevant literature related to each topic and briefly explain how it relates to your study. End the chapter by synthesizing the information from all three topics and reiterate how it relates to your study. Then provide a transition sentence that leads the reader into Chapter 3. (NOTE: In-text citations for at least 10 empirical studies are required in this chapter.)

### CHAPTER 3: METHODOLOGY

- Suggested Length: 5 pages
- Description: Restate the subject of your study and describe the research design (i.e., quasi-experiment, case study) you used. Then, create subheadings for the following:
  - Participants: Describe the study participants, including demographic information as well as how and why you chose them.
  - Setting: Describe when and where your study took place, including the community, school, and classroom (or other space where the research happened).
  - Data Collection: Thoroughly describe each tool you used to collect your data (at least one paragraph per tool). For commercially available tools, give author and publication date, tell what

the tool measures, and explain how it was administered to the participants. For researcher-developed tools or collection strategies, describe how you designed the tool, what data you wanted to collect, and how it was administered to the participants or used to collect data. Refer the reader to your appendices for samples of each data collection tool.

- Data Analysis: Thoroughly describe the analysis for each data collection tool and how each type of analysis addresses the research question(s).
- Procedures: List all steps (in chronological order and including dates) you took to recruit participants (if applicable) and obtain consent, gather data, and analyze data. A figure, such as a timeline, might be useful to include here.
- Summary: End the chapter by briefly summarizing the information you included in Chapter 3. Then provide a transition sentence that leads the reader into Chapter 4.

See Appendix C for an example Chapter 3.

#### **CHAPTER 4: FINDINGS**

- Suggested Length: 10 pages
- Description: Restate the subject of your study and explain that you will use this chapter to present your research findings. Then present the data you collected using text as well as tables and figures. Each table and figure must be numbered (e.g., Table 1) and include a title. Figures might include graphs or samples of data you collected (e.g., a student writing sample). Above each table or figure, write a short paragraph introducing the data being presented in the table or figure. You must specifically refer to the table or figure by name (e.g., Figure 2), and the table or figure must appear immediately after the paragraph in which you referred to it. If the table or figure does not fit on the page, you must move it to the next page (with no new paragraph in between). Continue your narrative under the table or figure by pointing out important or interesting data presented in the preceding table or figure. End the chapter by briefly summarizing your findings and providing a transition sentence that leads the reader into Chapter 5.

#### **CHAPTER 5: DISCUSSION**

- Suggested Length: 5 pages
- Description: Restate the subject of your study and briefly outline the contents of Chapter 5. Then provide a detailed interpretation of the findings from Chapter 4 and connect those findings to your literature review (e.g., Were the findings different from or similar to the literature? What does your study add to what we already know about the topic?). Next, reflect as the researcher: What was successful? What would you do differently, and why? What are the implications of your study to your research site? What do you recommend a future researcher do with your work? Finally, describe the limitations of your methodology and findings. End the chapter by summarizing your entire research project (question, methodology, findings, implications for research and practice).

#### **REFERENCES**

Provide a full APA reference for every in-text citation included in your paper.

#### **APPENDICES**

Include blank copies of the consent form(s) and data collection tool(s) you used, as well as any other document referenced within the thesis.

## APPLIED THESIS COMPONENTS

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Although every applied thesis is unique, the following components are required (except for the few preliminary pages that are designated as optional).

### PRELIMINARY PAGES

- Title Page: See Appendix C for an example Title Page.
- Abstract: Write a brief (maximum 150 words) yet comprehensive summary of the thesis.
- Dedication (optional): Write a statement to dedicate your research to a person, group, or cause.
- Acknowledgements (optional): Write a statement to recognize the people and institutions that helped your research and writing.
- Table of Contents: Include all major headings that appear throughout the thesis and corresponding page numbers.
- List of Tables (if applicable): Include a list of all tables that appear throughout the thesis and corresponding page numbers.
- List of Figures (if applicable): Include a list of all figures that appear throughout the thesis and corresponding page numbers.

### INTRODUCTION

- Suggested Length: 2 pages
- Description: Begin with a brief opening that leads the reader into the subject of your paper—This is your opportunity to engage and draw the reader into your research. Then provide a short overview of your thesis, including (a) your thesis topic and (b) an explanation of why you undertook this thesis, why it is significant, and what it is that you hoped to accomplish.

### ANNOTATED BIBLIOGRAPHY

- Suggested Length: 5 pages
- Description: Provide full references for at least 10 scholarly sources relevant to your topic. Under each reference, summarize and analyze information from the source and state how it relates to your topic. Then synthesize the information from all sources and reiterate how it relates to your topic.

### THESIS PLAN

- Suggested Length: 5 pages
- Description: Describe the product/deliverable you created and how it relates to the thesis topic. In your description, explain how the information from the annotated bibliography was used in completing your product/deliverable. Then, list all steps (in chronological order and including dates) you took to complete the thesis. A figure, such as a timeline, might be useful to include here.

### PRODUCT/DELIVERABLE

- Description: Provide a completed product/deliverable that follows the procedures that were set forth in the thesis plan and agreed upon by the honors committee. Images and/or hyperlinks are permitted in this section if needed.

### CONCLUSION

- Suggested Length: 3 pages
- Description: Describe the main takeaways from the thesis and how they relate to the existing literature on the topic, reflect on the process of completing the thesis, suggest implications for future practice and research, and address any limitations of your thesis.



## HYBRID THESIS COMPONENTS

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Although every hybrid thesis is unique, the following components are required (except for the few preliminary pages that are designated as optional).

### PRELIMINARY PAGES

- Title Page: See Appendix C for an example Title Page.
- Abstract: Write a brief (maximum 150 words) yet comprehensive summary of the thesis.
- Dedication (optional): Write a statement to dedicate your research to a person, group, or cause.
- Acknowledgements (optional): Write a statement to recognize the people and institutions that helped your research and writing.
- Table of Contents: Include all major headings that appear throughout the thesis and corresponding page numbers.
- List of Tables (if applicable): Include a list of all tables that appear throughout the thesis and corresponding page numbers.
- List of Figures (if applicable): Include a list of all figures that appear throughout the thesis and corresponding page numbers.

### INTRODUCTION

- Suggested Length: 2 pages
- Description: Begin with a brief opening that leads the reader into the subject of your paper—This is your opportunity to engage and draw the reader into your research. Then provide a short overview of your study, including (a) your research question and (b) an explanation of why you undertook this study, why it is significant, and what it is that you hoped to accomplish.

### ANNOTATED BIBLIOGRAPHY

- Suggested Length: 5 pages
- Description: Select three topics relevant to your research. Provide full references for at least 10 total empirical studies related to those topics. Under each reference, summarize and analyze information from the study and state how it relates to your research. Then synthesize the information from all 10 studies and reiterate how it relates to your research.

### THESIS PLAN

- Suggested Length: 6 pages
- Description: Describe the research design, participants (including demographic information), setting (including the community as well as the school, classroom, and/or research space where the study took place), design and administration of data collection tools, and analysis used for each data collection tool. Then describe the product/deliverable and how it incorporates the study's findings. Finally, list all steps (in chronological order and including dates) you took to complete the study and create the product/deliverable. A figure, such as a timeline, might be useful to include here.

### PRODUCT/DELIVERABLE

- Description: Provide a completed product/deliverable that follows the procedures that were set forth in the thesis plan and agreed upon by the honors committee. Images and/or hyperlinks are permitted in this section if needed.

## **CONCLUSION**

- Suggested Length: 3 pages
- Description: Describe the main takeaways from the thesis and how they relate to the existing literature on the topic, reflect on the process of completing the thesis, suggest implications for future practice and research, and address any limitations of your thesis.

