Introduction

This handbook will provide you with an understanding of the policies and procedures of the Honors Program and ensure that you are aware of particular tasks and deadlines that you will face in your Honors study here at Belmont.

You are solely and completely responsible for meeting all requirements and due dates set forth in the handbook, so please read carefully the entire handbook and review regularly the pages discussing upcoming requirements, as well as the pages that summarize due dates and explain important guidelines that will need your attention throughout your college career. If you have any questions, contact the Director of the Honors Program for an interpretation of the policies.

Brief Overview

Most faculty and staff at Belmont associate the Honors Program with a curriculum, but the Belmont Honors Program is much more than just a curriculum. We have much bigger ambitions for our students than simply training them as young scholars, and we accomplish many of our goals through an innovative curricular philosophy. Our program provides a novel approach to the general education experience, with 41 semester hours of interdisciplinary honors seminars and specialized training in leadership, scholarly research, or aesthetics and creativity. Unlike most “interdisciplinary” programs, we are not just a ragtag assemblage of disciplinary courses. Instead, each course in our program is itself intentionally interdisciplinary, designed to train students to observe connections between disparate ideas, see the paradigm no one else can, recognize the unintended consequence of an action, and find the pathway to a destination others have abandoned as impossible. We build citizens as well as scholars, visionaries rather than just leaders, honest and ethical young women and men who will not only do well, but do good.

Belmont Honors Program graduates become stars in their fields of study not because they possess any extraordinary academic skills, but because they are extraordinarily motivated. The Honors Program expects a deep and broad commitment from our students, not only to their studies, but also to their development as thinkers and leaders. The Honors Program is a world of ideas and dreams, and we refuse to allow our students to settle for the artificial horizons they bring to Belmont. They possess far more potential than they realize, and we help them reach those new horizons by training them in the disciplines of hard work, intrinsic motivation, effective networking, extraordinary productivity, ethical thinking, and excellence in both outcome and effort.

We offer students unrivaled flexibility in designing their programs of study, and work with each student to make that program of study the most effective pathway to his or her career and personal goals. We encourage our students to explore the major of their dreams, even if they need to create it! Belmont Honors students have designed majors in Film Marketing, Music for Media, Ethics, Cultural Criticism…the only limit is a student’s ambition. And Belmont Honors students dream big. Senior theses and projects have included a full production of an original musical, the creation of a community-wide economic plan for a disadvantaged historic neighborhood, an examination of Chinese sweatshops researched and written inside China, an orchestral suite inspired by presidential speeches, a study of viral parasites in E.coli. Along the way, our students have been honored by the ACLU, started their own businesses, performed at Opryland and in Hollywood, established successful practices as physicians and
attorneys, worked alongside senators and governors, marketed Broadway shows, built careers as scholars and teachers. In fact, Belmont currently has eight Honors Program graduates on its faculty.

Belmont has the nation’s only full-time Honors faculty, and the program does its work in the Honors House on the south side of campus. We admit 54 freshmen each fall. The Belmont University Honors Program curriculum, if completed in its entirety, will satisfy all requirements for your general education, replacing any and all requirements in the BELL core General Education with our interdisciplinary sequence that trains students in ways of thinking required for the 21st century—combining fields of knowledge in non-traditional ways, encouraging creativity and personal initiative, and offering the curricular flexibility and individualized guidance to prepare the student for careers that may not yet even be emerging. In addition to completing the 29-credit hour core humanities / Analytics sequence required of all students in our program, our students also pursue one of four 12 / 13-credit hour optional tracks within their Honors Program curriculum:

- **Project LEAD** — Project LEAD prepares you for a career that demands skills in organizational leadership and social advocacy. As you progress through the LEAD program, you will work as part of a 4 to 5 member team in developing the knowledge and skills needed to become a professional leader, including: understanding systems thinking, planning, and organizational structure and change; as well as skills in team building, communication, character building, ethics, and creativity. You and your team will plan and complete a major community project and will report outcomes to community and university audiences in written documents and public presentations.

- **Scholarship: Humanities & Social Science** — The scholarship track in the humanities and social sciences is designed to prepare students for a career focused on the pursuit of knowledge, complex thinking, problem solving, and the search for meaning in life. As a student humanist and social scientist, you will explore theories, methods, and critical approaches required for professional quality work in the humanities and social sciences, and will acquire an understanding of innovative and humane approaches to your chosen career. As a capstone to your study, you will write a senior research thesis of graduate or professional quality.

- **Scholarship: Science & Math** — The scholarship track in the sciences and mathematics is designed for students majoring in a discipline within the School of Sciences. You will develop professional-level research and analytical skills through a seven-semester private tutorial with a faculty member in your field. The mentor / protégé relationship you will develop with your faculty member will help in acquiring the level of expertise necessary to produce a senior research thesis of graduate quality.

- **The Artist's Studio** — The Artist’s Studio is designed to prepare students for a career in the narrative, visual, and performing arts. You will explore aesthetic theories and critical approaches required for professional work, and deepen your creativity in small interdisciplinary workshops focused on both individual and collaborative projects. As part of the Artist’s Studio you will produce a senior project of professional quality (such as a novel, a symphony, or an art exhibit).

Honors students enjoy benefits and opportunities not provided for other undergraduates:

- Freedom to modify their majors or create a unique individualized major
• Either (1) a three-year leadership-training experience undertaken with an interdisciplinary team of 4 to 5 Honors Program students and directed throughout by a single faculty member, (2) a three-year training program in graduate-level scholarship and the work of the public intellectual and the production of a graduate-level thesis in that field, (3) a private 7-semester tutorial based on the Oxford Tutorial model and focused on the student’s individual career goals in the science or mathematics and the production of a graduate-level thesis in that field, or (4) a three-year training program in professional-level work in a creative artistic discipline and the production of a professional-level project in that field,

• Priority registration
• Research funds for thesis/creative project and team projects
• Recognition at graduation as a “Belmont Scholar,” with a distinctive engraved medal worn with the regalia, diploma and transcript indication, a dinner to honor the graduates, and special notation in the graduation bulletin

Though the typical student admitted to the Honors Program has a score of 28-33 on the ACT and is among the top 20% of his or her high school class, our program is designed for creative, ambitious, and dedicated students and, because of that, seeks qualified students without regard to their performances on traditional and narrowly-focused academic measures. Our program is a place of growth for young scholars who may not have necessarily earned the highest credentials in their high schools, but are ambitious enough and emotionally mature enough to do what is necessary to achieve their highest potential. The most important characteristic of a student in the Honors Program is that he or she has a realistic picture of the high expectations and demands in our program and chooses to participate to acquire and perfect skills and talents, and not for collecting a credential or satisfying a misplaced desire for recognition.

