

**HONORS IN THE MAJOR
HANDBOOK
2011-2012**



**The Burnett Honors College
<http://honors.ucf.edu>
(407) 823-2076**



The Burnett Honors College

Dear Prospective Honors in the Major Student:

The Burnett Honors College is pleased that you are interested in pursuing research and creative activity that can lead to Honors in the Major (HIM) recognition. This handbook contains information to guide you through the HIM thesis process from inception to completion. Modeled after a master's thesis program, the HIM program enables capable and qualified students to pursue advanced undergraduate research and creative activities. This program structures opportunities for you to experience the rewards of independent research that would be otherwise unavailable through standard course offerings. In addition, your efforts will be recognized by the award of an Honors medallion upon graduation, and Honors distinction on your transcript and diploma. What follows is an overview of the major steps that you will need to follow in order to graduate with HIM distinction.

The crucial first steps are to identify a topic and to approach a faculty member in your major who shares an interest in your topic. Once you have identified a topic and an advisor who agrees to serve as your thesis committee chair, you may formally apply for admission to the HIM program. Upon acceptance into the program you will enroll for a semester of Honors Directed Readings or its equivalent to research your topic. This is followed by a semester of Honors Thesis when you write your thesis. Toward the end of this semester you will orally defend your thesis or project. Finally, you undertake the submission process so that your thesis becomes a permanent part of the UCF library collection and The Burnett Honors College archives.

In sum, you will identify, research, write, defend, and bind an academic thesis. But neither this letter nor the more detailed procedures in the handbook that follows convey the rewards of the research endeavor itself. You will experience the joy of exploring ideas and concepts in depth; the accomplishment of being thoroughly conversant with an area of knowledge. Moreover, you will gain the satisfaction of knowing that your original work will be available to other scholars as part of the library collection. Students also find that completing HIM helps them to define their career and personal goals. Furthermore, HIM helps students develop the skills needed to succeed in graduate school and is particularly helpful as preparation for graduate programs that value research and scholarly activities.

I am sure that even after reviewing this handbook you will have several questions. I encourage you to contact the Honors Director of Research and Civic Engagement, Kelly Astro (kastro@mail.ucf.edu) at any time. If you decide to pursue HIM, remember to submit your signed HIM application to us in BHC room 102.

Sincerely,

A handwritten signature in black ink, appearing to read 'Alvin Y. Wang'.

Alvin Y. Wang
Dean

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The Honors in the Major Program

General Information

The Burnett Honors College coordinates the Honors in the Major (HIM) program, which is designed to encourage the best juniors and seniors to undertake original and independent work in their major field. Working closely with a faculty committee, students design an Honors thesis or project. The committee consists of a faculty mentor from your major program who serves as the Thesis Committee Chair, a second faculty member from your major program, and a third faculty member from another program or department for a total of three committee members. Additional committee members may be added in consultation with your Thesis Committee Chair.

Normally, work in this program commences during the junior or senior year. Interested students should be mindful that it is their responsibility to identify a faculty mentor and initiate this track of study. Information about this program is available from the student's major department or from The Burnett Honors College (BHC 107). Information is also available online at research.honors.ucf.edu.

The Burnett Honors College provides the structure and oversight for the HIM program, but the academic direction and approval is the responsibility of the student's faculty thesis committee and academic department. In some cases, departments or colleges have additional requirements for students who are pursuing the HIM program. These majors include, but are not limited to, Psychology, English, and all Engineering. In addition to formal requirements, each department will have its own standards as to what constitutes a proper thesis or project report. The student's thesis advisor will explain these requirements and standards.

Students are also required to communicate with The Burnett Honors College Thesis Editor to ensure that stylistic standards are met. Students are also encouraged to visit the University Writing Center if they need assistance with the writing process.

The Honors in the Major program is also available to students at the Cocoa, Daytona Beach, and Palm Bay Regional campuses. Some variation in procedures has been instituted to mitigate problems arising from the distance to UCF's Main Orlando Campus. Each regional campus has an Honors Coordinator assigned to work with students at these campuses. Regional campus students interested in completing Honors in the Major should speak with their respective Regional campus Honors Coordinator (please see page iii for a list of the Coordinators).

Admission Requirements

At a minimum, the following criteria must be met for admission into the Honors in the Major program:

- **Sixty (60) completed hours of college credit.**
- **Twelve (12) completed upper division hours of college credit.**
- **At least a 3.5 GPA within the major.***
- **At least a 3.2 GPA in all upper division courses.***
- **At least two semesters remaining prior to graduation**

*GPA's are calculated on the basis of all relevant college-level course work regardless of institution. GPA's are calculated without rounding.

If you meet the admission requirements, you may proceed with the application process. Application materials must be obtained from the Office of Research and Civic Engagement (BHC 102) in the Burnett Honors College. In order for the application to be accepted, you must identify a thesis topic as well as a faculty mentor from your declared major.

You are not considered admitted to the Honors in the Major program until you successfully complete the admission process as follows:

- **Complete and submit the Honors in the Major application materials.**
- **Successfully register for Honors Directed Readings (xxx 4903H) through the Office of Research and Civic Engagement (BHC 107).**

Completion Requirements

To graduate with Honors in the Major, you must complete a **minimum** of the following:

- **Three credit hours of Honors Directed Readings in which a grade of “A”, “B”, or “S” is earned.**
- **Three credit hours of Honors Thesis in which a grade of “A”, “B”, or “S” is earned.**
- **Completion of all of the Directed Readings requirements.**
- **Completion of all of the Thesis deadlines, including the successful completion of the format review and oral defense.**
- **Successful submission of the thesis to the UCF library.**
- **Achievement of a GPA of at least 3.500 in the major at the time of graduation.**
- **Achievement of a GPA of at least 3.200 in all upper division courses at the time of graduation.**

Every student who successfully complete the Honors in the Major program graduates with Honors in the Major distinction. This distinction is printed on students’ diplomas and transcripts.

Please note that we cannot admit you to the Honors in the Major program if:

- You are a non-degree-seeking student
- You do not have at least two semesters remaining prior to graduation.
- You have graduated from the University of Central Florida and are not a second-baccalaureate-degree seeking student.
- You are not yet a student at the University of Central Florida.

Additional Program Information

Enrollment

You must enroll in a minimum of two Honors independent studies for the Honors in the Major program: Honors Directed Readings (xxx 4903H) and Honors Thesis Writing (xxx 4970H). Each of these independent studies are weighted as 3 credit hours and are taken in addition to any other course work each semester. If you begin the Honors in the Major program with more than two semesters prior to graduation, you may choose to enroll in Honors Directed Readings II (xxx 4904H) or Honors Thesis Writing II (xxx 4970H). The progression of enrollment is as follows:

Honors Directed Readings (xxx 4903H) - *required course*

Honors Directed Readings II (xxx 4904H) - *optional course*

Honors Thesis (xxx 4970H) - *required course*

Honors Thesis II (xxx 4970H) - *optional course*

You must obtain a registration agreement from the Office of Research and Civic Engagement (BHC 107) in the Burnett Honors College in order to register for these courses each semester.

Course Grading

Honors in the Major course work may be graded on either a letter-scale or as a pass/fail. Your Thesis Chair is responsible for grading these courses at the end of each semester. You should discuss your preference of a letter grade or a pass/fail grade with your Thesis Chair early in the Directed Readings semester. Honors in the Major coursework typically counts toward the completion of your university requirements, and grades for these courses calculate into the cumulative GPA, the upper division GPA, and the major GPA. If you're seeking to have Honors in the Major coursework replace electives or other degree requirements, you need to speak with an academic advisor in your department. Department's must grant permission for Honors in the Major coursework to replace other degree requirements.

Thesis Submission

You are required to submit one copy of your completed Honors in the Major thesis to the UCF library. Like Master's and Doctoral theses, Honors in the Major theses are book publications at our university that are available to a broad audience. You must also submit a digital copy of your thesis to The Burnett Honors College for digital archive.

Graduation and Honors Distinction

Like your academic college, the Burnett Honors College requires that you submit an intent to graduate form at the beginning of the semester in which you plan to graduate from the University. Every student who completes the Honors in the Major program earn Honors distinction on their diplomas and transcripts.

Graduation Banquet and Honors Regalia

During your graduating semester, you and your Thesis Chair will receive an invitation to The Burnett Honors College Graduation banquet. At this banquet, held the week of commencement, you will receive your Honors Medallion. The medallion is then worn with your academic regalia at commencement. **Please remember that in order to graduate with the Honors in the Major distinction, you must fully complete the program and maintain the minimum GPA requirements that are used for admission into the program** (see page 2 for admission requirements).

Scholarships

Each academic college at UCF (Arts and Humanities, Business Administration, Education, Engineering and Computer Science, Health and Public Affairs, Hospitality Management, Medicine, Nursing, the Office of Undergraduate Studies, and Sciences), and the Cocoa, Daytona Beach, and Palm Bay regional campuses offer a limited number of \$1,000 scholarships on a competitive basis to students pursuing Honors in the Major during the fall and spring semesters. You are encouraged to contact the HIM Coordinator of your college or campus about the application process and deadlines. In order to be eligible for the Honors in the Major scholarship, you must:

- Be enrolled in Honors in the Major coursework (Honors Directed Readings or Thesis) in the semester that you apply for the scholarship
- Not previously been awarded an Honors in the Major scholarship
- Must be working on your thesis (i.e. thesis has not been completed and submitted to the UCF library)

You may only be awarded the scholarship once. If you do not complete the Honors in the Major program and receive an Honors in the Major Scholarship, you will be required to repay this award. Failure to repay the scholarship in this instance will result in a hold on your academic record.

Program Participation

Semesters of enrollment in the Honors in the Major program do not need to be sequential. In order to keep our records accurately updated, you are encouraged to notify the Office of Research and Civic Engagement of your enrollment plans as well as your anticipated semesters of thesis completion and university graduation. If you do not have contact of any kind with the Office of Research and Civic Engagement for more than two subsequent semesters, you will be removed as an active student from the Honors in the Major program. In this instance, you must set up a formal meeting with our office to be reinstated as an Honors in the Major student and submit a letter of support from your Thesis Chair.

Resources

The Burnett Honors College as well as other offices at the university have a variety of resources available to you as an Honors in the Major student. These resources include, but are not limited to, Honors courses, scholarship and fellowship advising, student involvement and civic engagement opportunities, workshops on publishing research, and access to research grants and fellowships.

Office of Research and Civic Engagement

Kelly Astro, Director of Research and Civic Engagement for The Burnett Honors College, has primary oversight for the HIM program. She and the Program Coordinator for the Office of Research and Civic Engagement are available in BHC 107 during normal office hours, by telephone (407-823-6402) and e-mail (HonorsResearch@ucf.edu). Before beginning the application process, you must meet with Kelly or the Program Coordinator to receive an overview of the HIM program and updates on any procedures and requirements.

Honors Congress

Honors Congress exists to strengthen the Honors student community. True excellence arises not only from academics, but also from a well-rounded character that demonstrates a commitment to community involvement and integrity in all endeavors. Honors Congress fosters a spirit of unity through the facilitation of social, academic and volunteer activities, and cultivates a sense of community within The Burnett Honors College. All Honors in the Major students become members of Honors Congress. To find out how you can get involved, contact Jill Norburn in BHC 102 or by e-mail (jill.norburn@ucf.edu).

Honors Courses and Seminars

As an Honors in the Major student, you are eligible to enroll in Honors courses and Interdisciplinary Seminars on a space available basis. Honors courses include some general courses and well as discipline-specific courses and are designed to promote critical thinking and the synthesis of knowledge. Interdisciplinary Seminars provide you an opportunity to explore topics from the point of view of two distinct disciplinary perspectives. Typically co-taught by faculty from different departments, Honors Interdisciplinary Seminar topics include a diverse array of research areas in the arts, sciences, business, education, health, and public affairs. In order to register for these courses, you should contact the Director of Advising in BHC 109 or at rex.roberts@ucf.edu.