## **REFERENCES**

Provide a full APA reference for every in-text citation included in your paper.

## **APPENDICES**

Include blank copies of the consent form(s) and data collection tool(s) you used, as well as any other document referenced within the thesis.

## STYLE AND FORMATTING

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Use the following guidelines to establish clarity, precision, and inclusivity in your thesis.

### APA STYLE

Type your thesis in Times New Roman 12 pt font or Arial 11 pt font, double-space your text, use 1” margins, and include page numbers. Additionally, be sure to use active voice and first-person point of view.

- ✓ Acceptable Example: I collected writing samples from each student.
- ✗ Unacceptable Example: The researcher collected writing samples from each student.
- ✗ Unacceptable Example: Writing samples were collected from each student.

Refer to the current edition of the *APA Style Manual* for additional style and formatting guidelines.

**NOTE: For Applied and Hybrid Theses, your product/deliverable may follow alternative style/formatting guidelines (as agreed upon by your committee members) to better align with the specific goals and requirements of your thesis.**

### ACCESSIBILITY REQUIREMENTS

Wittenberg student theses will be submitted to the OhioLINK Electronic Theses and Dissertations (ETD) Center. Students will be required to send theses to the local ETD Administrator in Microsoft Word format. The ETD Administrator will then check for the following accessibility requirements to help ensure that individuals with disabilities have equal access to the ETD Center before converting to PDF and submitting to the ETD Center:

1. The PDF file includes full text.
2. The PDF accessibility permission flag is checked.
3. The text language of the PDF is specified.
4. Figures and images include alternative text.
5. The PDF includes a title.

## ORAL DEFENSE

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The oral defense consists of the honors student and all three committee members and takes place in Blair Hall. At the beginning of the semester in which you are enrolled in EDUC 499, schedule your oral defense date/time for no later than the twelfth week of the semester and ask the Academic Department Assistant to reserve a room at the agreed upon date and time.

By the tenth week of the semester and upon approval from your Honors Committee Chair, email your complete thesis draft to each committee member so that they have time to read and review your work.

In preparation for your oral defense, create a 10- to 15-minute presentation (usually in the form of a PowerPoint) outlining the major components of your thesis. The following must be included:

- **Research Thesis**
  - Research question
  - Brief summary of literature review
  - Description of research design, data collection tools, and data analysis methods
  - Overview of major findings and how they relate to/add to literature review
  - Limitations
  - Implications for future research and practice
- **Applied Thesis**
  - Topic
  - Brief summary of annotated bibliography
  - Description of process used in creating product/deliverable
  - Presentation of product/deliverable and how it relates to relevant literature
  - Limitations
  - Implications for future research and practice
- **Hybrid Thesis**
  - Research question
  - Brief summary of literature review
  - Description of research design, data collection tools, and data analysis methods
  - Overview of major findings and how they relate to/add to literature review
  - Limitations
  - Implications for future research and practice
  - Overview of deliverable

In addition to sharing your presentation at your oral defense, you will also answer questions posed by your committee members (e.g., Why did you choose to conduct interviews instead of sending surveys? What would you do differently if you could recreate your deliverable?). This question-answer period should last no more than 30 minutes.

After the question-answer period, you will leave the room so that your committee members can rate your written thesis and oral defense using the appropriate thesis rubrics and complete the Thesis Scoring Sheet (see Appendix D). After members agree on rubric scores, your Honors Committee Chair will call you back into the room to let you know your results. In most instances, your committee members will ask you to make minor revisions to your written thesis before your Honors Committee Chair files a final copy with the Education Department and notifies the Honors Department of successful thesis completion.

## APPENDIX A: THESIS FORMATS

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Examples of thesis formats include, but are not limited to, the following:

### RESEARCH THESIS

- **Action Research:** While less formal than traditional research, this type of project can be fast-paced with robust results. Although the findings are often not generalizable, the strategies used are contextual and practical. Action research works well in the field of education because educators are continuously presented with challenges that need to be addressed immediately. To complete the action research, you would first identify an issue, develop and implement one or more interventions, collect data, reflect on that data, and make changes or continue “as is.” Following are some examples of action research:
  - Increasing student engagement through a specific method of learning
  - Enhancing reading comprehension with targeted strategies
  - Improving critical thinking skills through a certain teaching strategy
  - Reducing bullying by implementing a specific set of research-based strategies
  - Promoting teacher-student or parent-teacher relationships using a new method
  - Changing a specific behavior by using targeted interventions
- **Case Study:** This format offers an in-depth examination of a specific instance or event related to the field of education. Through observation, interviews, and document analysis, a case study thoroughly explains the context, problems, and solutions relevant to the specific topic. The richness and uniqueness of each case can lead to insights not achieved through broad-scale research. As you undertake a case study, ensure ethical practices and respect the privacy of participants. Examples of case studies include the following:
  - An exploration of a successful inclusive classroom model
  - A deep dive into a school's response to a natural disaster
  - Understanding parental involvement in a specific ethnic community
  - Evaluating the effects of a new school policy on student behavior
- **Collection of Perspectives:** This format aggregates views, beliefs, and opinions from various stakeholders about a specific educational topic. These perspectives can be gathered through surveys, interviews, or focus group discussions. By capturing a diverse range of voices, this format highlights the richness of different experiences and provides a holistic view of the subject. Some examples include the following:
  - Teachers' perspectives on the challenges and rewards of remote learning
  - Student experiences with project-based learning in a specific school
  - Parental views on school-home communication systems
  - Administrators' insights into the implementation of a new curriculum

### APPLIED THESIS

- **Collection of Resources:** After reviewing the scholarly research on your topic, you might discover that a gap exists in a comprehensive, annotated list of existing resources for use by a certain group of consumers. Based on the recommendations of experts in the field, you could create such a list as a guide that could be distributed to a targeted audience. Remember, when creating an annotated list of resources, you must thoroughly evaluate the resources to ensure they are reliable, evidence-based, and appropriate for the target audience. Following are some examples of such a list:
  - Parent resources for supporting children with a certain need or disability
  - Artificial Intelligence (A.I.) guidelines for teachers of a specific subject area

- Classroom management strategies that target a specific need
- Collaborative strategies to increase student achievement in a certain setting
- **Program Review:** This involves a comprehensive evaluation of a particular program or intervention implemented in an educational setting. Through data collection, analysis, and interpretation, the effectiveness, challenges, and areas of improvement for the program can be identified. This type of project is particularly useful for schools or districts considering the adoption of a similar program. Some examples of program reviews include the following:
  - Analyzing the success of an after-school mentoring program
  - Evaluating the impacts of a school-wide positive behavior support system
  - Assessing the outcomes of a new literacy initiative
  - Reviewing a school's new STEM integration program
- **New Material or Resource Development:** In this format, you would create educational materials or resources that are not currently available or need improvement. This could range from textbooks to e-learning modules or even interactive games. The development process should be rooted in current research and best practices. Some examples include the following:
  - Developing an e-learning module on environmental education for middle school
  - Creating an interactive app to teach mathematics concepts
  - Designing a culturally relevant textbook for a specific community or region
  - Producing instructional videos on classroom management techniques
- **Development of a New Practice:** This involves identifying an area in education that could benefit from a novel approach or practice. Grounded in evidence-based research, you would design, possibly implement, and evaluate the new practice. Some examples of new practices include the following:
  - A new method for peer assessment in high school settings
  - A novel classroom design that enhances student collaboration
  - An innovative approach to parental involvement in urban schools
  - A fresh technique for teaching a complex topic, such as quantum physics, to young learners

### **HYBRID THESIS**

- **Academic Journal Article:** This format involves conducting research (see research thesis suggestions above), finding a scholarly journal with which to share your research findings, writing a research article according to the guidelines set forth by the chosen journal, and engaging in the submission and (if applicable) publication processes.
- **Poster Presentation:** This option involves conducting research (see research thesis suggestions above), finding an outlet with which to share your research findings (e.g., local or national conference), creating a poster according to the guidelines set forth by the chosen outlet, writing and submitting a proposal to the chosen outlet, and (if your proposal is accepted) presenting your poster.
- **Educational Product Development and Testing:** Conduct a review of relevant research regarding an educational product. Then, using the knowledge you gained, improve an existing product or create samples or prototypes of a new product. Finally, test and evaluate/analyze your product's effectiveness with the intended end-users.