**Philosophical Assumptions**

The guiding purpose of an honors program is to enrich and stimulate the intellectual experience of undergraduate education. Our primary method for achieving this goal here at Belmont is an alternative core curriculum of interdisciplinary courses unique to the Honors Program; curricular flexibility through the availability of individualized or modified majors and minors; advanced training and experiential learning in high-level leadership, scholarship, or creativity; and the fostering of a culture of inquiry, citizenship, and intellectual engagement among students and faculty associated with the program.

No major at Belmont is excluded from the Honors Program, though students should understand that some majors here at Belmont demand rigid schedules for their students, have limited and inflexible curricular offerings, or require significant off-campus learning experiences. Students pursuing those majors who hope to participate in the Honors Program will need a very high level of dedication to complete both.

The Honors curriculum will require that the student master a common body of bibliographic familiarity established through the general education experience; research expertise demonstrated through seminar and tutorial/leadership assignments; and analytical communication skills proven through oral and written presentations and examinations.

The Honors Program may include independent self-study and individualized curriculum formation, allowing opportunity for in-depth study and creative shaping of the educational experience, guided by the currently established framework of the chosen major and any required prerequisite or special support courses for that major, the guidance of an Honors faculty tutor/mentor/advisor, and the Honors
curriculum given in this document. Every Honors student is expected to have a Plan of Study approved by the Honors Council during the second semester of his or her sophomore year (or before).

The Honors Program encourages interdisciplinary exchanges. Such exchanges provide variety in the student’s plan of study, inspire a broader and deeper dialogue among members of the university community, and stimulate growth and research ideas for both students and faculty. Wherever possible, the program will seek to utilize faculty members trained in multiple disciplines and interdisciplinary study.

The Honors Program provides students completing the program a high level of expertise in either (a) in-depth research and writing in support the student’s major, demonstrated through an Honors thesis, (b) professional-level artistic expression in the literary, visual, or performing arts, demonstrated through a creative project, or (c) community leadership and advocacy, demonstrated through a significant community-wide project directed by a team of 4 to 5 Honors Program students and requiring the recruitment of volunteers from the community, cooperation with existing community agencies, the acquisition of necessary funding, and a successful disposition of the project itself.

**Honors Council**

**Membership**

Membership of this committee shall include the Director of the Honors Program (chair), and one faculty representative from each of Belmont’s Colleges and Schools. Their deans appoint representatives for one-year terms, with no limit on the number of terms a representative may serve. In addition, the membership shall include one student from each of the four classes. Student representatives shall be appointed during the freshman year and serve a four-year term.

**Duties**

- The Honors Council provides leadership and direction to the Honors Program on issues of academic policy and standards, and insures that students in the program satisfy all requirements and expectations.
- Each faculty member of the Honors Council serves as liaison for the Honors Program with administrators and other faculty members from the member’s academic unit, both for issues related to Honors Program policy and standards as well as items regarding the academic work or performance of specific students in the Honors Program.
- Each student member of the Honors Council serves as liaison for the Honors Program with students from the member’s academic class for issues related to Honors Program policy. Student members may not discuss any issues regarding the academic work or performance of specific students in the Honors Program with any other student or faculty member outside the Honors Council meetings.
- The Honors Council approves a Plan of Study for each student in the Honors Program, including individualized majors and revisions to catalog majors. Consequently, each member of the Honors Council must possess a keen awareness of curricular requirements for the majors in that member’s academic unit and the authority to speak for the unit regarding course waivers, substitutions, and individualized majors.
- The Honors Council approves a Prospectus for every thesis, creative project, and Project LEAD community project completed to satisfy requirements of the student’s track. Consequently,
each member of the Honors Council must possess a keen understanding of the scholarly expectations for research and/or creative products in that member’s academic discipline and the academic community as a whole, as well as an understanding of the contributions that students from that member’s academic unit could be expected to offer to a significant community service project.

- The Honors Council evaluates and approves student requests or proposals for any item not covered specifically by Honors Program policy, as well as for any requests or proposals regarding exceptions to Honors Program policy.
- The Honors Council evaluates the credentials of applicants to the Honors Program and approves the admission of students into the program.
- The four student members of the Honors Council serve, in collaboration with the Director of the Honors Program, as coordinators of social and extracurricular events for the Honors Program. Two additional representatives from the same class as each of the four student members will be appointed by the Director to serve with this body. The additional members may not serve as proxy during the Honors Council meetings for the class’s representative.
- In the circumstance of the Honors Council being unavailable for a decision on a Plan of Study, Prospectus, policy issue, or administrative issue facing time or option constraints, the Director of the program has the authority to act on behalf of the Honors Council.

Curriculum

The structure of the Honors Program curriculum is that of an interdisciplinary alternative general education core. Each degree at Belmont has a general education component that must be completed before the University can award the degree. Within some professional degree programs, each individual major has its own specific general education core requirements. By approval of the faculty, the Honors Program curriculum satisfies a student’s General Education requirement regardless of the student’s major. The Honors Program generally reduces the number of General Education hours required of Honors students, but the courses are taught at an intensified level and are significantly more challenging than courses in the university-wide General Education program. If a student decides to leave or is dismissed from the Honors Program, the Director of General Education will advise the student regarding the distribution of HON credit in the university-wide General Education program.