Honors Computer Lab

The Computer Lab, located in BHC 121, is available to Honors students. The computers are equipped with word processing and spreadsheet software, as well as Internet, e-mail access, and many specialized programs. You may also print research posters at a cost of \$20.00 and up for conference presentations that you are attending. At least 3 business day advance notice is required to print posters, and at least one week for the SURE presentation.

Honors Reading Room

The Honors Reading Room, located in BHC 122, is available for you to use throughout the day for quiet study. The Burnett Honors College Reading Room houses Honors in the Major theses and select proposals.

Office of Prestigious Awards (OPA)

As an Honors in the Major student, you possess many of the qualities that are found in successful candidates for prestigious scholarships. We encourage you to look into scholarships and fellowships early in your academic career — you may find that you are eligible for one or more of these opportunities.

The Burnett Honors College is UCF's campus representative for all prestigious scholarships. These include the "big three" (Rhodes, Marshall, and Truman) as well as a host of others. In addition to the national acclaim that is accorded to scholarship finalists, the monetary awards associated with these scholarships can cover the costs associated with doctoral training at the very best graduate programs in the nation or abroad.

Competition for prestigious scholarships is fierce and preparation is both intensive and extensive. Even the most academically gifted students need institutional support so that they have the best chance of winning a scholarship. Moreover, most prestigious scholarship applications need institutional endorsement from the student's university. The Office of Prestigious Awards (OPA), which is housed in The Burnett Honors College, serves these needs. Specifically, OPA undertakes the following responsibilities:

- Advising and grooming candidates during the 2-3 semesters prior to their scholarship applications. These activities include helping students cultivate faculty mentors, develop portfolios, build resumes, and improve their interview skills.
- Maintaining updated and accurate information concerning all prestigious scholarship programs. This is undertaken through membership in the National Association of Fellowship Advisors (NAFA), and with direct correspondence with all scholarship programs. Detailed information about various scholarship opportunities can be found on our website at: <http://www.opa.honors.ucf.edu/>
- Assisting candidates assemble scholarship application materials. The application process for prestigious scholarships is more demanding than that required for most graduate school applications. For instance, the Rhodes application requires eight letters of recommendation. OPA can assist students with these letters.
- Providing institutional endorsement for all completed application materials.

Students who are interested in finding out more information should contact Nicole Gelfert, Director of OPA. She can be reached by phone at (407) 823-4019, by email (nicole.gelfert@ucf.edu), or in BHC 103.

Honors Educational Reach Out (HERO)

The Honors Educational Reach Out (HERO) program provides students with the opportunity to engage with and enrich their communities. HERO offers eight programs in which Honors in the Major students can participate. Interested students should contact The Office of Research and Civic Engagement (BHC 107) for more information.

Green-Up Orlando & Keep Orlando Beautiful: Get involved making our Orlando community a cleaner, greener, more beautiful place with Green-Up Orlando and Keep Orlando Beautiful. Volunteers participate in clean-ups, recycling efforts, and beautification projects throughout Central Florida.

Hillcrest Elementary After School Program: Hillcrest volunteers organize fun and enriching activities for the under-served students of Hillcrest Elementary by creating clubs that meet on a weekly basis. Examples of past clubs include Arts and Crafts Club, Basketball Club, Cheerleading Club, Dance Club, International Club, and Sports Club.

HOPE Foundation for the Homeless: The mission of HOPE is to prevent and reduce homelessness in Central Florida by equipping individuals and families to become self-sufficient through Housing, Outreach, Prevention, and Education. There are a variety of ways to get involved at HOPE. You can serve clients in the food pantry, sort donations in the thrift store, assist individuals in the resource center, or take the lead on large projects such as food and clothing drives or fundraisers.

Page 15: Page 15 is an organization committed to providing supplemental reading and writing education for all students attending public school in the metropolitan area. Page 15 Homework Room volunteers tutor under-served students ages 8 to 18 by helping them complete their homework and study for tests.

Pet Rescue by Judy: Pet Rescue by Judy volunteers help at the shelter and adoption center by feeding the animals, walking dogs and playing with cats. Volunteers also help find the animals forever homes at adoption events, and organize supply drives so the pets have everything they need. By volunteering with Pet Rescue by Judy, you will not only be helping a remarkable organization, you will also be making friends "fur" life!

Pineloch Reading Buddies: Give elementary school students the individual attention they need to succeed through Pineloch Reading Buddies! Reading Buddies volunteers are matched with first and second grade students who are having trouble in reading to help them learn to read on grade level.

Orlando Regional Medical Center (ORMC): ORMC volunteers fill a variety of roles throughout the facility. They serve as liaisons between patients, families and hospital team members, assist pharmacists and pharmacy technicians, help with the preparation of patient meals, and even bake cookies to cheer up patients and their families.

Shepherd's Hope: Help the volunteer doctors and nurses of Shepherds Hope provide quality healthcare to the uninsured. Shepherds Hope provides non-emergency care at no charge to people of all ages who do not have health insurance and make less than 200 percent of the federal poverty level. UCF students help the organization by running the reception desk, working in medical records, assisting with health center set up and clean up, serving as bilingual interpreters, and by providing emotional support to patients.

Honors in the Major Student Advisory Board

Comprised of HIM students from every academic college at different stages of the HIM thesis process, the HIM Student Advisory Board acts as a direct advising committee to the staff of the Office of Research and Civic Engagement. These students help to communicate HIM student needs and desires regarding workshops and program development initiatives. For more information regarding the HIM Student Advisory Board, contact the Office of Research and Civic Engagement by e-mail (HonorsResearch@ucf.edu).

Honors in the Major Peer Advising Program

The HIM Peer Mentor Program provides an opportunity for incoming and active students to connect with HIM alumni from their major. Peer mentors are able to enhance the HIM experience for their mentees through positive interactions, the exchange of ideas, and sharing their experiences and knowledge about the program. If you are interested in having a mentor throughout the duration of this program, contact the Office of Research and Civic Engagement (HonorsResearch@ucf.edu).

Workshops

The Office of Research and Civic Engagement offers workshops to assist you in the completion of your thesis, and beyond to graduate school or the workforce. These faculty-guided workshops are designed to help you with key issues such as preparing for the Oral Defense, preparing the thesis for outside publication, proposal preparation, committee formation, and many more. You will receive workshop information by e-mail.

Library Privileges

You are granted, upon acceptance into the program, extended checkout of library books for a time period of eight weeks. Please note that this extended checkout does not include audio or visual tapes nor does it include items catalogued as special collection.

UCF Office of Undergraduate Research

The Burnett Honors College works closely with the UCF Office of Undergraduate Research (OUR) to support undergraduate researchers through professional development workshops, travel awards, and competitive research grants. OUR also encourages you as an Honors in the Major student to apply to be a peer mentor for the Summer Research Academy and on the Student Undergraduate Research Council. Visit the Office's website (<http://www.OUR.ucf.edu>) for more information.

Showcase of Undergraduate Research Excellence (SURE)

The SURE, held every spring in the Pegasus Ballroom, is the preeminent opportunity for UCF undergraduates to showcase the results of their research and creative activities, and to compete for scholarship awards. The Burnett Honors College highly recommends that you take advantage of this opportunity. Visit the SURE website (showcase.ucf.edu) or the Office of Undergraduate Research's website (OUR.ucf.edu) for more information.

UCF Undergraduate Research Journal

Every fall and spring semester, the Office of Research and Civic Engagement holds a workshop sponsored by the Office of Undergraduate Research to inform you about turning your thesis into a workable document for journal publication. The Burnett Honors College strongly encourages you to submit a version of your thesis to UCF's online *Undergraduate Research Journal* (URJ.ucf.edu), which you may pursue up to six months after your UCF commencement.

The University Writing Center

The University Writing Center offers free non-remedial services to all UCF students. You are encouraged to make appointments with them to have your work reviewed by a consultant. The University Writing Center also houses style guides that are helpful to the formatting process. For more information, please visit www.uwc.ucf.edu or contact them at (407) 823-2197.

UCF Library

The University of Central Florida library offers a variety of resources for you as a student who is doing research and writing a thesis. Examples include:

- Research consultations (by appointment)
- UCF research guides
- Information Literacy modules (available online through UCF library website)
- Library research tutorials
- Workshops (e.g. copyrights and patents, RefWorks, documentation style and citations)

Thesis Editor

The Honors in the Major Thesis Editor, Dr. Paul Reich, instructs you about how to properly format your thesis. You will communicate with Dr. Reich for the thesis format review during their Honors Thesis Writing semester. Dr. Reich provides much needed support, and can assist you with the following tasks:

- Conforming to UCF thesis requirements and standards
- Formatting your document
- Meeting library binding requirements
- Solving editorial problems: consistency, documentation, and writing style

Honors in the Major Program Checklists and Requirements

Starting the Program

- ❑ Contact The Burnett Honors College (BHC) Office of Research and Civic Engagement, BHC 107, to verify your requirements and obtain application materials.
- ❑ Identify a Thesis Committee Chair and determine the general nature of the proposed research or project. This is the most important step in the process. Without a Committee Chair who agrees to work with you, you will be unable to complete the HIM application.
- ❑ Submit the signed **Honors in the Major application** to The Burnett Honors College (BHC) Office of Research and Civic Engagement, BHC 107.
- ❑ Register for Honors Directed Readings (4903H), or for an Honors Research Seminar if required by your college or major. Use the **HIM Directed Readings and Thesis Registration** form available from BHC 107.
- ❑ Some departments have additional requirements for students completing HIM in certain majors. Be sure to double check with your department that you know these requirements.

Completing the HIM Application

The first step in the HIM process is the HIM application. This form (example found on page 12) allows the Office of Research and Civic Engagement to officially certify you as an Honors in the Major student so you may begin your thesis project and take advantage of all the Honors benefits. When filling this form out, there are a few important details to remember:

- Many students forget to fill in their anticipated terms of thesis completion and graduation. These are important fields that help us ensure that students do not miss deadlines or opportunities available to them. Please make sure every section of the application is fully completed before turning it in.
- The signature of the Honors in the Major Coordinator or Department Chair is also an essential requirement. Many students will contact their Department Chair for this signature, however students in some majors (Business, Education, English, Engineering, Hospitality Management, Medicine, Nursing, Political Science, Psychology) have another faculty member designated as their HIM Coordinator. Please see page iii for contact information.
- Kelly Astro, the Director of the Office of Research and Civic Engagement, will sign the application once it has been turned in. In order to complete this process, you must have collected all of your signatures on your application and course registration forms.

Identifying a Thesis Committee Chair

The Thesis Committee Chair serves as your mentor. You must select an appropriate tenured or tenure-earning faculty mentor (an Assistant Professor, Associate Professor, or a Professor) from your major program (please note that some non-tenured faculty are eligible to serve as your Thesis Committee Chair per our College). The mentor will aid you in selecting the thesis committee as well as in narrowing the topic of study within the discipline. When choosing a mentor, you should seek a faculty member with interests and expertise in areas compatible with your intended thesis or project topic. Your Thesis Chair may be a professor who taught one of your classes, or someone recommended by the Department Chair or HIM Coordinator. When choosing a Thesis Chair, be sure to match your work style to his/hers. It could be helpful to ask questions like, “How often would you want to meet during each semester (weekly, biweekly, monthly)?,” “How involved do you plan on being with my research and thesis writing?,” or “Have you ever been on a thesis committee before?” Questions like these can help you get a good sense for how you two might work together on your project, and will allow you to become more familiar with him/her. It is important that you and your Chair are comfortable with the expectations for the project.