## **APPENDIX B: THESIS SAMPLE PAGES**

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This appendix includes a sample of a Title Page and a research thesis Chapter 3 to illustrate proper formatting and provide example content.

Insert 4 single spaces.

**Research Title**

Title is centered, bold, and written in uppercase and lowercase.

One-line title: insert 6 single spaces  
Two-line title: insert 5 single spaces

by

Insert 5 single spaces.

Left margin of every page is 1 inch.

Full Name of Student

Right margin of every page is 1 inch.

Insert 5 single spaces.

A thesis submitted to the faculty of  
Wittenberg University  
in partial fulfillment of the requirements for

Insert 5 single spaces.

DEPARTMENTAL HONORS IN EDUCATION

Insert 7 single spaces.

Wittenberg University

Insert 1 single space.

May 2024



*All text throughout the thesis is double-spaced (with the exception of the Title Page).*

## Chapter Three

### Methodology

*Chapter number (Level 1 heading) is centered, bold, and written in uppercase and lowercase; chapter title appears below.*

[Restate the subject of your study and describe the research design (i.e., quasi-experiment, case study) you used.]

#### **Participants**

*Level 2 heading is flush left, bold, and written in uppercase and lowercase.*

[Describe participants, including demographic information as well as how and why these participants were chosen. A table providing demographic information may also be useful here.]

**Table 1**

*Participant Information*

*Captions for tables and figures are in bold and include a number. Each Table and Figure caption includes a title below it in italics. The title is written in uppercase and lowercase.*

<b>Name</b>	<b>Age</b>	<b>Race/Ethnicity</b>	<b>Gender</b>
Alex	12	White	Female
Josue	11	Hispanic	Male
Sadie	12	White	Female
Tyrell	12	Black	Male

*Tables and figures should NOT break across pages.*

*Tables do NOT include vertical lines.*

#### **Setting**

[Describe when and where your study took place, including the community, school, and classroom (or other space where the research happened).]

#### **Data Collection**

[If you used more than one data collection tool, briefly introduce each one. If you did not use more than one data collection tool, you do not need an intro paragraph.]

***Name of First Data Collection Tool*** [If only one tool was used, no heading is needed here]

[Thoroughly describe the first tool you used to collect your data.]

***Name of Second Data Collection Tool*** [optional]

*Level 3 heading is flush left, bold and italics, and written in uppercase and lowercase.*

[Thoroughly describe the second tool you used to collect your data.]

***Name of Third Data Collection Tool*** [optional]

[Thoroughly describe the third tool you used to collect your data.]

## **Data Analysis**

[If you used more than one data analysis method, briefly introduce each one. If you did not use more than one data analysis method, you do not need this intro paragraph.]

***First Data Analysis Method*** [If only one analysis method was used, no heading is needed here]

[Thoroughly describe the first analysis method you used and how it addresses the research question(s).]

***Second Data Analysis Method*** [optional]

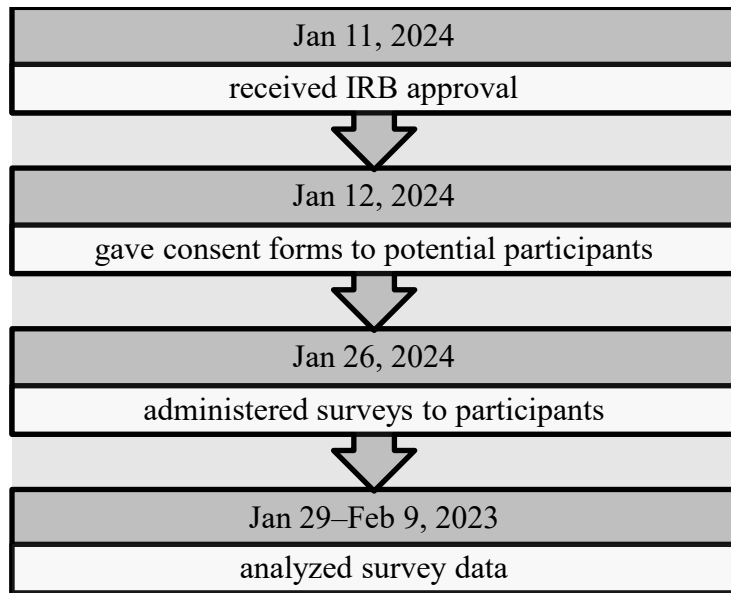
[Thoroughly describe the second analysis method you used and how it addresses the research question(s).]

***Third Data Analysis Method*** [optional]

[Thoroughly describe the third analysis method you used and how it addresses the research question(s).]

## **Procedures**

[Describe all steps (in chronological order and including dates) you took to recruit participants (if applicable) and obtain consent, gather data, and analyze data. A figure, such as a timeline, might be also useful here.]

**Figure 1***Research Timeline***Summary**

[Briefly summarize the information you included in Chapter 3. Then provide a transition sentence that leads the reader into Chapter 4.]

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## APPENDIX C: ONLINE HONORS THESIS ARCHIVE AND FORM

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Starting in 2003, Wittenberg's Library and Honors Program started archiving Honors Theses on the internet in order to showcase the best Wittenberg student research and make it available to other researchers. Starting in 2006, we also started working with OhioLINK to contribute Wittenberg honors theses to the statewide Electronic Thesis and Dissertation (ETD) Center. We request your assistance and permission in posting your recently approved thesis in these collections.

A record for your thesis would appear in EZRA, Wittenberg's library catalog; the record would also be contributed to the OhioLINK catalog and in the OhioLINK ETD Center. The record would include appropriate subject headings, just like other library materials. This will allow other researchers to find and make use of your research in a fashion similar to how they would use an electronic book or online journal article. Once your paper is in the ETD Center, it will be available to download on the internet, and it will be indexed by Google, Yahoo, Microsoft, and other internet search engines. You can view previous theses already in the archive at [https://www.wittenberg.edu/lib/witt\\_pubs/honors](https://www.wittenberg.edu/lib/witt_pubs/honors)

In order to include your thesis in this archive, please fill out the attached permission form and return it to the Honors Program Assistant; the final electronic copy of the most current and complete version of your thesis (including references and any introductory materials, prefaces, forwards, acknowledgments, cover pages, etc.) will be sent to the library for publication when all have been submitted.

**What if you want to restrict access to your work?** If you have submitted (or are planning to submit) your thesis for publication (e.g., in a scholarly journal) you may wish to limit access to Wittenberg users, as many journals will not publish material that is already freely available online. If this is your situation, please let us know – we can include mention of your publication in our archive, pointing users to your published research! *We would still like to have an electronic copy of your work for local use, as that will not affect your chances for later re-publication.*

**Does contributing your thesis mean giving up your rights to the work?** No. You own your work. By contributing to this archive you are not giving up your ownership of your work; by signing the attached form and contributing your thesis to the archive, you are allowing a particular use of the work and you will be free to distribute the work in other ways (including selling it) if you so desire.