Honors Program courses include a variety of pedagogical techniques appropriate to the subject matter, including topical and historical lectures by the professor, lectures by visiting scholars, student presentations of papers and projects, student-led discussion, faculty papers, synthetic discussions involving multiple Honors faculty which will enable the students to “overhear” scholarly interaction and process material with a unified vision, and joint efforts with other Nashville area universities. The coordinators will have a budget sufficient for funding interdisciplinary participation, audio-visual needs, and other items appropriate to the unique nature of the Honors Program.

All courses demonstrate the Honors Program’s philosophy and style in several key ways:

(1) The student is asked to master certain subject material, but is also prodded to analyze, to synthesize, to compare, to communicate clearly (in both writing & speaking), to integrate components and make sense of the whole, and to apply the lessons and themes of the course material to contemporary life.
(2) One faculty member serves as coordinator, but faculty members from across the university may be brought into class occasionally to give lectures in their areas of expertise.

Below is a detailed description of each Honors course, listed by the semester in which each course is generally taken during a student’s matriculation. If the student wishes to graduate in four years, the semester indicated is the one that best meets that goal. However, the Honors Program emphasizes creative Plans of Study designed to facilitate individualized goals and dreams, so with the approval of the Honors Council, the semester in which a course is taken may be altered to accommodate individual student plans for study abroad, internships, or other interruptions of on-campus study.

**The individual use of laptop computers during any Honors class is expressly forbidden.** Students should not have laptops on their desktops or tabletops at any time during the class period, and should not wait for the professor to ask before storing the laptop by the beginning of the class period. Students are permitted to use laptops for in-class projects requiring their use when given permission by the professor for that specific project and class period. Honors faculty should not grant permission for laptop use under any other circumstance.

**Freshman Year, Fall Semester**

**HON 1517: World Traditions of Faith & Reason (3 credit hours)**

*World Traditions of Faith & Reason* is an exploration of traditions by which peoples and culture around the world have utilized art, literature, politics, music, religion, philosophy, and history to explore faith and reason as ways of knowing. *World Traditions of Faith & Reason* is a discussion, group-oriented, and media/project-centered course.

All students in this course will write a Personal Credo. The Personal Credo is a statement of the student’s beliefs and values, and its writing is intended to give the student time to reflect upon those values that are most important as the student begins his or her career at Belmont. The statement should be three to five pages in length. It is philosophical in tone—not just listing beliefs and values, but offering some statement of rationale behind them, the process that led to their formulation and adoption by the student. The design of the statement within these broad outlines is the choice of the student. Its preparation offers a time for the student to reflect seriously on his or her personal, ethical, and academic development and identity.

**HON 1520: Classical Civilizations (3 credit hours)**

*Classical Civilizations* is an exploration of the humanities during the period of antiquity, examining the interconnectedness of art, literature, politics, music, historical events, religion, philosophy, and other fields of knowledge, with a focus on the birth and development of early cultures, cultural artifacts, and cultural value systems. *Classical Civilizations* is a discussion, group-oriented, and media/project-centered course designed to explore the humanities during the period of antiquity.

**Freshman Year, Spring Semester**

**HON 2110: The Medieval World (3 credit hours)**

*The Medieval World* is an exploration of the humanities during the period of the Middle Ages, examining the interconnectedness of art, literature, politics, music, historical events, religion, philosophy, and other fields of knowledge, with a focus on the origins of modern representative government, universities, languages and literatures, science, and philosophies. *The Medieval World* is
a discussion, group-oriented, and media/project-centered course designed to explore further the humanities during the period of the Middle Ages.

HON 1370: Tutorial Foundations (1 credit hour)

This course is required of and open only to students in the Scholarship: Sciences and Mathematics track. Tutorial Explorations is the first course in a sequence of directed research training experiences in the sciences or mathematics during weekly one-hour meetings (or an equivalent series of directed experiences) with a faculty tutor in that field.

By the end of the fall semester of the freshman year, the student should, in consultation with the Director of the Honors Program, select a faculty member within his/her major area to serve as Honors Tutor for the remainder of the student’s career at Belmont and approach that faculty member with a request that the faculty member serve as the student’s Tutor. If the faculty member agrees, then he or she serves as instructor for a seven-semester sequence consisting of HON 1370: Tutorial Foundations, HON 2360: Sophomore Tutorial, HON 2370: Tutorial Explorations, HON 3350: Junior Tutorial, HON 3360: Thesis Prospectus Planning, HON 4350: Thesis Research, and HON 4360: Thesis Writing. The Honors office should be notified of your tutor selection, at which time the faculty member will be provided with information needed.

The tutor must (1) be a member of the full-time faculty who has been at Belmont for at least three years and (2) agree to meet with the Honors student at least one hour a week during the semester.

The tutor serves as academic advisor for the Honors Program student, but also serves as counselor, mentor, and advocate. The working relationship should be a good one, because significant results in the student’s career development can be attained in the best of tutorials.

Requirements for the tutorial consist of:

- a weekly one-hour meeting between the student and the tutor, or an equivalent series of experiences, depending on the discipline and the goals for the tutorial.
- a journal documenting the content of all meetings with the tutor, to be submitted to the tutor as part of the assignment for the course each semester. The journal is designed to be a chronicle on the independent readings, study, and discussion that occurs within the tutorial itself. It should also include the student’s documentation of and response to convocation events. The journal should be submitted to the tutor at the end of the semester and kept by the tutor in the student’s file. The journal is used to monitor the student’s progress over the duration of the student’s baccalaureate career. The journal should be taken seriously by the student and the tutor as a purposeful attempt to document the progress of the student, allowing the student to reflect upon the content of the tutorial work and increases the quality of the student-tutor relationship.
- a semester report submitted to the Honors Office at the end of the semester documenting the tutorial and its content and accomplishments. The report may be written by the student, but the tutor is responsible for submitting the report, which should include the tutor’s evaluative comments.