Completing the HIM Registration Form

The HIM Directed Readings and Thesis Registration Form (example found on page 13) is a crucial part of the HIM process. Without this form, you cannot register for your Directed Readings or Thesis class. **You will complete one of these forms before each semester of HIM classes.** When completing this form, please remember to fill out each section (excluding “class section”) and obtain all required signatures (except for Kelly Astro), before bringing it to BHC 107. With your Thesis Chair, choose a prefix for your class that will relate to the research you are doing. With the appropriate prefix, your Honors in the Major courses will count toward your major.

Registration Procedure: Do not forget to register for your Honors in the Major class through myUCF using the class number sent to you by Kelly Astro through e-mail. The Office of Research and Civic Engagement CANNOT register you for your Directed Readings or Thesis class. You must be registered for your class before Add/Drop ends for the semester in which you wish to enroll.

Course Overrides

Only your major department can grant permission for excess credit hour overrides. If you expect that you will need an override, be sure to turn in your registration form as early as possible to allow yourself enough time to have the override processed by The Burnett Honors College. Contact your department or the Office of Research and Civic Engagement (BHC 107) in the Burnett Honors College to find out what procedure you must follow to receive your override.



Honors in the Major Application

Name (first, middle, last) _____

Local Address _____ PID _____

City, State, Zip Code _____ NID _____

Major _____ Home Phone _____

College _____ Cell Phone _____

Campus _____ Email _____ @knights.ucf.edu

Birth Date ____ / ____ / ____ Gender _____
mm dd yyyy

Number of college credits _____ Number of Upper Division credits _____

Major GPA _____ Upper Division GPA _____

- Semester that you will be beginning Honors in the Major: _____
- Anticipated semesters: Thesis Completion _____ Graduation _____
- Subject of proposed thesis or project report (brief description) _____

I understand the university and departmental rules for admission and retention in Honors in the Major:

Applicant's Signature Name typed or printed Date

I agree to direct the above student in the completion of Honors in the Major Thesis or project report:

Thesis Committee Chair Name typed or printed Date

Dept. Chair or HIM Dept. Coordinator Name typed or printed Date

Director of Research and Civic Engagement Name typed or printed Date
The Burnett Honors College

Honors in the Major (HIM) Directed Readings and Thesis Registration Form

<u>General Title</u> _____	<u>Course Number</u>
Honors Directed Readings I	4903H
Honors Directed Readings II	4904H (optional)
Honors Undergraduate Thesis	4970H

Enrollment in any of the above Honors courses requires prior acceptance to the Honors in the Major program.

You may obtain an application from BHC 102.

Student / Instructor Information:	
Name: _____	
Email: _____	PID: _____
Course Information:	
Prefix: _____	Number: <input type="checkbox"/> 4903H <input type="checkbox"/> 4904H <input type="checkbox"/> 4970H
Section: _____	Hours: _____
College: _____	Department: _____
Instructor Name: _____	
Registration Term: <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer C	Year: _____
Description of Proposed Topic:	

I accept responsibility for payment of my semester tuition and fees by the published deadline. I understand that if I fail to pay my tuition and fees by the deadline, I will be charged a \$100 Late Payment Fee, my records will be put on hold, my account will be referred to a collection agency, and I may incur other financial consequences.

Required Signatures:

_____	_____	_____
Student	Printed Name	Date
_____	_____	_____
Thesis Committee Chair	Printed Name	Date
_____	_____	_____
Department Chair or HIM Dept. Coordinator	Printed Name	Date

_____	Kelly Astro	_____
Director of Research and Civic Engagement	Printed Name	Date

* 1 credit hour option is only available to students registering for Directed Readings II or Thesis II

Directed Readings

- Attend a mandatory Honors in the Major Orientation (dates will be sent to students by e-mail from the Office of Research and Civic Engagement).
- Attend a mandatory thesis formatting workshop (dates will be sent to students by e-mail from the Office of Research and Civic Engagement).
- Select, in consultation with your Thesis Committee Chair, at least two additional thesis committee members.
- Submit your thesis proposal to your committee no later than two weeks prior to the last day of classes.
- Submit the signed **Thesis Proposal Cover Page** with the proposal attached to BHC 107 by the date posted in the front inside cover of this handbook.
- Register for Honors Thesis (4970H). Use the **HIM Directed Readings and Thesis Registration** form. A sample of this form is located on page 13.

Honors in the Major Directed Readings Course

As an Honors in the Major student, you must enroll in a minimum of three credit hours of Honors Directed Readings. However, you may take up to six hours of Honors Directed Readings (4903H and 4904H). **If you are interested in taking advantage of Directed Readings II, please e-mail the Honors Office of Research and Civic Engagement (HonorsResearch@ucf.edu) as early as possible.** After notifying the HIM program, you may submit your proposal and meet the other Directed Readings requirements during your Directed Readings II semester.

During Directed Readings, you will, in consultation with the Thesis Committee Chair, initiate bibliographic research on the topic of interest and develop a research design. At this time, the remaining members of the Thesis Committee must be selected. You will submit a thesis proposal to your Thesis Committee for approval no later than the deadline posted for the semester in which Directed Readings is undertaken. If you are taking a sequence of two Directed Readings courses, your proposal must be submitted by the deadline posted for your second Directed Readings term. Your grade for this semester is dependent upon your communication with your Thesis Chair and committee, the quality and depth of your work, and your meeting the requirements of the Directed Readings semester in a timely manner.

Thesis Committee

The thesis committee guides you in your research and consists of at least three faculty members. The members of the committee should be carefully selected to include individuals who will contribute to the conceptualization and development of your thesis. You and your Thesis Chair will select another faculty member from your major program or department and a faculty member from another program or department to complete the committee. You and your Thesis Committee Chair may add additional members to your thesis committee as needed. You should see the Office of Research and Civic Engagement staff for details about thesis committee regulations.

Your Thesis Committee Chair and two committee members should be full-time tenured or tenure-earning faculty members. Looking at the title of the professor in question indicates tenure status. If their title reads “Assistant Professor,” “Associate Professor,” or “Professor,” then they are eligible. However, if their title contains the word “visiting,” “adjunct,” or “instructor,” they are not eligible to chair or serve as a main committee member unless otherwise noted by the Office of Research and Civic Engagement (please note: some departments have made exceptions for non-tenured faculty. Please speak with our office about committee regulations if you have any questions). You may frequently find professor titles in the Faculty and Administration section of the UCF Undergraduate Catalog. Regional campus students should contact HonorsResearch@ucf.edu or the Regional Campus Coordinator for more information. Additional individuals added to the committee need not meet this requirement. You should ensure that the members of the committee are available to communicate and meet with you during the thesis undertaking.

Honors in the Major Orientation

All incoming Honors in the Major students are required to attend one of the HIM Orientation sessions, which are held at the beginning of each semester. This Orientation is designed to provide you with a complete overview of the Honors in the Major program, and address questions and concerns that you may have about the thesis writing process. You will receive further information and specific orientation times by e-mail from the Office of Research and Civic Engagement.

Thesis Formatting Workshop

The thesis formatting workshops are held during the first portion of each semester. Directed Readings students are required to attend one of these workshops. At this workshop, you will learn how to format their thesis to the specifications set forth by the UCF library. You will also learn about the submission process of the thesis to the library for publication. Students opting to take two semesters of Directed Readings may choose to attend a workshop during their second semester. The dates, times, and locations of these workshops will be sent to you through e-mail.

Thesis Proposal

The final requirement of the Directed Readings course is a thesis proposal. On the following pages, you will find a few examples of the thesis proposal. You must submit a cover sheet with your proposal that lists the members of your committee as well as your Department Chair or HIM Coordinator and our Director of Research and Civic Engagement. Each individual on the cover page must sign this proposal for the document to be approved by the Office of Research and Civic Engagement.

What is a Thesis Proposal?

A thesis proposal is a document that outlines your thesis topic, defines the issues that your thesis will address, and explains why your topic warrants further research. It should identify a problem and provide a proposed solution to that problem.

For students representative of the sciences (both hard sciences and social sciences), a proposal should include the following:

- 1) A brief introduction, which will define your thesis topic and explain the purpose of your thesis.
- 2) A literature review that outlines the most relevant readings and theories which pertain to your thesis topic.
- 3) A methodology section, which should include your research questions, hypotheses, participants, materials, and procedures.
- 4) A bibliography or reference list. Most of your sources should be from peer reviewed articles or books. As with other academic papers, the use of internet sources should be limited.

For students in the arts, a thesis may take the form of a creative project. In this instance, your proposal should include:

- 1) A brief introduction, which includes your thesis statement, general intent of project, what the project should accomplish, and justification for considering the project a legitimate endeavor.
- 2) A literature review, which includes any supporting literature that justifies the intention of your project.
- 3) A method for accomplishing your project. Include any necessary background or equipment needed for your project, where your project will be conducted, and a proposed timeline for completion.
- 4) A bibliography or reference list.

Formatting a Thesis Proposal

Your Thesis Chair and committee will specify a formatting style to be used for the proposal (e.g. APA, MLA, Chicago, IEEE). Your proposal should be formatted according to the guidelines set forth in your selected style guide. Quick reference style guides are available on Honors in the Major website, www.research.honors.ucf.edu. You may also access the most updated versions of style manuals through the UCF library.

Formatting the Proposal Cover Page

Your proposal will need to include a cover page. An example of this cover page can be found on the following pages. This cover page verifies the members of your thesis committee, and also verifies that they support your proposal. This cover page needs to also include the signature of your Department Chair. If you are a student in the Department of English, Political Science, or Psychology, College of Education, College of Business Administration, or College of Engineering and Computer Science, then your Department Chair will be replaced by the HIM Coordinator. Lastly, you must include a signature line for our Director, Kelly Astro.

When creating your proposal cover page, you want to make sure that the degrees and titles of your committee members are correct. The best way to do this is to visit the UCF online faculty phonebook at www.phonebook.ucf.edu/, UCF department/college websites, or the most recent version of the UCF undergraduate catalog.

Length of Proposal

An average proposal for the HIM program ranges between 5 and 15 pages (excluding graphs, charts, references, or bibliography), is double-spaced, uses a 12 pt. standard Serif or Sans-Serif font, and has at least a 1 inch margin on each side. Each discipline is different and you should ask your Thesis Chair and committee about the length of your proposal and what sections/chapters that need to be included.

Submission of Proposal to the Committee

At least two weeks before the proposal is due to the Honors College, you must submit a **completed draft** of proposal to your committee. Typically, you and your Thesis Chair will work on the proposal throughout the Directed Readings I (and Directed Readings II, if applicable) semester. Once you and your Thesis Chair agree that your proposal is ready to be distributed to the committee, you will send it to them for review. The committee members (i.e. second committee member from the major, and the committee member from outside of the major) will provide comments and suggestions about your proposal and research. You and your Thesis Chair then decide how to incorporate these suggestions into your proposal.

Submission of Proposal to the Honors College

A signed copy of the approved proposal must be submitted to The Burnett Honors College at least one week prior to the last day of classes of your Directed Readings semester (see the Honors in the Major deadlines for exact due dates for each semester). When turning in your proposal to the Burnett Honors College, all signatures except Kelly Astro's must be complete. The Thesis Committee Chair, all other members of the Thesis Committee, and the Department Chair or Department HIM Coordinator must sign the Thesis Proposal Cover Page. If you fail to submit your proposal with the appropriate signatures by the deadline, the Burnett Honors College will not enroll you in Thesis hours.

Students who are planning on taking two semesters of Directed Readings will turn in the proposal at the end of their second Directed Readings semester.

Proposal Examples

The following pages provide examples of Honors in the Major proposals written by students who have successfully completed the program. Please note that each academic discipline is different and students should ask their Thesis Chairs about what should be included in their proposal and how it should be formatted. Additional examples of Honors in the Major proposals can be found in the Burnett Honors College reading room.

Sample HIM Proposal Cover Sheet

The cover sheet should follow this exact format. All committee members are listed in the left column, with the Department Chair or HIM Coordinator, and Kelly Astro listed in the right column.