To contribute your work, please send the electronic copy of your thesis as a Word document and the permission form (see next page) to the Honors Program Assistant by the last week of the semester in which you intend to graduate.

**Permission for Archiving Wittenberg Honors Theses in  
OhioLINK's Electronic Thesis and Dissertation (ETD) Center and  
Wittenberg's Electronic Archive**

To submit your thesis for archiving, please sign and return this form to Beth Hallauer in the University Honors Program and send an **electronic copy** of your thesis in MS Word, Word Perfect, or RTF format to [hallauerb@wittenberg.edu](mailto:hallauerb@wittenberg.edu). Along with the electronic copy, *please include a brief abstract* if possible.

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**Thesis information and Release form:**

Your name: \_\_\_\_\_

Mailing address: \_\_\_\_\_

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

Country of citizenship: \_\_\_\_\_ Year of Birth: \_\_\_\_\_

Major(s): \_\_\_\_\_

Thesis Department(s): \_\_\_\_\_

Advisor: \_\_\_\_\_

Other Committee Members: \_\_\_\_\_

Title of Thesis: \_\_\_\_\_

University Honors?    Y / N (circle one)

Degree BA / BFA / BM / BS (circle one or more as applicable)

I hereby grant to the Ohio Library and Information Network (OhioLINK) and to Wittenberg University the **non-exclusive right to archive, reproduce and distribute my thesis**, in whole or in part, and/or my abstract, in whole or in part, in and from an electronic format, subject to the release date subsequently stipulated in this submittal form and approved by my school.

I represent and warrant that the **thesis and its abstract are my original work**, do not infringe or violate any rights of others, and that I make these grants as the sole owner of the rights of my thesis and its abstract. I warrant that **I have obtained written permissions from the owner(s) of each third party copyrighted matter** to be included in my thesis and will supply copies of such upon request by my school. I acknowledge that OhioLINK and Wittenberg will not distribute my thesis or its abstract if, in their reasonable judgment, they believe all such rights have not been secured.

I acknowledge that **I retain ownership rights to the copyright of my work**. I also retain the right to use all or part of this thesis or dissertation in future works (such as articles or books).

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Signature

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Date

## **APPENDIX D: THESIS SCORING SHEET AND RUBRICS**

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Prior to the oral defense, each committee member evaluates the thesis using the appropriate Written Thesis Rubric. During the oral defense, each committee member evaluates the oral defense using the appropriate Oral Defense Rubric. Then committee members confer to determine a collective score for each rubric and complete a Thesis Scoring Sheet. The written thesis and oral defense must each be passed with a grade of 90% or higher for the student to earn Departmental Honors.

The rubrics provided on the following pages outline essential guidelines for evaluating the quality and rigor of each type of thesis. If needed, students and their committee members may choose to modify a rubric to better align with the specific goals and requirements of an individual thesis. All rubric modifications must be agreed upon by the student, committee chair, and additional committee members and must be finalized and documented before the student's oral defense date. Note: Although modifications can be made, the total point value for each rubric must not change.

**THESIS SCORING SHEET**

Student Name:				Date of Oral Defense:			
Honors Committee Chair:				Additional Committee Members:			
Title of Thesis:							
Rubrics used for scoring: <input type="checkbox"/> Research Thesis <input type="checkbox"/> Applied Thesis <input type="checkbox"/> Hybrid Thesis				Modifications to the Rubrics: <input type="checkbox"/> No modifications <input type="checkbox"/> Description of and Justification for Modifications:			
	Not Evident (0%) Column Totals	Developing (70%) Column Totals	Accomplished (90%) Column Totals	Exemplary (100%) Column Totals	Total Points	% Earned	Letter Grade Earned
A) Written Thesis Rubric					/240	%	
B) Oral Defense Rubric					/160	%	
C) Combined Total (A+B)					/400	%	

**Grading Scale**

98–100% A+	88–89% B+	78–79% C+	68–69% D+	–59% F
93–97% A	83–87% B	73–77% C	63–67% D	
90–92% A-	80–82% B	70–72% C-	60–62% D-	

**Signatures**

Student signature indicates receipt of this Scoring Sheet and copies of the Rubrics. Honors Committee signatures indicate agreement with the final scores and grade.

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Honors Committee Chair: \_\_\_\_\_ Date: \_\_\_\_\_

Committee Member: \_\_\_\_\_ Date: \_\_\_\_\_

Committee Member: \_\_\_\_\_ Date: \_\_\_\_\_

**RESEARCH THESIS RUBRICS****Written Thesis Rubric**

		<b>Not Evident (0%)</b>	<b>Developing (70%)</b>	<b>Accomplished (90%)</b>	<b>Exemplary (100%)</b>
<b>Chapter 1: Introduction</b>	<b>Research Question</b>	<b>0 Points</b> Does not provide any indication of the research question.	<b>7 Points</b> Alludes to the research question.	<b>9 Points</b> Explicitly states the research question.	<b>10 Points</b> Includes an engaging and creative opening that effectively draws the reader into the research topic and explicitly states the research question.
	<b>Research Participants, Setting, &amp; Design</b>	<b>0 Points</b> Does not provide a brief overview of the study participants, setting, or research design.	<b>7 Points</b> Provides a brief overview of one of the following: study participants, setting, research design.	<b>9 Points</b> Provides a brief overview of two of the following: study participants, setting, research design.	<b>10 Points</b> Provides a brief overview of the study participants, setting, and research design.
	<b>Research Rationale</b>	<b>0 Points</b> Does not articulate a rationale for undertaking the study.	<b>7 Points</b> Articulates a rationale for undertaking the study that is confusing or unconvincing.	<b>9 Points</b> Articulates an appropriate rationale for undertaking the study.	<b>10 Points</b> Articulates an appropriate rationale for undertaking the study that draws on relevant research.



		<b>Not Evident (0%)</b>	<b>Developing (70%)</b>	<b>Accomplished (90%)</b>	<b>Exemplary (100%)</b>
<b>Chapter 2: Literature Review</b>	<b>Summary and Analysis of Relevant Literature</b>	<p><b>0 Points</b></p> <p>Accurately summarizes fewer than five empirical studies related to the thesis research.</p>	<p><b>14 Points</b></p> <p>Organizes the literature review into at least two relevant topics and accurately summarizes at least five total empirical studies related to those topics.</p>	<p><b>18 Points</b></p> <p>Organizes the literature review into three relevant topics, accurately summarizes at least eight total empirical studies related to those topics, and briefly explains how the studies relate to the thesis research.</p>	<p><b>20 Points</b></p> <p>Organizes the literature review into three relevant topics, accurately summarizes and analyzes at least ten total empirical studies related to those topics, and briefly explains how the studies relate to the thesis research.</p>
	<b>Synthesis of Relevant Literature</b>	<p><b>0 Points</b></p> <p>Ends the chapter by accurately synthesizes the information from fewer than two of the literature review topics.</p>	<p><b>7 Points</b></p> <p>Ends the chapter by accurately synthesizing the information from two of the literature review topics.</p>	<p><b>9 Points</b></p> <p>Ends the chapter by accurately synthesizing the information from all three literature review topics.</p>	<p><b>10 Points</b></p> <p>Ends the chapter by accurately synthesizing the information from all three literature review topics and reiterating how it relates to the study.</p>
	<b>In-Text Citations</b> (Failure to include all in-text citations constitutes plagiarism and will result in failure of the Honors Thesis.)	<p><b>0 Points</b></p> <p>Includes in-citations for all sources. More than six errors in completeness and/or accuracy are present.</p>	<p><b>7 Points</b></p> <p>Includes in-citations for all sources. Four to six errors in completeness and/or accuracy are present.</p>	<p><b>9 Points</b></p> <p>Includes in-citations for all sources. One to three errors in completeness and/or accuracy are present.</p>	<p><b>10 Points</b></p> <p>Includes in-citations for all sources. Citations are complete and accurate.</p>

