



# UNIVERSITY OF ARKANSAS

## College of Education & Health Professions Honors Program

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### HONORS STUDENT THESIS REPORT

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

E-MAIL: \_\_\_\_\_ ID #: \_\_\_\_\_

GRADUATION TERM: \_\_\_\_\_ HONORS MAJOR: \_\_\_\_\_

HONORS THESIS TITLE: \_\_\_\_\_

	<i>Committee Member's Name</i>	<i>Vote 0-4</i>	<i>Signature</i>
Thesis Mentor			
Committee Member			
Committee Member			

Average Score:

**Fractions of a point are allowed but should not exceed a single decimal point.**

**Scores should reflect the thesis and the defense.**

**The use of this form is optional.  
It does not need to be submitted to the COEHP Honors Program.**

Explanation of numerical ratings:

#### **4—Indicates the highest pass**

The committee is satisfied that the research, analysis, and writing, or performance when applicable, are at the highest level that could reasonably be expected of a university student. Such work could certainly be presented at a regional or a national conference; or submitted to a reputable journal in the field; or performed or displayed in the venue specific and appropriate to the artistic, technical, or professional discipline. The project has been thoroughly researched, carefully conceived, and meticulously displayed, performed, or prepared in its final form. Its central methodology is sound, well thought out, and imminently workable. The evidence has been fairly presented, fully weighed, and sound conclusions have been drawn from it.

Work at this level might also reveal a degree of originality and ambition that is not found in work of lower quality. A responsibly adventuresome spirit, as revealed in the methodology or the conceptualization of the project, should be taken as an indication of excellence. It is difficult to standardize the notion of creativity and ambition across the disciplines, but committees should be alert to its presence in their individual fields and reward it accordingly.

#### **3—Indicates a strong pass**

A strong pass indicates that the work in question has satisfied the fundamental requirements found in the highest pass and has exhibited a creativity and resourcefulness in its approach both to the subject matter of the project and to the research that supports it. These projects will also exhibit a depth of analysis or level of performance that well exceeds a general competence. Work at this level will not only display solid ideas and concepts but will also exhibit an awareness of the most important implications of its research.

#### **2—Indicates a pass**

A pass indicates that the work satisfies the common and reasonable standards that distinguish an Honors graduate. While revisions to the project may well be suggested, and should be overseen by the director of the project, these revisions are not substantial enough to deny graduation with Honors. The work in question will satisfy the committee that the research is satisfactory; that the preparation, performance, or display of the project is thoroughly competent; and that the conclusions reached are solid, reasonable, and imminently logical. The dominant impression left by such a project is one of genuine achievement.

#### **1—Indicates a low pass**

These projects have obvious weaknesses that must be corrected before the project can be considered for Honors graduation. Often, it will be apparent that the research has been poorly planned and executed and, as a result, the final project will be weakly argued and, in some cases, unsatisfactorily prepared. The standard levels of performance have not been met nor have the minimum requirements for evidentiary support been fulfilled. It will be the responsibility of the thesis director to see that the recommended changes have been incorporated and the final project prepared according to the recommendation of the committee before it is filed with the Honors office.

#### **0—Indicates that the project is not sufficient for Honors graduation**

These projects are sub-standard in the important categories: research, argumentation, preparation, and presentation. If half of the evaluating committee assigns a zero to the project, then no Honors is awarded at that time. As soon as possible, the committee must provide the student with written recommendations for improving the project. The student will then incorporate those suggestions, and Honors graduation will be deferred until the committee has reconvened with the student, and the project has been successfully defended. Such cases are rare and can easily be avoided by making certain that directors keep their students clearly informed of the quality of their work as it is being assembled in the months and weeks leading up to the defense. If the student's progress seems unsatisfactory, then the student should be advised by the director to postpone the defense.