Sophomore Year, Fall Semester

HON 2520: The Age of Exploration (3 credit hours)

The Age of Exploration is an exploration of the humanities between the years 1500 and 1700, examining the interconnectedness of art, literature, politics, music, historical events, religion, philosophy, and
other fields of knowledge, with a focus on the Renaissance and Reformation. *The Age of Exploration* is a discussion, group-oriented, and media/project-centered course designed to explore further the humanities between the years 1500 and 1700.

**HON 2360: Tutorial Explorations (1 credit hour)**

*This course is required of and open only to students in the Scholarship: Sciences and Mathematics track.* *Sophomore Tutorial* consists of directed research training in the science or mathematics during weekly one-hour meetings (or an equivalent series of directed experiences) with a faculty tutor in that field, continuing the work begun in *HON 1370: Tutorial Foundations*.

**Sophomore Year, Spring Semester**

**HON 2600: Discovery and Revolution (3 credit hours)**

*Discovery and Revolution* is an exploration of the humanities between the years 1700 and 1900, examining the interconnectedness of art, literature, politics, music, historical events, religion, philosophy, and other fields of knowledge, with a focus on the Age of Revolution, the Enlightenment, and the Victorian Era. *Discovery and Revolution* is a discussion, group-oriented, and media / project-centered course designed to explore further the humanities between the years 1700 and 1900.

**HON 2370: Sophomore Tutorial (1 credit hour)**

*This course is required of and open only to students in the Scholarship: Sciences and Mathematics track.* *Tutorial Explorations* consists of directed research training in the science or mathematics during weekly one-hour meetings (or an equivalent series of directed experiences) with a faculty tutor in that field, continuing the work begun in *HON 2360: Sophomore Tutorial*.

**HON 2400: Societies, Institutions, and Teams (3 credit hours)**

*This course is required for all students in Project LEAD and open only to students in this track.* *Societies, Institutions, and Teams* is an overview of the workings of societies, institutions, and small groups, with an emphasis on processes for developing an institution or small groups’ capabilities to reach and sustain its optimum level of performance, including the use of intervention practices to facilitate change, an exploration of alternatives to traditional hierarchical models, and the development of strategies for influencing large-scale and group decision making. As a foundational course in Project LEAD, the Leadership-Intensive track of the Honors Program, the course will assist the student in developing an understanding of Systems Thinking and Planning, Organizations and Organizational Change, Research and Inquiry, Leadership and Advocacy, Team Building, Communication, Character, Ethics, and Creativity.

Students will take this class as part of a 4 to 5 member team (along with up to three other teams in the same section of the class) which will become the student’s permanent community project team, with whom the student will plan and complete a major community project in the team’s senior year to satisfy *HON 4000: Team Project Coordination* and *HON 4400: Team Project Execution*. The professor for this class will assume the role of “Faculty Mentor” for the team and will teach *HON 3400: Leadership and Advocacy*, *HON 4000: Team Project Coordination*, and *HON 4400: Team Project Execution*, as well as meeting regularly with and advising the team during the fall semester of the team’s junior year.

**HON 2444: Masterworks (3 credit hours)**

*This course is required of and open only to students in the scholarship track in the humanities, social sciences, or related fields.* An examination of important and influential studies, writings,
films, and photographs, recordings, and other products from the humanities and social sciences, with an emphasis on essential works from the student’s field of study.

**HON 2488: The Critical Eye (3 credit hours).**

This course is required of and open only to students in the Artist’s Studio. An examination of important and influential works from the fields of music, art, literature, and drama, and the criteria by which those works have acquired their standing, with an emphasis on essential works from the student’s field of study.

**Junior Year, Fall Semester**

**HON 3350: Junior Tutorial (1 credit hour)**

This course is required of and open only to students in the Scholarship: Sciences and Mathematics track. Junior Tutorial consists of directed research training in the science or mathematics during weekly one-hour meetings (or an equivalent series of directed experiences) with a faculty tutor in that field, continuing the work begun in HON 2370: Tutorial Explorations.

**HON 3400: Leadership and Advocacy (3 credit hours)**

This course is required for all students in Project LEAD and open only to students in this track. Leadership and Advocacy is an overview of principles for leading and changing societies, institutions, and teams, along with strategies for the planning and execution of large-scale projects and social movements, with a focus on principles of tactical and strategic planning, leadership concepts critical to operational success and group loyalty, and ethical principles necessary for courageous and inspirational leadership. As a foundational course in Project LEAD, the Leadership-Intensive track of the Honors Program, the course will assist the student in developing an understanding of Leadership and Advocacy, Systems Thinking and Planning, Organizations and Organizational Change, Research and Inquiry, Team Building, Character, Communication, Ethics, Style, and Creativity.

Students will take this class as part of the 4 to 5 member team (along with up to three other teams in the same section of the class) originally formed in HON 2400: Societies, Institutions, and Teams and constituting the student’s permanent community project team with whom the student will plan and complete a major community project in the team’s senior year to satisfy HON 4000: Team Project Coordination and HON 4400: Team Project Execution. The professor for this class will have taught the team in HON 2400: Societies, Institutions, and Teams and will continue in the role of “Faculty Mentor” for the team in anticipation of leading them in HON 4000: Team Project Coordination, and HON 4400: Team Project Execution.

**HON 3444: Theory and Interpretation (3 credit hours).**

This course is required of and open only to students in the scholarship track in the humanities, social sciences, or related fields. A holistic understanding of the way cultural critics and public intellectuals do their work, with an introduction into the breadth of tools they often have at their disposal. The course looks back at Masterworks (HON 2444) to evaluate the criteria by which those important and influential studies, writings, films, and photographs, recordings, and other products from the humanities and social sciences have acquired their standing, with an emphasis on essential works from the student’s field of study.

**HON 3488: Beauty and Truth (3 credit hours).**

This course is required of and open only to students in the Artist’s Studio. A holistic
understanding of the way artists, novelists, actors, composers, playwrights, and musicians do their work, with an emphasis on the criteria by which those artists make their aesthetic choices. The course builds upon the insights gleaned from The Critical Eye (HON 2488) to examine the perception, interpretation, and expression of beauty and truth in music, art, literature, and drama, with an emphasis on providing a framework necessary to undertake creative projects in the student’s field of study.