		<b>Not Evident (0%)</b>	<b>Developing (70%)</b>	<b>Accomplished (90%)</b>	<b>Exemplary (100%)</b>
<b>Chapter 3: Methodology</b>	<b>Research Design</b>	<p><b>0 Points</b> Does not state the research design, or the research design is inappropriate for answering the research question.</p>	<p><b>7 Points</b> Provides an inaccurate description of the research design. Nevertheless, the design is appropriate for answering the research question.</p>	<p><b>9 Points</b> Provides an accurate description of the research design. Although not explicitly stated, it is clear that the design is appropriate for answering the research question.</p>	<p><b>10 Points</b> Provides an accurate and comprehensive description of the research design and why it is appropriate for answering the research question.</p>
	<b>Participants</b>	<p><b>0 Points</b> Does not describe participants.</p>	<p><b>7 Points</b> Provides a vague description of participants.</p>	<p><b>9 Points</b> Provides a highly detailed description of participants, including thorough demographic information.</p>	<p><b>10 Points</b> Provides a highly detailed description of participants is, including thorough demographic information and a well-justified rationale for participant selection.</p>
	<b>Setting</b>	<p><b>0 Points</b> Does not describe the setting.</p>	<p><b>7 Points</b> Provides a vague description of the setting.</p>	<p><b>9 Points</b> Provides a detailed description of the school, classroom, and/or research space where the study took place.</p>	<p><b>10 Points</b> Provides a detailed description of the setting, including the community as well as the school, classroom, and/or research space where the study took place.</p>

		<b>Not Evident (0%)</b>	<b>Developing (70%)</b>	<b>Accomplished (90%)</b>	<b>Exemplary (100%)</b>
	<b>Data Collection Methods</b>	<p><b>0 Points</b> Does not include a description of the design or administration of data collection tools, or the data collection tools are inappropriate for answering the research question.</p>	<p><b>7 Points</b> Includes a description of the design and/or administration of data collection tools, but some information may be incorrect or missing. Although not explicitly stated, it is clear why each tool was chosen.</p>	<p><b>9 Points</b> Includes an accurate and thorough description of the design and administration of data collection tools. Although not explicitly stated, it is clear why each tool was chosen.</p>	<p><b>10 Points</b> Includes an accurate and thorough description of the design and administration of data collection tools as well as a rationale for why each tool was chosen.</p>
	<b>Data Analysis Methods</b>	<p><b>0 Points</b> Does not include a description of the data analysis method(s) used in the study, or the data analysis is inappropriate for answering the research question.</p>	<p><b>7 Points</b> Includes a description of the analysis used in the study, but some information may be incorrect or missing. Although not explicitly stated, it is clear how each type of analysis addresses the research question.</p>	<p><b>9 Points</b> Includes an accurate and thorough description of the analysis used for each data collection tool. Although not explicitly stated, it is clear how each type of analysis addresses the research question.</p>	<p><b>10 Points</b> Includes an accurate and thorough description of the analysis used for each data collection tool and appropriately explains how each type of analysis addresses the research question.</p>
	<b>Procedures</b>	<p><b>0 Points</b> Does not describe steps in the research process.</p>	<p><b>7 Points</b> Describes steps in the research process, but some steps may be missing or out of order.</p>	<p><b>9 Points</b> Describes all steps (in chronological order and including dates) in the research process.</p>	<p><b>10 Points</b> Thoroughly describes all steps (in chronological order and including dates) in the research process, allowing for easy replication.</p>

		<b>Not Evident (0%)</b>	<b>Developing (70%)</b>	<b>Accomplished (90%)</b>	<b>Exemplary (100%)</b>
<b>Chapter 4: Findings</b>	<b>Data Analysis</b>	<p><b>0 Points</b></p> <p>Much of the narrative surrounding data analysis is incorrect or missing, or the findings do not address the research question.</p>	<p><b>21 Points</b></p> <p>Provides an analysis of the data in narrative form, but some information may be incorrect or missing. Although not explicitly stated, it is clear how the findings address the research question.</p>	<p><b>27 Points</b></p> <p>Provides a complete and accurate analysis of the data in narrative form. Although not explicitly stated, it is clear how the findings address the research question.</p>	<p><b>30 Points</b></p> <p>Provides a complete and accurate analysis of the data in narrative form and explains how the findings address the research question.</p>
	<b>Tables &amp; Figures</b>	<p><b>0 Points</b></p> <p>Does not include data visualization tools or data visualization tools are inappropriate.</p>	<p><b>14 Points</b></p> <p>Incorporates data visualization tools, but some information is incorrect or missing.</p>	<p><b>18 Points</b></p> <p>Accurately presents key findings using appropriate data visualization tools.</p>	<p><b>20 Points</b></p> <p>Clearly and accurately presents key findings using appropriate data visualization tools, such as tables and figures.</p>
<b>Chapter 5: Discussion</b>	<b>Interpretation of Findings</b>	<p><b>0 Points</b></p> <p>Interprets the research findings incorrectly.</p>	<p><b>14 Points</b></p> <p>Interprets the research findings, but the interpretation is incomplete or confusing.</p>	<p><b>18 Points</b></p> <p>Appropriately interprets the research findings in light of the study's research question.</p>	<p><b>20 Points</b></p> <p>Appropriately interprets the research findings in light of the study's research question and draws connections to existing literature to provide additional context and support for interpretations.</p>

		<b>Not Evident (0%)</b>	<b>Developing (70%)</b>	<b>Accomplished (90%)</b>	<b>Exemplary (100%)</b>
	<b>Limitations &amp; Implications</b>	<p><b>0 Points</b></p> <p>Does not address limitations of the study and/or does not describe implications for future research and/or practice.</p>	<p><b>7 Points</b></p> <p>Addresses limitations of the study, but some apparent limitations may not be mentioned. Describes implications of the findings for future research and/or practice although some may be unwarranted.</p>	<p><b>9 Points</b></p> <p>Addresses any limitations of the study and describes the implications of the findings for future research or practice.</p>	<p><b>10 Points</b></p> <p>Addresses any limitations of the study and describes the implications of the findings for future research and practice.</p>
<b>Backmatter</b>	<p><b>References</b> (Failure to include all references constitutes plagiarism and will result in failure of the Honors Thesis.)</p>	<p><b>0 Points</b></p> <p>Includes full references for all sources cited throughout the paper. References are less than 60% complete and correct.</p>	<p><b>7 Points</b></p> <p>Includes full references for all sources cited throughout the paper. References are at least 60% complete and correct.</p>	<p><b>9 Points</b></p> <p>Includes a References page with full references for all sources cited throughout the paper. References are at least 75% complete and correct.</p>	<p><b>10 Points</b></p> <p>Includes a References page with full references in alphabetical order for all sources cited throughout the paper. References are at least 90% complete and correct.</p>
	<b>Appendix</b>	<p><b>0 Points</b></p> <p>Does not include blank copies of the consent form, data collection tools, or interventions included in the study.</p>	<p><b>7 Points</b></p> <p>Includes blank copies of some of the following study materials: consent form, data collection tools, intervention (if applicable)</p>	<p><b>9 Points</b></p> <p>Includes blank copies of the consent form, all data collection tools, and (if applicable) any intervention included in the study.</p>	<p><b>10 Points</b></p> <p>Includes blank copies of the consent form, all data collection tools, and (if applicable) any intervention included in the study.</p>