Honors Thesis Proposal

for

Apathy About Apathy: Contemporary Assessments of the Problem of Non-Voting

John H. Doe

Your Department Chair or Department HIM Coordinator (if your department has one) sign on the right side of this form. Below the Department Chair, Kelly Astro, Director of Research and Civic Engagement will sign after your committee is confirmed.

I.M. Staff, Ph.D.
Thesis Committee Chair
Department of Political Science

Phil Inhere, Ph.D
Department Chair (or HIM Coordinator)
Department of Political Science

Jane Doe, PhD.
Committee Member from Major
Department of Political Science

Kelly Astro, M.S. Ed.
Director of Research and Civic
The Burnett Honors College

David Law, J.D.
Committee Member from outside Major
Department of Criminal Justice and Legal Studies

Note the order of your committee members:
1. Thesis Chair
2. Committee Member from Major
3. Committee Member from Outside Major
Adjust spacing as needed if you have more than 3 committee members.

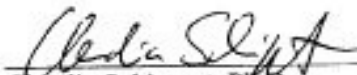
Sample HIM Proposal - Religious Studies

Honors Thesis Proposal

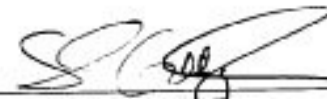
for

**Between Faith and Society: Preceptions and Roles of Women in
Early Christian Writing**


David Givens



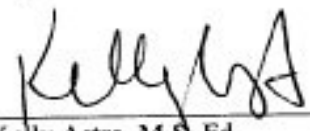
Claudia Schippert, Ph.D.
Thesis Committee Chair
Department of Philosophy



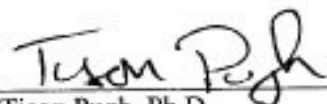
Shaun Gallagher, Ph.D.
Department Chair
Department of Philosophy




Kenneth Hanson, Ph.D.
Committee Member from Major
Department of Philosophy



Kelly Astro, M.S. Ed.
Director of Research & Civic Engagement
The Burnett Honors College



Tison Pugh, Ph.D.
Committee Member outside Major
Department of English



Doug Evans, Ph.D.
Committee Member from Major
Department of Philosophy

Sample HIM Proposal - Religious Studies

Christianity, the largest and arguably most influential movement in history, has been in existence for just over two thousand years. Throughout the millennia that have passed since its inception and rise of influence, this religious movement has grappled with the influences and repercussions of religious discussion from both those inside and outside of its constituency. One group that exemplifies the ongoing struggle of Christians to understand themselves, their role in the Church, and the Christian faith through discussion, education, and an exploration of their past is women. Many scholars have covered much ground and presented differing views while exploring what they think it meant to be Christian for women in many different time periods and walks of life. However, few time periods are more important or enlightening for the study of perceptions of women's roles in the Church than the period spanning from the inception of Christianity at roughly 50 CE to the period of Late Antiquity at 325 CE.

I have decided to confine the scope of this paper to the time period of 50 to 325 CE for several reasons. On the one hand, this thesis will focus only on those translated primary documents – both canonical and non-canonical – and their corresponding secondary, scholarly sources which are concerned with the time after Christians believe the death of Christ took place (approx. 30 CE). Prior to this date, there was no such religious movement as Christianity, and thus no texts relevant to the scope of this paper. The date of 50 CE, additionally, has been selected as the starting point for this discussion because it is from this time that the earliest Christian writings still in existence have come.¹ On the other hand, I find it necessary to go no further than 325 CE; after this time, the establishment of what would become the catholic Christian Church asserted dominance among the various Christian sects, and went to great lengths to suppress any and all dissenting groups, even convening the Council of Nicea that very year to establish an orthodox compilation of belief. As I am primarily interested in how the congruencies and disagreements between these sects affected women, I will focus my attention on the time period prior to 325 CE.

¹ Paul's letter to the Thessalonians is the earliest intact Christian text, and it is widely accepted that this was penned around 50 CE.

Sample HIM Proposal - Religious Studies

One cannot view the struggles and conflicting views held by various religious adherents within a vacuum – every faith must interact in some way with the social, economic, and political environment in which it exists. These societal factors permeated and shaped both the lives and attitudes of women and the manner in which the emerging doctrines of Christianity viewed their female adherents. Many feminist historians and theologians – among them Elisabeth Schüssler Fiorenza, Ross Kraemer and Bernadette Brooten – have studied what life entailed for women during this period, and how the new, developing movements of Christianity affected their lives. My thesis seeks to build upon the foundation set by these experts of the ancient world and women’s place within it. One of the most important aspects in any comparative study, when one is concerned with the views of peoples which have long since disappeared or changed, is that one attempts to understand the social contexts in which religious beliefs were held. To that end, my study will open with a brief description of the evidence, taken mostly from secondary scholarship concerned with this early era, as to how women were treated and what was expected of them by Jewish and Roman societies in and around Jerusalem. A working understanding of the expectations and conditions for women in these cultures outside Christian influence is crucial to one’s understanding of the appeal that many Christian messages must have contained for women during that time.

In addition to the impact that societal expectations played in perceptions of women during this period, one must also understand the teachings and ideals of the developing Christian movements to grasp how they affected the lives of women. Messages for women put forward by Christian sects – ranging from extreme asceticism² to being “saved through childbearing”³ to taking active roles in preaching and even, as hinted to in some accounts, leading communities of the faithful⁴ – are to be analyzed first within the context of the sect’s comprehensive beliefs and practices and then compared to other sects’ views concerned with the same subject. Thus, just as one must understand the social contexts in which these views of women are found, so too must one grasp a basic understanding of the theological contexts – that is, the beliefs and unique understandings of

Sample HIM Proposal - Religious Studies

Christian teachings – that differed between sects and even, occasionally, between cities if one is to appreciate the depth and meaning behind each belief concerned with women’s roles and perceptions of salvation. I intend to clarify and delineate the struggles among different sects of Christianity and between Christian ideals and society, focusing on how these struggles defined the expectations held for and by women of that era. This thesis, then, will provide direct comparisons between the perceptions of women as held by Proto-orthodox, Gnostic, and other early sects of Christianity. Additionally, it will include an introduction to the prevailing mindset that Greco-Roman and Jewish societies of that time held concerning women, how each developing Christian sect (Proto-orthodox, Gnostic, and other, now defunct branches) felt women should live (i.e. proper conduct, occupations, and marital status) and the relationships and differences between each group’s definition of righteous living and understanding of salvation as it pertains explicitly to their female members. To illustrate and complement this final section, religious stories and myths concerning Christian women, such as the “Acts of Thecla,” among others, will be invoked to demonstrate the expectations and ideals held by the accounts’ authors.

It is often claimed by those familiar with history that only through understanding the past will humanity be able to fully grasp their present and plan for their future. This applies to the studies of early Christianity as well; through studying the debates and struggles that were associated with the establishment of the church, one can more clearly understand and appreciate the current organization of institutionalized Christianity and many of the assumptions and practices that accompany it. Beyond that, however, it is my hope for this thesis that I will be able to organize historical literary evidence concerning the perceptions and roles of women during the earliest centuries of the Christian faith in a manner that will enable both myself and the reader to understand the struggles women and early Christian leaders faced as each grappled with women’s place in religious experience. Specifically, I hope that the manner in which I am undertaking this project – that is, organizing and comparing, side by side, each sects’ views concerning women’s place within ancient

Sample HIM Proposal - Religious Studies

society and religious experience - will facilitate understanding among academicians and lay persons alike as to just how the interactions between society and emerging Christian groups shaped the expectations and lives of women. In this manner, it is my hope that this discussion will be a small contribution towards the ongoing scholarly interest in promoting an understanding of Christianity's past and the concerns and struggles of the people that lived during that time.

² G. R. S. Mead's translation of, and commentary on, the *Pistis Sophia* provides several enlightening examples of male commentary advocating total female abstinence from intercourse (to prevent childbirth) in order to attain salvation.

³ This concept is found in 1 Timothy 2, and is noted in Lesly Massey's book, *Women and the New Testament*, as posing distinct opposition to the Gnostic understanding of necessary abstinence,

⁴ Bart Ehrman's *Lost Christianities: books that did not make it into the New Testament* details a number of stories, such as the "Acts of Thecla" (p 113), which portray women leading worship, providing ministry and performing miracles around 100 C.E.

Sample HIM Proposal - Religious Studies

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Kraemer, Ross. *Her share of the blessings: women's religious among pagans, Jews, and Christians in the Greco-Roman world.* New York, NY: Oxford University Press, 1992.

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Stagg, Evelyn and Frank. *Women in the World of Jesus.* Philadelphia, PA: Westminster Press, 1978.

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Sample HIM Proposal - Mechanical Engineering

Honors Thesis Proposal

For

The Next Generation Heat Transfer Fluids: Experimental Study of Nano-oxide and Carbon Nanotube Suspensions in Water

Denitsa Milanova

Ranganathan Kumar, Ph.D.
Thesis Committee Chair
Department of Mechanical, Materials
and Aerospace Engineering

Ranganathan Kumar, Ph.D.
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Ming Su, Ph.D.
Committee Member outside Major
Nanoscience Technology Center

Sample HIM Proposal - Mechanical Engineering

Introduction and Motivation

Complex or smart fluids, of evenly and stably suspended nanostructures have been an object of considerable research in the last decade due to their promising applications in a number of technological branches such as micro-electronic cooling, high power demands in nuclear plants, smaller and more efficient heat exchangers, oil recovery, and transportation. Although very exciting results have been obtained for nano-suspensions thermal properties by a number of researchers, a major concern is that those are difficult to reproduce and there is a lack of consistency among different groups. While the earliest thermal conductivity measurements show anomalous enhancement of metal and oxide nanoparticles [1-5], and carbon nanotubes and fibers [6-9] in water and ethylene glycol, a few recent studies [10-12] report improvement no greater than the theoretically predicted. Some of the discrepancies between those measurements could be ascribed to: (1) differences in the nanofluids preparation – two-step dispersing method or one-step chemical synthesis, (2) the effect of stabilizers and dispersants on thermo-physical properties, (3) the effect of acidity and salt content on electrostatic potential and subsequently colloidal stability, and (4) the nature of the experimental methodology.

Whereas the nature of the solid-liquid interface could be a factor of primary importance in single phase heat transfer, spreading and adhesion properties of nano-sized-loaded liquids on solid surfaces can modify their structural and chemical properties. This becomes particularly important in nucleate boiling heat transfer, boiling crisis, or the so-called Critical Heat Flux (CHF) region, and final catastrophic failure of the surface, or burnout. Since CHF is a regime characterized by a dry-out of the boiling surface, understanding of the roughness and hydrodynamics between the nanofluid and the boiling surface becomes imperative. A few experimental investigations [13-18] have reported tremendous enhancement in CHF of ~50% to ~200%, depending on the chemical composition, size, surface charge, ionic concentration, and stabilization means of the nanofluid. Those results have been achieved for SiO_2 , CeO_2 , Al_2O_3 nanofluids and agree well among different groups.

Sample HIM Proposal - Mechanical Engineering

Considering intermolecular attractive forces, surface charge, and chemical peculiarities, nanostructures tend to form solid-like ordering and modify the pool boiling surface. Theoretical investigation proposes [19] that the pressure rises due to colloidal ordering and enhances the spreading of the nanofluid. Deposition of nanostructures on the heating surface could deteriorate the nucleate boiling heat transfer by changing the surface roughness and nucleate site density.