Any of the First Five Semesters

HON 3310: Analytics: Math Models (4 credit hours)

Analytics: Math Models is an exploration of techniques of critical reasoning, with an emphasis on the development of the art of such reasoning, its interconnectedness with mathematics, the sciences, philosophy, and other areas of knowledge, and its use as a critical tool in the mathematical disciplines, especially areas developed since the 19th Century, including logic, graph theory, and chaos theory. The student should consider the scheduled lab period as an integrated part of the course and should not attempt to work out individual scheduling with the instructor.

HON 2310: Analytics: Science Models (4 credit hours)

Analytics: Science Models is an exploration of the interconnectedness of the fields of biology, chemistry, physics, psychology, philosophy, and other areas of scientific knowledge, as well as techniques of the scientific method and its application across diverse scientific disciplines, with an emphasis on knowledge developed since the 19th Century. The student should consider the scheduled lab period as an integrated part of the course and should not attempt to work out individual scheduling of lab sessions with the instructor.

Any Semester

HON 3110: Topics in the 20th and 21st Centuries (3 credit hours)

Topics in the 20th and 21st Centuries focuses more closely on some important aspect of the humanities during the 20th and 21st centuries, examining the interconnectedness of fields of knowledge in the changing nature of aesthetic and cultural values across the 20th and 21st centuries, yet using a tighter lens to focus on a foundational or symbolic component of the broader change being studied. Topics in the 20th and 21st Centuries is a discussion, group-oriented, and media/project-centered course designed to explore further the humanities during the 20th and 21st centuries.

Junior Year, Spring Semester

HON 3045: Writing Workshop (3 credit hours)

Writing Workshop is an advanced writing course in which Honors Program students address the particular demands of the long-form, extensive research thesis, creative product, or community project report. Each participant in the workshop will develop or refine his or her thesis/project prospectus, secure a faculty member to direct the thesis/project (except students in Project LEAD), and conduct research related to the thesis/project. Prospecti should be approved before the end of the junior year, as the student may not enroll for the HON 4360 or HON 4000 until the prospectus is approved by the Honors Council.

The thesis prospectus offers a detailed plan for the student’s proposed thesis/creative project. The prospectus should contain a clear statement of the proposed research or creative project, its central
focus or thesis, and resources required for its completion. The prospectus, even for creative theses, will be expected to reflect evidence of an extensive knowledge of literature in the field. The student must identify sources and resources specifically that will form the foundation of the thesis/creative project. The thesis prospectus must include a clear statement of the purpose of the thesis/creative project and how it fits into current knowledge in the field. It must also suggest what is new or different about this work.

The Thesis Prospectus should describe the plan for researching and writing the thesis clearly and completely, and include the following:

- the principal question to be addressed;
- the particular means/methods to be employed in the study;
- the resources, human and otherwise, to be used in the research, as well as the availability and accessibility of those resources (if using human subjects, subsequent approval by the University Institutional Review Board is required);
- application for any financial expenditures to be reimbursed (up to $250);
- a research schedule, if pertinent to the project;
- evidence of an extensive literature search, including the scope of the work of prior investigators and a description of the thesis’s originality of topic and structure and how the thesis fits into prior work on the subject;
- a documentation style agreed on by the student and tutor; consistent with the discipline in which the thesis is being written, and
- a working bibliography that reflects the scope and depth of previous research on your topic.

The Prospectus for a creative thesis should describe the project in terms appropriate to the artistic medium, reflecting the expectations a professional proposal might have for a literary agent, a theatrical producer, an A&R executive at a record company, etc. The prospectus should include the following:

- a “hook,” a “logline,” or some other brief and catchy description of your project;
- a structure, outline, plot summary, character description, or any other tool of your art form that will offer both a description of your project and your sophistication as an artist making explicit choices in developing the project;
- a detailed explanation of your training and experience in the art form your thesis is pursuing
- application and a detailed explanation for any financial expenditures to be reimbursed (up to $250);
- a schedule for completing the project;
- evidence of an extensive knowledge of similar works that have acquired critical and popular acclaim, and how the project fits into prior body of work in the field;
- a working bibliography that reflects the scope and depth of research the student has undertaken in preparation for the project.

See the discussion below for Thesis Prospectus Planning for additional information and advice on writing the prospectus.

HON 3360: Thesis Prospectus Planning (1 credit hour)

This course is required of and open only to students in the Scholarship: Sciences and Mathematics track. Thesis Prospectus Planning consists of directed research in the sciences or mathematics leading to the development of a formal research proposal for the honors thesis, culminating in a formal
presentation of the proposal to and official approval by the Honors Council. The tutor serves as director of the thesis research, and as chair of a three-person committee that advises and approves the final thesis.

The prospectus must contain the signature of the tutor and two other faculty members willing to serve as supervisory committee members indicating that they have been involved in its preparation and have read and approved its final form. This committee will serve as a professional resource for the student during the preparation of the prospectus and during the thesis research and writing. The entire committee will read and sign the final thesis as an indication of the approval, and will offer the tutor their recommendations on a grade for the thesis. One member of the committee must come from outside the major discipline as a means of ensuring a broad interdisciplinary scope for the thesis. The form in this handbook should be completed (or the same information typed into a closely similar electronic document) and submitted as a cover page to the Thesis Prospectus.

**HON 4000: Team Project Coordination (1 credit hour)**

This course is required for all students in Project LEAD, the Leadership-Intensive track of the Honors Program, and open only to students in this track. *Team Project Coordination* is the development of a working plan for a major team project of a scale large enough to require the involvement and integration of participants who are not members of the team—volunteers, contractors, performers, etc.—with an emphasis on the development and application of criteria for the formulation of a project best designed to utilize and demonstrate the skills and training of the students on the team. Teams will work with community agencies and/or sponsoring organizations from government or business to design a substantial "real world" project that addresses an issue important to the team as engaged citizens, as well as offering long-term benefits to the community.