		<b>Not Evident (0%)</b>	<b>Developing (70%)</b>	<b>Accomplished (90%)</b>	<b>Exemplary (100%)</b>
<b>Conventions</b>	<b>Spelling, Grammar, Capitalization, &amp; Punctuation</b>	<p><b>0 Points</b>                      Errors in spelling, grammar, capitalization, and/or punctuation are so prevalent that the writing is often incomprehensible.</p>	<p><b>7 Points</b>                      Several errors in spelling, grammar, capitalization, and/or punctuation are present, but the writing is still comprehensible.</p>	<p><b>9 Points</b>                      Some errors in spelling, grammar, capitalization, and punctuation are present, but the writing still flows smoothly.</p>	<p><b>10 Points</b>                      Spelling, grammar, capitalization, and punctuation are perfect or nearly perfect.</p>

Total: \_\_\_\_\_/240 points (216 points required to pass with an A-)

## Oral Defense Rubric

	Not Evident (0%)	Developing (70%)	Accomplished (90%)	Exemplary (100%)
<b>Presentation</b>	<p><b>0 Points</b> Demonstrates a general lack of understanding of the research topic, methodology, and/or findings.</p>	<p><b>56 Points</b> Demonstrates a basic understanding of the research topic and methodology and communicates the research findings and their implications. Several pieces of information may be missing or incorrect.</p>	<p><b>72 Points</b> Demonstrates an adequate understanding of the research topic and methodology and effectively communicates the research findings and their implications. A few small pieces of information may be missing or incorrect.</p>	<p><b>80 Points</b> Demonstrates a deep understanding of the research topic and methodology and effectively communicates the research findings and their implications. Appropriate references to the literature review are incorporated throughout.</p>
<b>Question &amp; Answer Period</b>	<p><b>0 Points</b> Is unable to address questions/challenges or addresses them in an unprofessional manner.</p>	<p><b>56 Points</b> Addresses questions and challenges professionally but with responses that lack clarity and/or evidence.</p>	<p><b>72 Points</b> Addresses most questions and challenges with clarity and evidence-based responses. Displays professionalism and composure even when facing tough questions.</p>	<p><b>80 Points</b> Addresses questions and challenges with clarity and evidence-based responses. Displays confidence, professionalism, and composure even when facing tough questions.</p>

Total: \_\_\_\_\_/160 points (144 points required to pass with an A-)

**APPLIED THESIS RUBRICS****Written Thesis Rubric**

		<b>Not Evident (0%)</b>	<b>Developing (70%)</b>	<b>Accomplished (90%)</b>	<b>Exemplary (100%)</b>
<b>Introduction</b>	<b>Topic</b>	<b>0 Points</b> Does not provide any indication of the topic of the thesis.	<b>7 Points</b> Alludes to the topic of the thesis.	<b>9 Points</b> Explicitly states the topic of the thesis.	<b>10 Points</b> Includes an engaging and creative opening that effectively draws the reader in and explicitly states the topic of the thesis.
	<b>Rationale</b>	<b>0 Points</b> Does not articulate a rationale for undertaking the thesis.	<b>7 Points</b> Articulates a rationale for undertaking the thesis that is confusing or unconvincing.	<b>9 Points</b> Articulates an appropriate rationale for undertaking the thesis.	<b>10 Points</b> Articulates an appropriate rationale for undertaking the thesis that draws on relevant research.
<b>Annotated Bibliography</b>	<b>Summary and Analysis of Relevant Literature</b>	<b>0 Points</b> Accurately summarizes fewer than five scholarly sources related to the applied thesis.	<b>14 Points</b> Accurately summarizes at least five relevant scholarly sources related to the applied thesis.	<b>18 Points</b> Accurately summarizes at least eight scholarly sources related to the topic, and briefly explains how the sources relate to the applied thesis.	<b>20 Points</b> Accurately summarizes and analyzes at least ten scholarly sources related to the topic, and briefly explains how the sources relate to the applied thesis.
	<b>Synthesis of Relevant Literature</b>	<b>0 Points</b> Accurately synthesizes the information from fewer than two of the sources.	<b>7 Points</b> Accurately synthesizing the information from at least four of the sources.	<b>9 Points</b> Accurately synthesizes the information from at least six of the sources.	<b>10 Points</b> Accurately synthesizes the information from at least eight of the sources and reiterates how it relates to the thesis.



		<b>Not Evident (0%)</b>	<b>Developing (70%)</b>	<b>Accomplished (90%)</b>	<b>Exemplary (100%)</b>
	<b>References</b> (Failure to include all references constitutes plagiarism and will result in failure of the Honors Thesis.)	<b>0 Points</b> Includes full references for all sources. References are less than 60% complete and correct.	<b>7 Points</b> Includes full references for all sources. References are at least 60% complete and correct.	<b>9 Points</b> Includes full references for all sources. References are at least 75% complete and correct.	<b>10 Points</b> Includes full references for all sources. References are at least 90% complete and correct.
<b>Thesis Plan</b>	<b>Description of Product/Deliverable</b>	<b>0 Points</b> Does not describe the product/deliverable, or the product/deliverable does not relate to the topic.	<b>14 Points</b> Provides a vague or confusing description of the product/deliverable. Nevertheless, it seems to relate to the topic.	<b>18 Points</b> Provides a description of the product/deliverable. Although not explicitly stated, it is clear that it relates to the topic.	<b>20 Points</b> Provides a detailed description of the product/deliverable and how it relates to the topic.
	<b>Connection to Relevant Literature</b>	<b>0 Points</b> Does not include an explanation of how the information from the annotated bibliography was used in completing the product/deliverable.	<b>7 Points</b> Includes an explanation of how the information from the annotated bibliography was used in completing the product/deliverable. Much of the explanation is confusing or inaccurate.	<b>9 Points</b> Includes an appropriate explanation of how the information from the annotated bibliography was used in completing the product/deliverable.	<b>10 Points</b> Includes an appropriate and thorough explanation of how the information from the annotated bibliography was used in completing the product/deliverable.

		<b>Not Evident (0%)</b>	<b>Developing (70%)</b>	<b>Accomplished (90%)</b>	<b>Exemplary (100%)</b>
	<b>Procedures</b>	<p><b>0 Points</b> Does not describe steps for completing the product/deliverable.</p>	<p><b>14 Points</b> Describes steps for completing the product/deliverable, but some steps may be missing or out of order.</p>	<p><b>18 Points</b> Describes all steps (in chronological order and including dates) for completing the product/deliverable.</p>	<p><b>20 Points</b> Thoroughly describes all steps (in chronological order and including dates) for completing the product/deliverable, allowing for easy replication.</p>
<b>Product/Deliverable</b>	<b>Completeness</b>	<p><b>0 Points</b> Provides a completed product/deliverable that does not follow the procedures that were set forth in the thesis plan and agreed upon by the honors committee.</p>	<p><b>28 Points</b> Provides a completed product/deliverable that mostly follows the procedures that were set forth in the thesis plan and agreed upon by the honors committee.</p>	<p><b>36 Points</b> Provides a completed product/deliverable that follows the procedures that were set forth in the thesis plan and agreed upon by the honors committee.</p>	<p><b>40 Points</b> Provides a completed product/deliverable that follows the procedures that were set forth in the thesis plan and agreed upon by the honors committee but that exceeds expectations.</p>
	<b>Quality</b>	<p><b>0 Points</b> The information in the product/deliverable is mostly vague and/or incorrect.</p>	<p><b>21 Points</b> The information in the product/deliverable is somewhat thorough and/or accurate. Several pieces of important information may be vague and/or incorrect.</p>	<p><b>27 Points</b> The information in the product/deliverable is mostly thorough and accurate. A few minor pieces of important information may be vague and/or incorrect.</p>	<p><b>30 Points</b> The information in the product/deliverable is thorough, accurate, and engaging.</p>