This process is primarily governed by the size of the surface micro-cavities as opposed to the dispersed nanoparticles or nanotubes. You et. al. [13] have reported that the departure bubble size of Al_2O_3 -nanofluid increases, while the frequency decreases. Vassallo et. al. [14] have performed three major experiments: pure water, silica nano- and micron-sized particles (15nm, 50nm, and $3\mu\text{m}$) dispersed in water on bare Nichrome (NiCr) wire, and water on artificially roughened wire. The results showed no appreciable difference in nucleate boiling, however, the maximum heat flux increased to about 3 times that of pure water. The sanded wire exhibited higher heat fluxes at the same superheat. Milanova and Kumar [15] have examined the particle size, salt content, and effect of surface deposition for pure and silica nanofluids. Smaller particle size of silica (10nm) suspended in solution resulted in the best CHF performance at high or low pH. The chemical modification of the boiling surface has been examined and suggested that the porosity due to silica deposition and oxidation of the Nichrome material are responsible for the greatest increase in CHF. An enhancement of over 150-200% in burnout heat flux in 10 nm silica nanofluid is observed. Zuber's hydrodynamic model was found to be unsatisfactory for explaining the high heat fluxes obtained in the aforementioned experiments in the case of nanofluids.

Proposed Tasks

- Pool boiling of oxide nanoparticles in water under various nanoparticles loading and surface treatment will be conducted. Some preliminary results for oxide nanoparticles are present later in this research proposal. However, dispersion of metal oxides like CuO, ZnO, TiO_2 , Zr_2O has been a challenge. Due to differences in the electronic structure and surface electric properties, the heat in

Sample HIM Proposal - Mechanical Engineering

silica, ceria, alumina, and other oxide nanoparticles is mainly transferred through lattice vibration, as opposed to the migration of free electrons in metal oxides. Intrinsically, metals possess higher thermal conductivity and therefore, potential for increased thermal characteristics. Modification of interface hydrodynamics will be pursued to achieve an optimum size and stability by changing the pH and surface tension of metal oxides in order to provide better dispersion. This would allow the particle to stay away from the point of zero charge, i.e., the pH at which the zeta potential is close to zero. Zeta potential measurements and particle size analysis will be performed in conjunction to heat transfer studies.

- In the proposed work we will use ionic surfactant sodium dodecyl benzenesulfonate (NaDBS) to investigate the stabilization properties of carbon nanotubes and their effect on CHF under pool boiling conditions. These anionic surfactants are well suited because their polar heads dissociate in the medium and dissolve. From a heat transfer point of view, surfactant molecules serve as a bridge between the nanotube and the liquid, possibly affecting the thermal resistance, also known as Kapitza resistance. Optimization of the hydrophobic (nanotube surface) – hydrophobic (surfactant hydrophobic tail) interactions is an important parameter. The effect of surface tension and acidity will be correlated to the coating on the wire and subsequently to heat transfer. The role of the structural peculiarities of Single and Double Walled Nanotubes will be investigated as well. Zeta potential study will be performed in order to determine the most benevolent properties at which the carbon nanotube dispersion is stable.
- The third task will be a natural extension to a more practical system. Here, we propose a construction of a heated flow experimental facility using Copper tubes to quantify the heat transfer improvement in water flow in the presence of nanoparticles. Study the thermal transport characteristics of carbon nanotube (CNTs) nanofluids in closed heated flow loops will be performed. Pure natural convection experiments in the literature have shown a decrease in heat flux. Problems with particle agglomeration and adhesion to the channel walls have not been resolved

Sample HIM Proposal - Mechanical Engineering

Preliminary Work

A number of pool boiling experiments have been performed to determine the pool boiling behavior of oxide nanoparticle dispersions and carbon nanotube suspensions in de-ionized water. The experimental apparatus is in working conditions (figure 1) and consists of a Pyrex glass cylindrical test-section, 10mm-thick plastic cover, heater (Fisher Scientific brand), coiled double jacketed condenser, DC power supply (Kenwood, PD 18-30AD), multimeter (Agilent, 34401A), data acquisition system, and type K thermocouple. The experimental procedure involves passing current through a horizontally suspended Nichrome (NiCr) wire in saturated liquid (de-ionized water or nanofluid). The wire serves both as a heating element and a temperature sensor and is tightly attached to a set of copper lead wires. The respective dimensions are 50mm and 0.32mm, in length and diameter. This particular alloy of the resistance wire was chosen for its brittleness. It also breaks at its melting point (1470°C) without any plastic deformation. Melting of the material before failure is undesirable.

A four point method for measuring the resistance has been adopted, since this technique eliminates problems related to determining lead and contact resistances. To serve the purpose, a second set of lead wires (sense wires) has been attached to the Nichrome wire and the potential drop is determined across a smaller length (~ 40mm). The sense lines are connected to the multimeter and draw minimal current which results in accurate voltage measurements. The current measurements were taken at 0.1A increments and 1s was allowed for the time response of the wire before the potential drop was recorded. The heat flux from the wire to the saturated liquid is determined as follows:

$$q'' = \frac{VI}{\pi DL},$$

where I , V , D and L are current, voltage, wire diameter and length.

Depending on the concentration, agglomeration rate of the nanoparticles, their deposition on the wire, and interfacial potential, the NiCr wire exhibits a sudden jump in resistance and hence the wire superheat.

Sample HIM Proposal - Mechanical Engineering

This process is generally a transition between the saturated boiling regime and the CHF at the point at which the burning gradually progresses is subject to surface chemistry. The surface potential of the nanoparticles determines their movement towards the electrodes and the wire as current flows through the uncoated NiCr wire, which results in the collapsing of particles on the surface and the formation of coating. In the case of silica nanofluid, large amount of oxide coating was found on the wire, whereas in the case of ceria nanofluid, there is no deposition since oxidation seems to have been prevented. Although from a materials point of view, the formation of thick deposition and oxidation of the Nichrome material are detrimental, surface roughness can maintain saturated boiling at higher heat fluxes. This is a result of trapped vapor in the cavities from which numerous bubbles can grow, since nucleation site density is larger for a porous surface compared to a smooth one. A comparison between the bubble nucleation and various boiling regimes is proposed in figure 2. Further analysis needs to be carried for deeper understanding of the nucleation dynamics and alteration of natural convection, nucleate boiling, and critical heat flux regimes in the case of nanofluids.

Figure 3A, B, and C shows an enhancement of up to 200% for oxide nanoparticles. Silica, ceria, and alumina were tested at 0.5% concentration. The greatest enhancement was found to be for 10nm-silica nanofluid. The anomalous enhancement could be attributed to accumulation of coating on the heater surface. The effect of deposition was isolated by a se studied by coating the wires with nanoparticles before-hand and examining their performance in de-ionized water. Each experiment using bare wire was carried out to a point right before burnout and stopped. As a result, the Nichrome wire was coated with a particular kind of deposition thickness and surface morphology. Silica nanoparticle created the thickest deposition. The coated for ceria and alumina was sporadic, with no appreciable increase in effective diameter. When placed in DI-water silica and ceria (fig. 3A and B) enhanced the CHF by almost the same amount as the nanofluid did. However, there is still small enhancement which could not be ascribed to change in heaters surface and increase in nucleate site densities.

Figure 3D further studied the effect of the deposition thickness for silica nanofluid in DI-water. NiCr

Sample HIM Proposal - Mechanical Engineering

wires were pre-deposited with 0.01mm, 0.14mm, and 0.22mm silica coating and the change in the pool boiling behavior is examined. An interesting fact is that the case with considerable deposition changed the nucleate boiling regime by delaying it, i.e. exhibiting the same heat fluxes at higher temperature superheat. Flow visualization sequence for DI water and silica nanofluid pool boiling experiment reveals delay in the onset of nucleate boiling. An enhanced CHF for nanosilica is displayed. The nanofluid experiment is characterized by more numerous bubbles, possibly due to the increased number in nucleation sites.

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Sample HIM Proposal - Mechanical Engineering

9. S. Shaikh, K. Lafdi, R. Ponnappan, 'Thermal conductivity improvement in carbon nanoparticle doped PAO oil: An experimental study', *J. of Appl. Physics*, **101**, 064302, p.1 (2007).
10. D-H. Yoo, S. K. Hong, H. S. Yang, 'Study of thermal conductivity of nanofluids for the application of heat transfer fluids', *Thermophysica Acta*, **455**, p.66 (2007).
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13. S. M. You, J. H. Kim, K. H. Kim, 'Effect of nanoparticles on critical heat flux of water in pool boiling heat transfer', *Applied Physics Letters*, **83**, p. 3374 (2003).
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15. D. Milanova, R. Kumar, 'Role of ions in pool boiling heat transfer of pure and silica nanofluids', *Applied Physics Letters*, **87**, p. 233107 (2005).
16. D. Milanova, R. Kumar, S. Kuchibhatla, and S. Seal, 'Heat transfer behavior of oxide nanoparticles in pool boiling experiment', *Proc. of 4th International Conference on Nanochannels, Microchannels and Minichannels*, Limerick, Ireland (2006).
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Figure Page

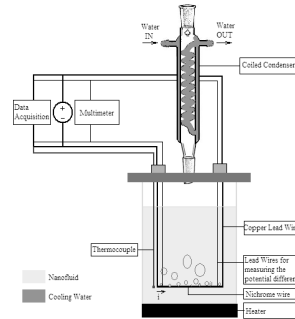


Figure 1: Experimental Setup.

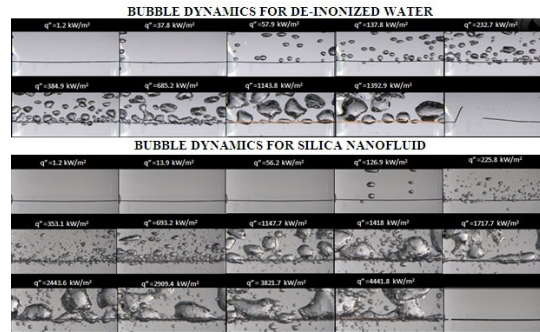


Figure 2: Bubble dynamics characterization for pure and silica nanofluids.

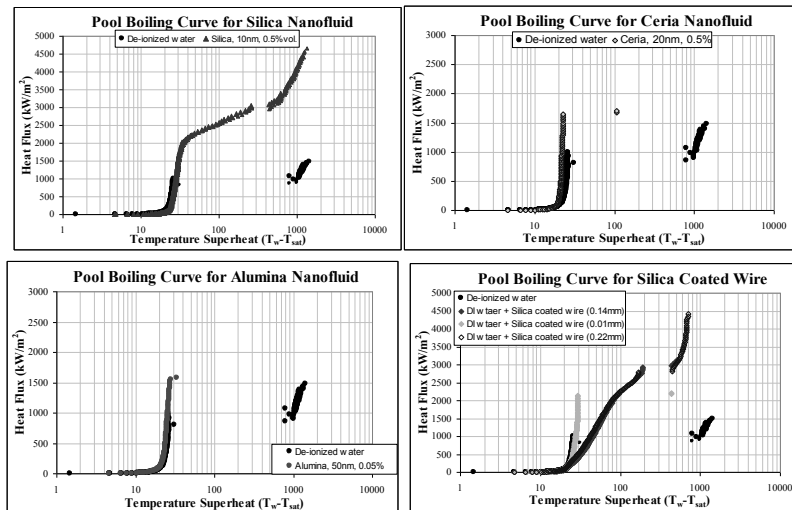


Figure 3: Pool boiling analysis for oxide nanoparticle suspensions.