Each project should be designed to:

- encourage each student to apply the knowledge he or she has learned in the major to real-world issues in the community
- create situations for each student to demonstrate leadership in his or her field of expertise
- provide an opportunity for students to work collaboratively with persons having training and experience in different disciplines and fields of knowledge, and communicate effectively in the midst of a diverse team context
- create situations for each student to think critically and identify strategic options for solving problems
- encourage social responsibility through active involvement in the community

**Senior Year, Fall Semester**

**HON 4400: Team Project Execution (3 credit hours)**

This course is required for all students in Project LEAD and open only to students in this track. *Team Project Execution* is the execution and successful completion of the major team project developed in *HON 4000: Team Project Coordination*, demonstrating skills in large-scale project planning, applied research and analysis, problem-identification and solution-generation, communication and management techniques and practices, and reporting outcomes to appropriate audiences in both written documentation and public presentation. Completion of the team project is regarded as the capstone experience of Project LEAD, the Leadership-Intensive track of the Honors Program. It represents the ultimate expression of the skills developed by the student during the undergraduate course of study through the application of the major area to a real-world experience.
The results of the project are presented publicly in a forum appropriate to the project, as well as produce a final printed report to be bound and awarded to each student on the team. To facilitate that, the team is to submit six to seven copies of the report printed on 100% cotton paper (one for each team member, plus two additional copies) to the Honors Office. The library receives one copy and the Honors Office keeps the other for its archives.

**HON 4360: Thesis Writing (3 credit hours)**

*This course is required of and open only to students in The Artist’s Studio, the Scholarship: Humanities and Social Sciences track, or the Scholarship: Sciences and Mathematics track.*

_Students in Mathematics will take this course in the Spring semester._ Thesis Writing is the production of a research thesis or creative work in the sciences or mathematics, executed with the highest level of undergraduate research or artistic skill in that field and including both written documentation and public presentation of the research or creative product. A student may not enroll for this course unless his or her thesis/creative project prospectus has been approved by the Honors Council.

The thesis should reflect the highest quality undergraduate work possible and should conform to the expectations of the discipline in which the thesis is being written. It should have a clear and, if appropriate, testable thesis statement, and make an original contribution to contemporary knowledge or culture. It should include a consideration of theoretical, axiological, philosophical, and ethical issues related to this topic. Moreover, the presentation of the thesis itself should be of professional quality, typewritten and error-free, including a complete documentation of sources, and consistent with the style appropriate to the student’s discipline. The results of the research are presented publicly and the final original printed version bound and awarded to the student. The student is to submit an original printed on 100% cotton paper and four other copies of the thesis to the Honors Office. The library receives one copy and the student, the tutor, the student’s academic unit, and the Honors office receives the other four hard copies.

The quality of a creative project should reflect an aesthetic standard consistent with the expectations of the artistic profession, and the focus of the project should be clearly implicit and understandable to a general audience. In some cases, the Honors Council may require that a creative project be accompanied by additional documentation—a journal, a commentary, a production log, or some other document which makes explicit the student’s academic rigor—as additional evidence of the student’s knowledge of the field in which the creative work is produced.

The Honors thesis/creative project has many purposes. Primarily, it affords the Honors Program student time and university support for in-depth exploration in his or her field of study, emphasizing research, creativity, logic—the full spectrum of higher order intellectual skills that have been developed throughout the Honors curriculum. Secondarily, it permits the student an intense exposure to one particular aspect of his or her major discipline, expanding his or her awareness of the depth of contemporary knowledge in a specific subject area, something not usually explored in such detail in the undergraduate experience. In addition, the practical aspects of the research/creative endeavor—the importance of collaboration with peers, the advantage of persistence, the limitations of one’s resources—become obvious to the student, offering invaluable experience for graduate school and the workplace. Finally, the inherent importance of interdisciplinary thought is made explicit in the production of the thesis/creative project. As in all Honors Program courses, the interdependence of the student’s research with other disciplines must be explored and explicated in a well-done thesis/creative project.
Completion of the thesis/creative project represents the ultimate expression of the skills developed by the student during the undergraduate course of study applied to the advancement of the major area. An Honors thesis/creative project should differ from other independent research projects in three areas:

- the depth of investigation
- the interdisciplinary focus
- the quality of the final product

A small budget of up to $250.00 per student is available for extraordinary expenses incurred in the nature of your research, e.g., lab supplies, travel, etc. (but not paper or copying costs for the thesis itself). You may be reimbursed for such costs, but you must obtain prior approval from the Honors Council as part of your thesis prospectus, and you must submit receipts in order to obtain reimbursement.

Because sufficient time must be allotted to the student’s supervisory committee for reading and evaluating the thesis/creative project, the deadline for submission of the thesis/creative project to the committee is generally five weeks prior to the end of the semester. Thesis/creative project deadlines must be met so that graduation deadlines may be met in turn. The student should schedule with his or her committee an oral exam on the thesis/creative project at least two weeks before the last class day of the semester, and the student must make a presentation at BURS. The program for that symposium requires that an abstract of up to 300 words be submitted to the Director of the Honors Program by the first week in April. The final grade for HON 4360: Thesis Writing is assigned by the director.

After the thesis/creative project is completed and before it is submitted to the Honors Council, the student must pass an oral exam on the thesis/creative project topic, to be administered by the student’s thesis/creative project committee. The grade for the oral exam will be reflected in the final grade assigned to the thesis/creative project by the student’s tutor.