		<b>Not Evident (0%)</b>	<b>Developing (70%)</b>	<b>Accomplished (90%)</b>	<b>Exemplary (100%)</b>
<b>Conclusion</b>	<b>Reflection</b>	<b>0 Points</b> Does not describe the main takeaways from the thesis or reflect on the process of completing the thesis.	<b>14 Points</b> Describes the main takeaways from the thesis or reflects on the process of completing the thesis.	<b>18 Points</b> Appropriately describes the main takeaways from the thesis and reflects on the process of completing the thesis.	<b>20 Points</b> Appropriately describes the main takeaways from the thesis and how they relate to the existing literature on the topic, and reflects deeply on the process of completing the thesis.
	<b>Implications</b>	<b>0 Points</b> Does not describe implications for future practice and research.	<b>7 Points</b> Describes implications for future practice and/or research although some may be unwarranted.	<b>9 Points</b> Describes implications for future practice or research.	<b>10 Points</b> Describes implications for future practice and research.
	<b>Limitations</b>	<b>0 Points</b> Does not address limitations of the thesis.	<b>7 Points</b> Addresses one limitation of the thesis.	<b>9 Points</b> Addresses multiple limitations of the thesis, but some apparent limitations may not be mentioned.	<b>10 Points</b> Addresses multiple limitations of the thesis.
<b>Conventions</b>	<b>Spelling, Grammar, Capitalization, &amp; Punctuation</b>	<b>0 Points</b> Errors in spelling, grammar, capitalization, and/or punctuation are so prevalent that the writing is often incomprehensible.	<b>14 Points</b> Several errors in spelling, grammar, capitalization, and/or punctuation are present, but the writing is still comprehensible.	<b>18 Points</b> Some errors in spelling, grammar, capitalization, and punctuation are present, but the writing still flows smoothly.	<b>20 Points</b> Spelling, grammar, capitalization, and punctuation are perfect or nearly perfect.

Total: \_\_\_\_\_/240 points (216 points required to pass with an A-)

## Oral Defense Rubric

	Not Evident (0%)	Developing (70%)	Accomplished (90%)	Exemplary (100%)
<b>Presentation</b>	<p><b>0 Points</b></p> <p>Demonstrates a general lack of understanding of the topic, product/deliverable, and/or implications.</p>	<p><b>56 Points</b></p> <p>Demonstrates a basic understanding of the topic and explains the product/deliverable and its implications. Several pieces of information may be missing or incorrect.</p>	<p><b>72 Points</b></p> <p>Demonstrates an adequate understanding of the topic and explains the product/deliverable and its implications. A few small pieces of information may be missing or incorrect.</p>	<p><b>80 Points</b></p> <p>Demonstrates a deep understanding of the topic and effectively explains the product/deliverable and its implications. Appropriate references to the annotated bibliography are incorporated throughout.</p>
<b>Question &amp; Answer Period</b>	<p><b>0 Points</b></p> <p>Is unable to address questions/challenges or addresses them in an unprofessional manner.</p>	<p><b>56 Points</b></p> <p>Addresses questions and challenges professionally but with responses that lack clarity and/or evidence.</p>	<p><b>72 Points</b></p> <p>Addresses most questions and challenges with clarity and evidence-based responses. Displays professionalism and composure even when facing tough questions.</p>	<p><b>80 Points</b></p> <p>Addresses questions and challenges with clarity and evidence-based responses. Displays confidence, professionalism, and composure even when facing tough questions.</p>

Total: \_\_\_\_\_/160 points (144 points required to pass with an A-)

**HYBRID THESIS RUBRICS****Written Thesis Rubric**

		<b>Not Evident (0%)</b>	<b>Developing (70%)</b>	<b>Accomplished (90%)</b>	<b>Exemplary (100%)</b>
<b>Introduction</b>	<b>Topic</b>	<b>0 Points</b> Does not provide any indication of the topic of the study.	<b>7 Points</b> Alludes to the topic of the study.	<b>9 Points</b> Explicitly states the topic of the study.	<b>10 Points</b> Includes an engaging and creative opening that effectively draws the reader in and explicitly states the topic of the study.
	<b>Rationale</b>	<b>0 Points</b> Does not articulate a rationale for undertaking the study.	<b>7 Points</b> Articulates a rationale for undertaking the study that is confusing or unconvincing.	<b>9 Points</b> Articulates an appropriate rationale for undertaking the study.	<b>10 Points</b> Articulates an appropriate rationale for undertaking the study that draws on relevant research.
<b>Annotated Bibliography</b>	<b>Summary and Analysis of Relevant Literature</b>	<b>0 Points</b> Accurately summarizes fewer than five total empirical studies related to the thesis research.	<b>14 Points</b> Accurately summarizes at least five total empirical studies (from at least two topics) related to the thesis research.	<b>18 Points</b> Accurately summarizes literature from at least eight total empirical studies (from three different topics) related to the research, and briefly explains how the studies relate to the thesis research.	<b>20 Points</b> Accurately summarizes and analyzes at least ten total empirical studies (from three different topics) related to the research, and briefly explains how the studies relate to the thesis research.

		<b>Not Evident (0%)</b>	<b>Developing (70%)</b>	<b>Accomplished (90%)</b>	<b>Exemplary (100%)</b>
	<b>Synthesis of Relevant Literature</b>	<b>0 Points</b> Accurately synthesizes the information from fewer than two of the sources.	<b>7 Points</b> Accurately synthesizing the information from at least four of the sources.	<b>9 Points</b> Accurately synthesizes the information from at least six of the sources.	<b>10 Points</b> Accurately synthesizes the information from at least eight of the sources and reiterates how it relates to the study.
	<b>References</b> (Failure to include all references constitutes plagiarism and will result in failure of the Honors Thesis.)	<b>0 Points</b> Includes full references for all sources. References are less than 60% complete and correct.	<b>7 Points</b> Includes full references for all sources. References are at least 60% complete and correct.	<b>9 Points</b> Includes full references for all sources. References are at least 75% complete and correct.	<b>10 Points</b> Includes full references for all sources. References are at least 90% complete and correct.
<b>Thesis Plan</b>	<b>Research Methodology</b>	<b>0 Points</b> Provides an accurate description of fewer than two of the following: research design, participants (including demographic information), setting (including the community as well as the school, classroom, and/or research space where the study took place), design and administration of data collection tools, analysis used for each data collection tool.	<b>14 Points</b> Provides an accurate description of two or three of the following: research design, participants (including demographic information), setting (including the community as well as the school, classroom, and/or research space where the study took place), design and administration of data collection tools, analysis used for each data collection tool.	<b>18 Points</b> Provides an accurate description of four of the following: research design, participants (including demographic information), setting (including the community as well as the school, classroom, and/or research space where the study took place), design and administration of data collection tools, analysis used for each data collection tool.	<b>20 Points</b> Provides an accurate description of the research design, participants (including demographic information), setting (including the community as well as the school, classroom, and/or research space where the study took place), design and administration of data collection tools, and analysis used for each data collection tool.