Thesis Writing Semester

- ❑ Submit an **HIM Intent to Graduate** form to BHC 107 by the date posted on the front inside cover of this handbook if you are planning to graduate in the current semester. This form is available online at http://www.research.honors.ucf.edu/him/HIM_Intent_Graduate.html or from the Office of Research and Civic Engagement (BHC 107) in the Burnett Honors College. An example of this form can be found on page 38.
- ❑ Request a defense date from your Thesis Chair and schedule your defense date in consultation with your Thesis Chair and committee.
- ❑ Submit a copy of your notice of defense to the Office of Research and Civic Engagement in the Burnett Honors College **at least one week prior to your scheduled defense date**. Notices of defense should be submitted electronically to HonorsResearch@ucf.edu. Students should also prepare a notice of defense that is signed by their Thesis Chair and submit this to the Office of Research and Civic Engagement in the Burnett Honors College. An example of a notice of defense can be found on page 39.
- ❑ Submit your thesis to Turnitin.com through your Thesis Chair. Your Thesis Chair is responsible for submitting your thesis to Turnitin.com and for reviewing the results of this submission with your committee. Your Thesis Chair and committee must agree that your work meets the university's requirements in order for you to submit your thesis to the UCF library and qualify for Honors in the Major distinction on your diploma. Please note: regardless of your major, you must complete a submission to Turnitin.com. This is a university-wide requirement for thesis writers, and absolutely no exceptions will be given if you plan to complete your thesis.
- ❑ Meet with the Thesis Editor for the initial format review by the deadline stated for your Thesis Writing semester.
- ❑ Submit a completed copy of your thesis to your entire committee for review. Your thesis should be submitted to your Thesis Chair at least two-three weeks prior to your defense date, and to the remainder of your committee at least two weeks prior to your defense date.
- ❑ Complete the oral defense.
- ❑ Submit the Honors in the Major Thesis Attachment and the Honors in the Major Thesis Approval Form to the Office of Research and Civic Engagement in BHC 107 **before** you submit your thesis to the library.
- ❑ Complete all formatting requirements as suggested by the Honors in the Major Thesis Editor. Complete all changes to the content of your thesis as suggested by your Thesis Chair and committee.
- ❑ Upload your final, approved thesis to the UCF library's submission site. You will be given access to the URL, username, and password after receiving format approval from the Thesis Editor. Name your final document to be uploaded as follows:
Lastname_Firstname_Middleinitial_Yearandmonthofgraduation_Degree type
(e.g. Doe_John_H_1105_BA).
- ❑ Complete the Honors in the Major Exit Survey in BHC 107. This form is available for download at http://www.research.honors.ucf.edu/him/HIM_Exit_Survey.html

Honors Thesis or Project

Following the successful completion of Honors Directed Readings and the preparation and approval of the proposal, you will enroll in three hours of Honors Thesis Writing. During this semester, you will work closely with their Thesis Chair to develop the Honors in the Major thesis. When appropriate, your other committee members should be consulted to review and comment on your written work. You may also opt to take a subsequent semester of thesis credit for 1 or 3 additional hours if it is determined that more time is needed to complete the thesis requirements.

It is expected that successful HIM theses will make a substantial contribution to your discipline. Students can read examples of successful theses published between 1990 and 2010 in The Burnett Honors College Reading Room, BHC 122. Students may also check out copies of these theses from the UCF library (General Collection LD 1772.F96 T45 - third floor). Theses published in the year 2011 and later are available online through the UCF library website.

Thesis Defense

You will establish with your Thesis Chair and committee a mutually agreed upon thesis defense date that will be no later than the deadline found in the inside front cover of this handbook. For the thesis defense, you are expected to prepare a formal presentation about your thesis and answer questions about your thesis that are posed by each committee member.

You must provide a written notice of defense, signed by your Thesis Chair, to the Office of Research and Civic Engagement (BHC 107) in the Burnett Honors College at least one week prior to the date of your defense. An electronic PDF version of this notice of defense must also be submitted to HonorsResearch@ucf.edu. An example of the notice of defense can be found on page 39. The thesis defense is open to all faculty, staff, and students of the university. You are encouraged to review notices of defense each semester, which can be found online at (<http://www.research.honors.ucf.edu/him/NOD.aspx>). You are also welcome to attend other defenses of students who are in the Honors in the Major program.

Because each discipline and committee is different, you should ask your Thesis Chair what she/he expects at your defense. In many cases, the entire committee will approve the thesis immediately following the defense. In other instances, the committee will approve the thesis after some revisions are made to the document.

Thesis Approval Form

The committee identified on the thesis approval form must match the committee that the Burnett Honors College has on file. If any changes were made to the committee, this matter must be addressed well ahead of the defense date. The thesis approval form is available from the Honors in the Major website, and you should take this form with them to your thesis defense. After you successfully complete your defense, your committee, Department Chair or HIM Coordinator (if applicable) and the Dean of the Burnett Honors College will sign this form. After the Dean's signature is obtained, this form must be submitted to the Office of Research and Civic Engagement (BHC 107) in the Burnett Honors College. Please note that changes in your thesis title and committee are unacceptable once you have submitted this form.

Format Review

You are required to meet with the Thesis Editor for the initial format review by the deadline posted for your Thesis Writing semester.

During the format review, the Thesis Editor (Dr. Reich) is looking at your formatting, not your content. Dr. Reich will be looking to make sure that the title page is correct, headings and subheadings are formatted consistently, margins are correct, tables and graphs are formatted properly, etc. Your thesis does not need to be complete for the format review, but enough information must be present so that the format review is useful. If you successfully complete the initial format review, you will not be required to resubmit their document for a secondary review. If you are asked to make changes and resubmit your document for approval, you must send Dr. Reich a digital copy of your thesis for review before submitting your final copy to the UCF library.

Turnitin.com

You must also submit a copy of your thesis to the plagiarism website Turnitin.com by the deadline listed in your Thesis Writing semester. While this review can be done early in the semester, you should wait to submit your document until it is near completion or completed for this review to be most useful.

Your Thesis Chair is responsible for reviewing your thesis through Turnitin.com. Your Thesis Chair will ask for your thesis so that he/she can upload it. Most faculty have undergone training by the Faculty Center for Teaching and Learning (FCTL) and have access to Turnitin.com. If your Thesis Chair has questions about Turnitin.com, they should contact FCTL for assistance.

The results of your submission to Turnitin.com are not reported to the university. The results should be discussed by you, your Thesis Chair, and your committee. Your Thesis Chair will sign off on the Burnett Honors College Thesis Attachment Form to verify that this review has been completed and that no issues exist with plagiarism.

Please note that Turnitin.com will flag any citation that you used from other works and will also flag your reference list. While flagged, your Thesis Chair will be able to see that cited work is not plagiarized work. What Thesis Chair's are looking for is any long statement, whether paraphrased or directly copied, that does not have a proper accompanying citation.

Thesis Attachment Form

Prior to submitting your thesis, you must complete the Honors in the Major Thesis Attachment form and have it signed by your Thesis Chair. This form verifies two things. First, this form will verify that your Thesis Chair and committee have reviewed the results of your thesis submission to Turnitin.com and that your thesis is an original document. Second, this form allows you to indicate how you would like your thesis to be made public once it is submitted to the UCF library.

Students who have pending patents, U.S. copyrights, or permissions may delay the electronic dissemination of their thesis for six months, with available consecutive six month extensions available for approval upon request.

Thesis Submission

After you successfully complete your thesis defense and format review, you will receive instructions regarding the upload of the final thesis document to the university library. You should follow these instructions carefully prior to submitting your document.

Please note:

- 1) Changes to your thesis cannot be made once the document is submitted to the UCF library. This includes any formatting changes, grammatical errors, misspellings, etc.
- 2) There is a deadline by which you must submit your thesis to the library each semester. If you miss this deadline for a particular semester, there is nothing that the Burnett Honors College nor the UCF library can do about it. Your only option in this instance is to enroll in another semester of HIM credit and submit your thesis by the deadline listed in the following semester.

Thesis Binding

For the Honors in the Major program, thesis binding is optional. You may have your personal copies bound by one of UCF's trusted binding vendors. Since the binding of personal copies is optional, there are no special paper requirements. It is your responsibility to ensure that your thesis meets all of the requirements of UCF prior to having it bound by a third party vendor. It is also your responsibility to negotiate binding costs and timelines with your chosen vendor.

Exit Survey

After you complete your thesis defense, you must submit the Honors in the Major Exit Survey. This survey is available on the Honors in the Major website. Please use this form to provide honest and constructive feedback about your experience and the program. We use your comments as a means of improving this program for future students.

HIM Intent to Graduate Form

Like your academic college, The Burnett Honors College requires notification of your intent to graduate. This form must be submitted by the deadline listed for the semester in which you will be graduating from UCF.



Intent to Graduate with Honors in the Major

Name _____	PID _____
Address _____ _____	Email _____@knights.ucf.edu
Phone _____	
College _____	
Major _____	

Burnett Honors College Use Only:

Upper Division GPA: _____

Major GPA: _____

Burnett Honors College Use Only:

Semester of Graduation _____ Date of Oral Defense _____

Thesis title: _____

Phonetic spelling of your name: _____

Honors in the Major Courses	Grade	Term Taken
_____	_____	_____
_____	_____	_____
_____	_____	_____

_____	_____	_____
Thesis Committee Chair	Name typed or printed	Date

_____	_____	_____
HIM Dept. Coordinator or Dept. Chair	Name typed or printed	Date

I hereby certify statement that this student has satisfied all of the Honors in the Major requirements:

_____	Kelly Astro	_____
Director of Research and Civic Engagement	Name typed or printed	Date

Notice of Defense Example

Your Notice of Defense (NOD) includes your name and major, defense time/date/location information, as well as your current title, an abstract of your thesis, and your complete committee listing (only your Thesis Chair

Begin by typing "NOTICE OF DEFENSE" three returns down the page in font size 12 in your thesis font (see page 36). All margins need to be set at 1 inch.

NOTICE OF DEFENSE

Continue by typing all this information in font size 12, with line breaks as shown, three returns below your "Notice of Defense" line. Everything on your NOD should be single spaced.

Announcing the Defense of Thesis
of Brenna M. Egan
for Honors in the Major
Legal Studies

These sections should each be two or three returns from each other.

Tuesday, April 6, 2010
10:00 a.m.
Room 246
Health and Public Affairs I

Thesis Title: **The Battered Man: An Evaluation of Equal Justice Under the Law.**

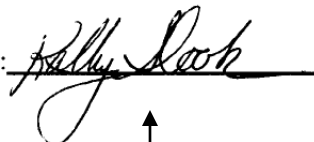
Within the last few decades, both state and federal governments, as well as private and non-profit organizations have become heavily involved in solving the national epidemic of domestic violence. Many of these efforts have focused on domestic violence against women. In fact, in social and legal venues, domestic violence is often and sometimes exclusively considered a women's issue. However, domestic violence, particularly intimate partner violence, does not discriminate on any basis, including gender. This research focuses on male victims of domestic violence in order to show that domestic violence is a human issue, not a gender issue. Only when all victims of violent crime are acknowledged and treated fairly can society begin to solve the problem of domestic violence victimization.

The intent of this thesis was to explore the prevalence of victimization, the legal and societal representations, and legal treatment of male victims of domestic violence. Through the analysis of case law and statutes, quantitative statistics, domestic violence resources, popular culture, and anecdotal evidence, this thesis evaluates the treatment of male victims of domestic violence in the legal system. Evidence shows that gender bias does exist and can affect battered men in numerous ways, including in injunction requests, criminal justice issues, and the seeking of treatment, counseling, or shelter. By raising awareness to this facet of domestic violence, this thesis aims to contribute not only to the legal discipline but also to helping to solve the domestic violence epidemic in society—against all people.

Committee:
Dr. Kathy Cook, Chair
Dr. Lee Ross
Dr. Cynthia Brown

Your committee should be listed about four returns below your abstract. If you have a long abstract, align it appropriately.

Approved by:



Your thesis chair signs here,

HIM Thesis Approval Form

This form will be signed by your entire committee, Department Chair (or HIM Coordinator, if applicable) following your thesis defense. After each of these individuals sign your form, Dr. Alvin Y. Wang, Dean of the Burnett Honors College, will also sign this form.



Honors in the Major Thesis Approval Form

Students must complete this form and obtain all signatures except that of the Burnett Honors College Dean. The Burnett Honors College Dean will only sign this form if (1) your thesis committee and Department Chair have signed it, and (2) you have completed the entire thesis process, including the delivery of all paperwork and upload of your final thesis to the UCF library. One copy of this form must be delivered to the Burnett Honors College, room 102 for the Dean's signature.