Three specific requirements must be met for the writing of the thesis/creative project:

- the thesis/creative project must be submitted on time to both the supervisory committee and Honors Office. Missing either deadline could cause the student to either fail the course or receive an incomplete, leading to the student not graduating in May. The deadline for submission to the committee is generally five weeks before the end of the semester; the deadline for submission to the Honors Office is the final Monday of classes (not exam week).
- the student must pass an oral exam on the thesis/creative project topic conducted by the supervisory committee. The oral exam is designed to ensure the student understands the material within the thesis/creative project, its context in the academic field in which it has been produced, and its implications for broader use and subsequent research. In the case of a creative project, the student should be prepared to discuss and defend aesthetic choices made in the production of the work, stylistic influences and the nature of their influence, and the historical, technical, and cultural content portrayed in the work.
- the final product must be of a quality that far exceeds the level of academic or creative work typical of college seniors. Tutors and supervisory committees are strongly encouraged to guide the student to achieve this high level of accomplishment, and to assign a grade appropriate to the student’s level of accomplishment. Students should be advised that their failure to prioritize the thesis/creative project and produce a work of acceptable quality will result in their not passing the thesis/creative project requirement and not being permitted to graduate in May.
Senior Year, Spring Semester

HON 4350: Thesis Research (1 credit hour)

This course is required of and open only to students in the Scholarship: Sciences and Mathematics track. Students in Mathematics will take this course in the Fall semester. Thesis Research consists of directed research on the student's approved thesis topic. The course is designed to provide the student not only with a specific time to focus on his or her research for the thesis, but guidance in the research process from the student's tutor. To facilitate that, the student will report to weekly one-hour meetings with his or her faculty tutor in order to monitor the student's progress and address issues related to the research.

HON 4820: Senior Honors Colloquium (0 credit hours)

This seminar consists of three components: the transition to the student’s next phase of life, writing of the Personal Credo, and completion and submission of the thesis/creative project. The class will discuss the completion of requirements for graduation and details for approval and public presentation of the thesis/creative project.

The Personal Credo is a statement of the student’s beliefs and values, and its writing is intended to give the student time to reflect upon those values which are most important and to assess how the collegiate experience, including the Honors Program, have affected the student’s feelings of what is important, how one should think and live, and what has been learned at Belmont. The dictionary definition of a credo, or creed, includes the idea of a statement of belief, principles, or opinions on a subject. The personal credo required of Honor Program seniors is precisely that—a statement of personal values, principles, and beliefs. It is expected that the statement will be three to five pages in length. It is philosophical in tone—not just of beliefs and values, but some statement of rationale behind them, the process that led to their formulation and adoption by the student. The design of the statement within these broad outlines is the choice of the student. The credo is not graded, approved, or disapproved, but it is a requirement for HON 4820. Its preparation offers a time for the student to reflect seriously on his or her personal, ethical, and academic development and identity. The credos written in HON 1810, Freshman Colloquium, will be refined and discussed with other Honor Program students within the structure of the Senior Colloquium. The final Senior Credo will be bound at the back of the student's thesis.
Honors Program Curriculum Overview

HONORS INTERDISCIPLINARY LIBERAL ARTS FOUNDATION (29 Hours)

Fr Fall  World Traditions of Faith & Reason (3)
Fr Fall  Classical Civilizations (3)
Fr Spring  The Medieval World (3)
So Fall  The Age of Exploration (3)
So Spring  Discovery & Revolution (3)
Any of first 5 semesters  Analytics; Science Models (4)
Any of first 5 semesters  Analytics: Math Models (4)
Any Semester  Topics in the 20th & 21st Centuries (3)
Any Semester  Topics in the 20th & 21st Centuries (3)

HONORS INTENSIVE TRACK STUDIES (12-13 Hours)

Scholarship: Humanities & Social Sciences  The Artist’s Studio

So Spring  Masterworks (3)  The Critical Eye (3)
Jr Fall  Theory & Interpretation (3)  Beauty & Truth (3)
Jr Spring  Writing Workshop (3)  Writing Workshop (3)
Sr Fall  Thesis Writing (3)  Thesis Writing (3)
Sr Spring  Senior Colloquium (0)  Senior Colloquium (0)

Scholarship: Science & Math  Project LEAD

Fr Spring  Tutorial Explorations (1)
So Fall  Tutorial Foundations (1)
So Spring  Sophomore Tutorial (1)  Societies, Institutions, & Teams (3)
Jr Fall  Junior Tutorial (1)  Leadership & Advocacy (3)
Jr Spring  Writing Workshop (3)  Writing Workshop (3)
          Thesis Prospectus Planning (1)
Sr Fall  Thesis Writing (3)  Team Project Execution (3)
Sr Spring  Thesis Research (1)  Team Project Coordination (1)
          Senior Colloquium (0)  Senior Colloquium (0)
Advising

A member of the Honors faculty will advise students in the first three semesters of their Honors curriculum, with the exception of students in the Scholarship: Sciences and Mathematics track, who will begin their tutorials in their second semester and be advised by their tutors at that point. Early in the student’s third semester, the Honors Council and Honors faculty, with advice and consent from the student and faculty members in the student’s major, will evaluate each student’s talents, career interests, and educational goals and recommend the more appropriate of the three tracks in the Honors Program for the student to pursue. Students may apply to either Project LEAD, The Artist’s Studio, or the Scholarship: Humanities and Social Sciences track, but are not guaranteed acceptance to their first choice. Any student not accepted to either program will be dismissed from the Honors Program and must complete the General Education requirements for his or her major.

Students in Project LEAD will be grouped into permanent interdisciplinary teams of 4 to 5 students and directed and advised throughout their three-year experience by a single faculty member. Students in The Artist’s Studio, or the Scholarship: Humanities and Social Sciences track will work individually and in interdisciplinary teams and be directed and advised throughout their three-year experience by a single faculty member. Students in the Scholarship: Sciences and Mathematics track will each work with a single faculty member in a mentor-protége model based upon each student’s individual career goal and focused on the production of a graduate-level thesis/creative work in that field. When those in the Scholarship: Sciences and Mathematics track begin their tutorials, their tutors will become their advisors. A PATHS student must have his or her thesis prospectus approved by the Honors Council during the spring semester of the student’s junior year. Projects proposed by Project LEAD teams must be approved by the Honors Council during the fall semester of the team’s junior year.