		<b>Not Evident (0%)</b>	<b>Developing (70%)</b>	<b>Accomplished (90%)</b>	<b>Exemplary (100%)</b>
	<b>Description of Product/Deliverable</b>	<p><b>0 Points</b> Does not describe the product/deliverable, or the product/deliverable does not incorporate the study's findings.</p>	<p><b>14 Points</b> Provides a vague or confusing description of the product/deliverable. Nevertheless, it seems to incorporate the study's findings.</p>	<p><b>18 Points</b> Provides a description of the product/deliverable. Although not explicitly stated, it is clear that it incorporates the study's findings.</p>	<p><b>20 Points</b> Provides a detailed description of the product/deliverable and how it incorporates the study's findings.</p>
	<b>Procedures</b>	<p><b>0 Points</b> Does not describe steps for completing the study and creating the product/deliverable.</p>	<p><b>7 Points</b> Describes steps for completing the study and creating the product/deliverable, but some steps may be missing or out of order.</p>	<p><b>9 Points</b> Describes all steps (in chronological order and including dates) for completing the study and creating the product/deliverable.</p>	<p><b>10 Points</b> Thoroughly describes all steps (in chronological order and including dates) for completing the study and creating the product/deliverable, allowing for easy replication.</p>
<b>Product/Deliverable</b>	<b>Completeness</b>	<p><b>0 Points</b> Provides a completed product/deliverable that does not follow the procedures that were set forth in the thesis plan and agreed upon by the honors committee.</p>	<p><b>21 Points</b> Provides a completed product/deliverable that mostly follows the procedures that were set forth in the thesis plan and agreed upon by the honors committee.</p>	<p><b>27 Points</b> Provides a completed product/deliverable that follows the procedures that were set forth in the thesis plan and agreed upon by the honors committee.</p>	<p><b>30 Points</b> Provides a completed product/deliverable that follows the procedures that were set forth in the thesis plan and agreed upon by the honors committee but that exceeds expectations.</p>

		<b>Not Evident (0%)</b>	<b>Developing (70%)</b>	<b>Accomplished (90%)</b>	<b>Exemplary (100%)</b>
	<b>Quality</b>	<p><b>0 Points</b></p> <p>The information in the product/deliverable incorporates the research findings in a mostly vague and/or incorrect way.</p>	<p><b>21 Points</b></p> <p>The information in the product/deliverable incorporates the research findings in a somewhat thorough and/or accurate way. Several pieces of important information may be vague and/or incorrect.</p>	<p><b>27 Points</b></p> <p>The information in the product/deliverable incorporates the research findings in a mostly thorough and accurate way. A few minor pieces of important information may be vague and/or incorrect.</p>	<p><b>30 Points</b></p> <p>The information in the product/deliverable thoroughly and accurately incorporates the research findings.</p>
<b>Conclusion</b>	<b>Reflection</b>	<p><b>0 Points</b></p> <p>Does not describe the main takeaways from the thesis or reflect on the process of completing the thesis.</p>	<p><b>14 Points</b></p> <p>Describes the main takeaways from the thesis or reflects on the process of completing the thesis.</p>	<p><b>18 Points</b></p> <p>Appropriately describes the main takeaways from the thesis and reflects on the process of completing the thesis.</p>	<p><b>20 Points</b></p> <p>Appropriately describes the main takeaways from the thesis and how they relate to the existing literature on the topic, and reflects deeply on the process of completing the thesis.</p>
	<b>Limitations &amp; Implications</b>	<p><b>0 Points</b></p> <p>Does not address limitations of the thesis and/or does not describe implications for future research and/or practice.</p>	<p><b>7 Points</b></p> <p>Addresses limitations of the thesis, but some apparent limitations may not be mentioned. Describes implications for future research and/or practice although some may be unwarranted.</p>	<p><b>9 Points</b></p> <p>Addresses any limitations of the thesis and describes the implications for future research or practice.</p>	<p><b>10 Points</b></p> <p>Addresses any limitations of the thesis and describes the implications for future research and practice.</p>



		<b>Not Evident (0%)</b>	<b>Developing (70%)</b>	<b>Accomplished (90%)</b>	<b>Exemplary (100%)</b>
<b>Backmatter</b>	<b>References</b> (Failure to include all references constitutes plagiarism and will result in failure of the Honors Thesis.)	<b>0 Points</b> Includes full references for all sources cited throughout the paper. References are at less than 60% complete and correct.	<b>7 Points</b> Includes full references for all sources cited throughout the paper. References are at least 60% complete and correct.	<b>9 Points</b> Includes a References page with full references for all sources cited throughout the paper. References are at least 75% complete and correct.	<b>10 Points</b> Includes a References page with full references in alphabetical order for all sources cited throughout the paper. References are at least 90% complete and correct.
	<b>Appendix</b>	<b>0 Points</b> Does not include blank copies of the consent form, data collection tools, or interventions included in the study.	<b>7 Points</b> Includes blank copies of some of the following study materials: consent form, data collection tools, intervention (if applicable)	<b>9 Points</b> Includes blank copies of the consent form, all data collection tools, and (if applicable) any intervention included in the study.	<b>10 Points</b> Includes blank copies of the consent form, all data collection tools, and (if applicable) any intervention included in the study.
<b>Conventions</b>	<b>Spelling, Grammar, Capitalization, &amp; Punctuation</b>	<b>0 Points</b> Errors in spelling, grammar, capitalization, and/or punctuation are so prevalent that the writing is often incomprehensible.	<b>14 Points</b> Several errors in spelling, grammar, capitalization, and/or punctuation are present, but the writing is still comprehensible.	<b>18 Points</b> Some errors in spelling, grammar, capitalization, and punctuation are present, but the writing still flows smoothly.	<b>20 Points</b> Spelling, grammar, capitalization, and punctuation are perfect or nearly perfect.

Total: \_\_\_\_\_/240 points (216 points required to pass with an A-)

## Oral Defense Rubric

	Not Evident (0%)	Developing (70%)	Accomplished (90%)	Exemplary (100%)
<b>Presentation</b>	<p><b>0 Points</b> Demonstrates a general lack of understanding of the research topic, methodology, product/deliverable, and/or implications.</p>	<p><b>56 Points</b> Demonstrates a basic understanding of the research topic and methodology. Is able to explain the research findings and product/deliverable, as well as their implications. Several pieces of information may be missing or incorrect.</p>	<p><b>72 Points</b> Demonstrates an adequate understanding of the research topic and methodology. Is able to explain the research findings and product/deliverable, as well as their implications. A few small pieces of information may be missing or incorrect.</p>	<p><b>80 Points</b> Demonstrates a deep understanding of the research topic and methodology. Effectively communicates the research findings and product/deliverable, as well as their implications. Appropriate references to the annotated bibliography are incorporated throughout.</p>
<b>Question &amp; Answer Period</b>	<p><b>0 Points</b> Is unable to address questions/challenges or addresses them in an unprofessional manner.</p>	<p><b>56 Points</b> Addresses questions and challenges professionally but with responses that lack clarity and/or evidence.</p>	<p><b>72 Points</b> Addresses most questions and challenges with clarity and evidence-based responses. Displays professionalism and composure even when facing tough questions.</p>	<p><b>80 Points</b> Addresses questions and challenges with clarity and evidence-based responses. Displays confidence, professionalism, and composure even when facing tough questions.</p>

Total: \_\_\_\_\_/160 points (144 points required to pass with an A-)