Student Name: _____ **Student PID:** _____

Thesis Title: _____

Defense Date: _____

College: _____

Department: _____

Degree: _____

The members of the Committee have reviewed the results of the turnitin.com submission, attended the thesis defense, and approve the above named thesis:

Name (without title)	Title	Signature

It is recommended that this thesis be used in partial fulfillment of the requirements for the degree of <degreeselect> from the <departmentsselect> in the <collegeselect>

Name (without title)	Title	Signature
Alvin Y. Wang, Ph.D.	Dean, The Burnett Honors College	

The committee, the college, and the University of Central Florida are not liable for any use of the materials presented in this study.

HIM Thesis Attachment Form

You and your Thesis Chair will sign this form only after your thesis has been reviewed through Turnitin.com, after you have secured your final thesis title, and once you know how you would like to release your thesis to the UCF library.



Honors in the Major Thesis Attachment

This form is to be completed and signed by you and your Thesis Chair. This form must be submitted to the Office of Research and Civic Engagement (BHC 102) before your thesis is submitted to the library. Please return this form with the signed Thesis Approval Form.

Student Name: _____

Student PID: _____

Thesis Title: _____

Review of Original Work (Turnitin.com)

Your Thesis Chair and committee have reviewed the results of your thesis submission through Turnitin.com.

Signature of Thesis Chair: _____

Date: _____

Recommendation for Availability of Thesis

In addition to the unrestricted display of the bibliographic information and the abstract, we agree that the above mentioned document be placed in the ETD archive with the following status (please choose one of the options below).

- Immediate worldwide dissemination with no restrictions.
- Pending dissemination of the entire work for six months for patent or other proprietary issues, with an additional six month extension available. Once the patent and proprietary issues are resolved, we recommend immediate worldwide dissemination with no restrictions.
- Dissemination with limited access to the UCF community for a period of:
 - One year
 - Three years
 - Five years

Signatures:

Student Signature: _____

Date: _____

Signature of Thesis Chair: _____

Date: _____

Thesis Chair's Printed Name: _____

HIM Exit Survey

After you have completed your thesis defense, you may fill out the HIM Exit Survey. Please use this survey as an opportunity to provide feedback on the HIM program. This form also gives us an opportunity to learn about your plans after graduation.



Honors in the Major Exit Survey

Name _____ Email _____
Permanent Address _____ PID _____
City, State, Zip _____ Phone _____
Are you interested in being part of the Honors College Alumni Chapter? Yes No

The following evaluation will be used to assess the Honors in the Major program. Your feedback and suggestions will be used to improve the HIM program in the months and years to come. Please write the appropriate number using the scale described for each set of items and answer questions as thoroughly as possible. Thank you.

- | 1 | 2 | 3 | 4 | 5 |
|------------------------------|------------------------------|---------------------------------------|---------------------------|---------------------------|
| Strongly
Disagree | Somewhat
Disagree | Neither Agree
nor Disagree | Somewhat
Agree | Strongly
Agree |
- _____ 1. The HIM Program enhanced my undergraduate education. Please explain below.
- _____ 2. The HIM Handbook was helpful. Please explain below.
- _____ 3. The HIM Thesis Consultant (initial format review/final format review) was helpful. Please explain below.
- _____ 4. The Honors staff was helpful. Please explain below.
- _____ 5. I am pleased with my experience in preparing and defending a thesis. Please explain below.
- _____ 6. I would recommend the HIM program to other undergraduates. Please explain below.

7. What helpful hints would you give to new Honors in the Major students?

8. Would you like to mentor a future/current HIM student through e-mail? Yes No

9. How did you hear about the HIM program? Professor Friend
Major Adviser Info Session
Other: _____

10. May The Burnett Honors College use your HIM proposal and/or thesis as an example in the HIM handbook or future educational materials to aid future HIM students?
Yes, you may use my HIM proposal. Yes, you may use my thesis
No, please do not use any portion of my thesis as an example.

11. Please check which resources you used as an HIM student.
Honors Computer Lab Honors Reading Room
Extended Library Privileges Honors in the Major Scholarships
Honors Luncheons Honors Discounted/Free Tickets
Honors Social Events Honors Monday Morning Breakfast
OSSFA HIM Workshops (Defense, IRB, Proposal, etc)

12. Do you have any suggestions for improving the HIM Program?

13. Are you planning to attend graduate school? If no, please skip to question #17.
Yes No If yes, where have you applied? _____

14. Which schools offered you admission (as of today)? _____

15. Which school/program are you going to attend? _____

16. Did you receive an assistantship for graduate school?
Yes No If yes, what amount? _____

17. Are you planning to enter the job market? If no, please skip to end.
Yes No If yes, where did you apply? _____

18. Which companies have made you an offer (as of today)? _____

19. Which offer did you accept? _____

Good luck with your future goals and thank you for helping us improve the Honors in the Major Program.

Thesis Formatting

Thesis Order

At a minimum, your Honors in the Major thesis must contain (1) title page; (2) abstract; (3) table of contents; (4) thesis body (e.g. chapters or sections); (5) list of references OR bibliography. You may choose to include more sections within your thesis. The following list demonstrates the correct order of a thesis if you were to include every possible page. You may need to omit sections as needed, just so long as the required sections are present.

- 1. Title Page - Required**
- 2. Copyright Page - Optional**
- 3. Abstract - Required**
- 4. Dedication - Optional**
- 5. Acknowledgments - Optional**
- 6. Table of Contents - Required**
- 7. List of Figures - If necessary**
- 8. List of Tables - If necessary**
- 9. List of Media/Abbreviations/Nomenclature/Acronyms - If necessary**
- 10. Body of Thesis - Required**
- 11. Appendices - Optional**
- 12. Endnotes (may also be chaptered) - Optional**
- 13. References OR Bibliography - Required**
- 14. Index - Optional**

The format of the thesis body and the treatment of citations and appendices vary by discipline. The Thesis Editor and your Committee Chair will guide you in this, but it is important at the outset that you select one of the established styles, such as MLA, APA, ASA, Chicago, CSE, or IEEE. UCF thesis and dissertation formatting manual guidelines for margins and pagination supersede standard style requirements.

Thesis Formatting Requirements

Margins

- Top: 1.5 inches**
- Bottom: 1 Inch**
- Left: 1 Inch**
- Right: 1 Inch**

Typeface and Size (font)

- Use a standard, easy-to-read Serif or Sans-Serif typeface for your document. Examples include Arial, Courier, Times New Roman, or Garamond
- Place all body text in 12-point font
- Place all chapter headings in either a 12 or 14 point font
- Use no smaller than a 10 point font and no greater than a 12 point font for tables, figures, and illustrations
- Use italics for textual emphasis when necessary. Do not use bold or underlining for this purpose
- Use a standard, easy-to-read serif or sans-serif font for your headings and typeface. Examples include Times New Roman, Arial, and Tahoma. It is best to choose one font style and use it consistently throughout your text.

Page Orientation

- Use portrait-oriented pages for your writing and for small tables, figures, illustrations.
- Use landscape-oriented pages for large tables, figures, illustrations.

Spacing

- All manuscript text must be double-spaced, with the exception of the following:
 - Lengthy quotations (40 words or more) may be single or double-spaced
 - Table text may be single or double-spaced
 - Table or figure titles may be single or double-spaced
 - Headings or subheadings that span more than one line may be single or double-spaced

Paragraph Spacing

- Indicate paragraph breaks in one of two ways:
 - Indent the first line .5"
 - Align paragraph left, with no indent, and add extra space between paragraphs
- Text may either be left aligned or justified
- Apply the "Widow/Orphan Control" setting to your document. This ensures that the first word of a paragraph is never the last word on a page, and that the last word of a paragraph is never the first word on a page.

Headings

The titles of preliminary pages, chapter titles, and back matter sections (Appendices, Endnotes, List of References,) are headings. Headings help organize your thesis.

- Begin each chapters/section heading on a new page.
- Add adequate space below the heading to separate it from the text.
- Set the type size of 12 or 14 point font.
- Center each heading and place it in all capitals
- Be consistent: use the same font, style, size, spacing above/below, and alignment.

Subheadings

Using subheadings helps you establish hierarchy in your thesis and guides the reader through the information. You may use up to five subheading levels within each chapter or major section:

First-level subheadings:

Centered, underlined, and typed in all title caps (upper- and lower-case letters), OR
Centered with no underlining and typed in all caps

Second-level subheadings

Centered with no underlining and typed in title caps, OR
Centered with no underlining, italicized, and typed in title caps

Third-level subheadings

Aligned flush left and typed in title caps, OR
Aligned flush left, italicized, and typed in title caps

Fourth-level subheadings

Aligned flush left and typed in title caps, OR
Left-aligned with tab indent, italicized and typed in lowercase

Fifth-level subheadings

Left-aligned with tab indent, underlined, and typed in title caps

- Add adequate space above and below each subheading to separate it from the text
- Place each subheading on the same page as its respective section
- Be consistent: use the same font, style, size, spacing above/below, and alignment for all subheadings of the same level.

Page Numbering

For the preliminary pages of the thesis, select lower-case Roman numerals (ii, iii, etc.), without punctuation, centered at the bottom of the page. Begin numbering at ii on the page that immediately follows your title page. If you include every page in your thesis, the numbering will appear as follows in the list below. Practice caution, though, as many students do not include all of these pages in their theses. Make sure to modify page numbering based upon what is included:

Title page (considered page i, but number does not appear on the page)

Copyright page (page ii)

Abstract (page iii)

Dedication (page iv)

Acknowledgments (page v)

Table of Contents (page vi)

List of Tables, Figures, Definitions, etc (page vii, viii, ix, x, etc.)

- For the body of your thesis, begin page numbering at 1 and continue sequential numbering throughout the remainder of your document through the last page of your references OR bibliography. Page numbers should appear at the bottom center of each page, regardless of whether the page is oriented as portrait or landscape.

Figures and Tables

- ❑ Place tables and figures within the thesis as close as possible to the parts of the text they supplement OR organize all tables and figures into an appendix
 - ❑ If placing tables/figures within the manuscript, either combine them on the page with the body text OR place them on a page by themselves
- ❑ You should generate a List of Tables, List of Figures, List of Illustrations, etc. following your Table of Contents in the thesis. This list will match up your tables, figures, illustrations, etc. with the page number that those tables, figures, illustrations appear on.
- ❑ Format consistently. For instance, if you center a table in the page, all tables must be centered.
- ❑ Create captions for each figure, table, etc. When including multiple figures, tables, etc., make sure that each is numbered consecutively and that captions are consistently formatted.
- ❑ Figures and tables, and their titles, should all appear on the same page. If a table is too large and must be split over multiple pages, you only need to repeat the heading (e.g. Figure 1). You do not need to repeat the entire caption or use the word “continued”.

Table of Contents

At the very least, all of the major headings and first-level subheadings must be represented in the table of contents..

- ❑ Use up to three heading levels in the table of contents. Set major chapter headings further to the left than subheadings.
- ❑ Align page numbers to the right. Use a dot leader between the table of contents entry its corresponding page number.
- ❑ Double space the table of contents.

Appendices

Appendices are used for items that supplement your thesis, such as surveys, IRB agreements, copyright letters, previously used questionnaires, etc.

- ❑ Create a title page before each appendix, with Appendix A (B, C, etc.) and the appendix title, centered on the page. Use the same font style as for headings.
- ❑ If you only have one appendix, simply label it Appendix.
- ❑ You may type the appendix linearly or you may stack the title. For example:

APPENDIX: IRB APPROVAL LETTER

APPENDIX:
IRB APPROVAL LETTER

References

- ❑ Select a reference style and make sure it is acceptable to your thesis committee chair. Apply the style consistently in citations in the text and in your list of references.
- ❑ Choose a consistent style of spacing. Either single-space references with an extra single-space between each citation OR double-space references with no extra space between each citation.
- ❑ Use a hanging indent on multiple lines if your documentation style calls for it.

For detailed steps on how to format your thesis, please see the step-by-step formatting guide located on the Honors in the Major website. We also highly recommend referencing the UCF Graduate Studies Thesis and Dissertation Manual at http://www.students.graduate.ucf.edu/ETD_formatting/. Much of the information that has been provided on formatting in this document was taken from the Graduate Studies Thesis and Dissertation Manual.

Thesis Submission Processes

- ❑ Complete all corrections to your content that was recommended by your Thesis Chair and committee.
- ❑ Complete all formatting corrections that were recommended by the Honors in the Major Thesis Editor.
- ❑ Verify that you have completed your Thesis Approval Form and submitted a copy to the Office of Research and Civic Engagement in the Burnett Honors College. This form verifies that you have completed your thesis defense.
- ❑ Verify that you have completed the Thesis and Dissertation Attachment Form and submitted a copy to the Office of Research and Civic Engagement in the Burnett Honors College. This form will verify that your Thesis Chair has submitted your thesis to Turnitin.com and will also allow you options for thesis dissemination.
- ❑ Proofread your thesis one final time before submission. Make sure that your thesis title and name are spelled correctly, that all of your major headings do not have grammatical errors. Also check to make sure that your table of contents is correct. Go through your thesis and match each entry up to the page number to make sure that this table is accurate. Finally, check through your references or bibliography to ensure that you have accurately represented other scholarly works in your thesis.
- ❑ Check your bookmarked PDF document to make sure that your bookmarks work correctly. Also, make sure that you upload the correct document to the UCF library website. If you have multiple files on your computer, save your final bookmarked PDF copy of your thesis in a special folder so as to not confuse it with another, older version of your document.
- ❑ Upload your thesis to the library website by EXACTLY following the directions provided to you by the Office of Research and Civic Engagement. Name your PDF document as follows: (Firstname_Lastname_middleinitial_yearandmonthofgraduation_Degree type (e.g. Doe_John_H_1105_BA). Make sure that you have your thesis title and abstract handy for this process.

NOTE: You must submit your thesis to the UCF library by 5:00 PM on the deadline posted for the semester in which you complete your thesis. If you miss this deadline, you will not be able to complete the program that semester. In this instance, you would need to make arrangements to continue the Honors in the Major program for another semester to complete this requirement. Also, once you submit their Honors in the Major thesis to the UCF library, changes cannot be made to the document. No exceptions will be made, regardless of spelling or grammatical errors.

Thesis Example

On the following pages, you will find the front matter of a previously completed thesis.

Make sure that this title is spelled correctly and matches the title found on your Thesis Approval Page.

LINGUISTIC CORRELATES OF PSYCHOPATHOLOGY IN AUTOBIOGRAPHICAL NARRATIVE

by

MICAH G. ALLEN

Format your title page to look like this, doing your best to follow this example.

Remember to adjust these guidelines to reflect the length of your own thesis title. It's more important that your title page look professional than it follow these guidelines strictly.

A thesis submitted in partial fulfillment of the requirements
for the Honors in the Major Program in Psychology
in the College of Sciences
and in The Burnett Honors College
at the University of Central Florida
Orlando, Florida

Spring Term 2008

Make sure to insert your appropriate major and College in this statement.

Make sure to indicate your thesis completion term. Make sure that you list the year correctly.

Thesis Chair: Dr. Jeffrey Bedwell

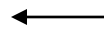
This page is not numbered, but is considered page i

Copyright Page

This page is optional for your thesis, and must be included if you seek at copyright from the U.S. Government

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Roman numeral numbering begins as page ii on the page that immediately follows your title page.

Abstract

This is a concise summary of the purposes, methodology, findings or results, and conclusions. It should range between 250 and 500 words.

ABSTRACT

Stemming from the interdisciplinary questions, “what is the self?” and “what occurs in the absence of the self” this study sheds light on key areas of interest to both clinical psychologists and cognitive scientists. Following a review of self-literature across several disciplines, it is concluded that the fracturing or absence of the self may relate to certain psychopathologies. The present study used oral autobiographical narrative and a self-report inventory of psychopathology to explore this relationship in 43 college students. By examining these questions from a bottom-up perspective, this study expands upon existing literature regarding quantitative linguistic analysis of narrative in addition to providing key empirical data for the interdisciplinary study of psychopathology.

Linguistic Inquiry and Word Count software and the Brief Symptom Inventory were used to categorize word use in autobiographical narratives and recent psychological distress. Linear regression with forward modeling was used to explore linguistic factors from the narratives that related to specific types of psychopathology. Results suggested that increased use of positive feeling words (e.g., *happy, joy, love*) in autobiographical narratives predicted an increased overall severity of distress, with other emotional, cognitive, and pronoun-based word usage predicting specific forms of psychopathology.



An abstract is mandatory. Note that roman numeral numbering is present.

Dedication

This page is not required for a thesis, but is highly recommended.
It should follow a format similar to this.

For my loving family and grandmother, who never quit on me.

For all the teachers who stuck up for me, without whom this wouldn't be possible.

And for my friends, scattered as they are, thanks for making it all worthwhile. You kept me going when I couldn't have done so myself.

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This page is optional, but note that roman numeral numbering is present.

Acknowledgments

This page is also not required for a thesis, but is highly recommended.
It should follow a format similar to this.

ACKNOWLEDGMENTS

I express sincere thanks and gratitude to my committee members, who have been gracious enough to enable this project with their guidance, wisdom, and experience. Special thanks go to my thesis chair, Dr. Jeffrey Bedwell, for his stalwart empiricism and guidance. Thanks also to my out-of-department committee member, Dr. Shaun Gallagher, without whom I might have never resolved the existential crisis posed by this project.

This research was funded by a National Science Foundation grant (BCS-0639037), “Collaborative Research: Theoretical and Conceptual Advances in the Cognitive Neuroscience of Self Representation.” (PI: Dr. Shaun Gallagher).



This page is optional, but note that roman numeral numbering is present.

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Double-space your table of contents. Make sure to include a dot leader.

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INTRODUCTION

Self-deterioration is inherent to psychopathology. Indeed, the word “psychopathology” derives from *psyche*, meaning soul or self, and *pathos* meaning illness or emotional distress. Not exclusive to psychological literature, the self-concept has undergone rigorous examination and reconceptualization since Plato strived to understand the nature of the soul over two thousands years ago. In more recent history, Freud placed the self in the center spotlight, and in return behaviorists decried the self as inaccessible to scientific study and ultimately nonexistent.

The nature, or essence, of the self today remains a controversial debate spanning several disciplines. Samsonovich and Nadel (2005) suggest that the self amounts to a set of biological boundary-setting processes engaged in by an organism, utilizing illusory self-concepts. Other theorists have argued that selves exist only as fictional characters in narrative (Dennett, 1990), as agents within the world (Schechtman, 1996), or as essentially embodied within our environments (Clark, 1999). While this debate continues to rage over specific themes and functions of the self, narrative has emerged as a significant interdisciplinary locus of research. Various kinds of disruptions or disorders in narrative may act as reliable indicators of psychopathology, sensitive to changes resulting from mental health treatment as well as other phenomena of interest in a variety of applied settings.

Although an exact definition of narrative’s function in self-construction and communication is not likely to emerge soon, the adaptive production and comprehension of self stories seems essential to healthy self-formation. In line with this view, Salvatore, Dimaggio, and Semerari (2004) describe a five-point organizational structure of narrative development as crucial to mental health. This model describes advanced stages of narrative existing in a bidirectional relationship with non-conscious stages of pre-narrative.

Begin Arabic Number Sequencing at page 1 with your introduction or first chapter.

Frequently Asked Questions

Honors in the Major Program

1) When is the best time to apply to the Honors in the Major program?

Although the Honors in the Major program takes only two semesters to complete, it is highly recommended that you either apply to the HIM program or begin work on your thesis at least three semesters prior to graduation. This provides you some degree of flexibility in how you want to incorporate the thesis writing into your course work. Keep in mind that some programs require you to collect data or go out into the community. By giving yourself at least three semesters, you can ensure that you will have more than enough time to meet the objectives of your theses.

2) If I am a double major, how does the Honors in the Major program work?

If you are a double-major, you must select one major to write your thesis under. Oftentimes, ideas from the two majors overlap into one interdisciplinary thesis. However, you should write a thesis in the major that your topic is most relevant to and the major that you would like to pursue in graduate school.

Students who are double majors may only write one thesis at a time. If you want to write two theses (i.e. one thesis for each major), they must be done sequentially. It is therefore recommended that if you want to write two separate theses, then begin the Honors in the Major program at the beginning of your junior year.

Directed Readings

1) If I decide to take Directed Readings II, when should I notify the Honors College?

Oftentimes, the decision to take Directed Readings II does not occur until mid-way through the first Directed Reading semester. The decision to enroll in Directed Readings II should always be made in consultation with your Thesis Chair. Once the final decision has been made, you must notify the Honors College immediately so that we can update your record.

2) When should I have formed my entire committee?

If you are taking one semester of Directed Readings, your committee should be finalized by the end of the second month of that semester. If you are taking two semesters of Directed Readings, your committee should be finalized by the end of the first Directed Readings semester. Remember that the committee members should be selected under the advisement of your Thesis Chair, and you should ask your Thesis Chair if they approve of each selected committee member before you officially ask them to serve on their committee.

3) Can I change my Thesis Chair or Committee Members?

As a program, we do not encourage you to change Thesis Chair's or committee members once you have asked them to serve as advisors to their thesis.

In the instance that a faculty member leaves UCF or goes on sabbatical, it may be in your best interest to add or remove members from your committee. This decision should certainly be made in conjunction with your acting Thesis Chair and committee members. For The Burnett Honors College to officially change the Thesis Chair or committee on record, we must receive an e-mail from you, an e-mail from the current Thesis Chair, and an e-mail from the new Thesis Chair/committee member. Under no circumstances is it appropriate to add or remove members of your committee without first consulting those individuals.

4) Can I change my Thesis topic?

If you decide to change or modify your thesis topic, you should do this very early in the Directed Readings semester. You will need to make sure that your committee is still able to adequately advise you on their topic, and that the research that faculty are doing is pertinent to your thesis. **DO NOT** ever change your thesis topic without first consulting your Thesis Chair and committee. It is acceptable for you to specify or make revisions to your thesis as you move through the process, but issues can arise if you jettison your original topic and completely start over with a brand new, unrelated topic late in Directed Readings or in the Thesis semester.

Thesis Writing

1) If I decide to take Thesis II, when should I notify the Honors College?

Going along the same guidelines as Directed Readings II, you should notify the Honors College of their intention to take Thesis II as early as possible during the first Thesis semester.

2) How do I copyright my thesis?

You are not required to copyright your thesis with the United States Copyright Office in order to protect their work. However, you are more than welcome to officially register their thesis if you choose to. This process should be started well ahead of the submission deadline. Oftentimes, copyrighting can take between 9 months to one year to complete. The fee for registration is currently \$45.00, and registration applications can be found at <http://www.copyright.gov/>.

If you do not register your thesis with the United States Copyright Office, you can still include a copyright page in your thesis. This page would appear after your Title Page, and would include the copyright symbol (which can be inserted through Microsoft Office), the year of publication, and your full name.

3) What happens if I decide not to finish my thesis?

In a few instances, students may decide that they cannot finish the HIM thesis. Reasons oftentimes include having to graduate early, financial constraints, and educational opportunities that take students out of the state of Florida. Although we always encourage students to finish their thesis at all costs, we understand that under certain circumstances it may not be feasible. You must notify the Honors College, your Thesis Chair, and your committee if you decide not to complete your thesis. If you have done a legitimate amount of work, your Thesis Chair may ask you to produce a research paper in order to justify a passing grade for the Thesis independent study course. Please note that opting out of the program means that your thesis will not be bound, that you will not graduate as an Honors in the Major student, and that Honors privileges will be removed.