The Plan of Study

Every student in the Honors Program must submit and secure approval of a Plan of Study by the end of his or her fourth semester of college. The plan is to be created in close consultation with the advisor. The Plan of Study will document all courses in the student’s education plan, including a major, any prerequisite or special support classes required for that major, the Honors curriculum as outlined in this handbook, and other work to total the number of semester hours required for the degree desired, with a minimum of 128 semester hours. Majors will fall into one of the following three categories:

1. Catalog major: A major described in the university catalog that satisfies all requirements stated there.
2. Catalog major with modifications: A major described in the university catalog that has been modified by the substitution, addition, or deletion of one or more courses. The Honors Council cannot approve modifications to catalog majors for degrees that require accreditation by an outside agency.
3. Individualized major: A major created by the student and not found in the catalog. The major must have a title that clearly distinguishes it from any major in the university catalog. The Honors Council offers the following statement regarding individualized majors:

Although the Honors Council highly values the freedom that Honors Program students have to design an individualized major and encourages students to explore innovative options, the Council feels that students and their tutors should carefully consider the implications of highly original proposals for a major, especially in two areas. First, the titles of some proposed majors are similar to recognized catalog majors, yet lack the intensity of study in the discipline that the catalog major requires. The Honors
Council will not approve titles that would mislead with regard to the student’s intensity of study in a particular discipline. Second, some proposed majors either lack focus or are so highly specialized that the Council feels the major may not serve the student’s broader goals. Although the Council encourages creativity, students need to consider how the choice of a major could affect possible graduate study and career options. The Honors Council strongly recommends that Honors Program students who decide to design an individualized major thoroughly discuss the implications with their advisors. The Council welcomes any questions concerning the design of an individualized major.

Once approved by the Honors Council, the Plan of Study officially constitutes the student’s academic requirements for graduation. Students must meet all requirements they set forth in their plans in order to graduate. The Plan of Study may be revised at any point in a student’s career and, upon approval of the revision by the Honors Council, becomes the student’s new academic requirements. In an effort to insure that Plans of Study may be followed, Honors students will be guaranteed enrollment in all classes, though not necessarily at the times or days desired.

The Plan of Study includes five essential components:

- **an official cover sheet** (included at the back of the handbook) identifying the student, the major and minor, and other essential information. The form must be similar enough to the official form to include all of the information requested in a closely similar format, and should be competed in typescript (i.e., no handwritten forms).
- **a statement of the student’s objectives** for the plan. In other words, how does the plan help the student meet his or her goals for their education and their career?
- **a semester-by-semester listing of the coursework** the student has taken and plans to take during his or her entire career at Belmont (as well as any credits transferred in or earned through AP exams). The form for this listing is included in the appendix.
- **a breakdown of the coursework by its use** in the student’s plan. Generally, this will include a listing of courses being used to satisfy the major, another listing for the minor (or second major), a third for Honors courses, and a fourth for electives, although a plan might include more or fewer categories. The form for this listing is included in the appendix.
- **a letter of advocacy from the student’s advisors** supporting the plan and expressing its sufficiency for meeting the student’s educational and career goals.

Incomplete submission packages will not be considered by the Honors Council and will be returned to the student without action until a complete package is submitted. The following questions will guide you in submitting a plan for approval:

- Have you included all five components listed above?
- Are any catalog deviations explained and defended?
- Do the semester-by-semester listing and the disciplinary listing agree?
- Are all other courses (prerequisites, etc.) necessary for a particular degree included?
Recruitment

Prospective students must make written application to the Director of the Honors Program. Applications will be reviewed, evaluated, and approved by the Honors Council. Students are admitted to the program based on their breadth and depth of academic, extracurricular, and social accomplishment, as well as their ambition, self-confidence, and leadership potential. The number of students admitted into the Honors Program each year will be limited to fifty-four students. Previous yield rates and admissions trends for the entire Belmont University incoming freshman class will be used to determine the actual number of students offered a spot in the Honors Program. Over the summer recess, the Director of the Honors Program may admit additional students who apply late to the university and who present credentials consistent with those students admitted by the Honors Council.

Retention

Your participation in the Honors Program requires a commitment to the values and expectations of the program. Honors Program students must maintain a 3.2 cumulative GPA to remain in the program, but continuance in the Honors Program further requires that a student be a constructive member of the Honors community and adhere to the cultural values and expectations of that community. Honors Program students will be required to demonstrate at all times responsible commitment to the program and appropriate decorum consistent with the highest values of a Belmont Scholar. Any shortcomings in grades, attitude, or decorum will constitute grounds for review by the Honors Council and could result in probation or dismissal from the Honors Program. Examples of insufficient commitment to the program or inappropriate decorum include:

- Drug or alcohol abuse
- Academic dishonesty
- Lack of cooperation or collegiality with faculty members or peers in the program
- Limited or unfocused academic and professional ambition or commitment

The Honors Faculty will review all students at the end of each semester, and any deficiency will constitute grounds for referral to the Honors Council for probation or dismissal from the Honors Program. A student referred to the Honors Council will be informed of the referral, as well as any subsequent action taken by the Honors Council.

Additional Benefits

- Honors Program students enjoy priority registration.
- Graduation as a Belmont Scholar will be indicated on the transcript and the diploma.
- Thesis titles or creative project titles will be listed in the graduation program.
- Designation as a Belmont Scholars will be announced as the scholar cross the stage at graduation.
- A copy of the Honors thesis or creative project will be placed in the special collection of the Lila D. Bunch Library.
Model Formats for

Required Documents
BELMONT UNIVERSITY HONORS PROGRAM
PLAN OF STUDY

You are required to use this form. A letter of advocacy from your advisor must accompany this plan.

Date of Submission__________________________

Name__________________________________Advisor’s Name____________________________________

Degree sought ________________________________

This POS is:

_____ A first-time submission

_____ A revision of a previously approved plan.

_____ A resubmission of a previously rejected plan.

If this P.O.S. is either a revision or a resubmission, you must submit a list detailing all changes to the previous submission.

Title of Major_________________________________________________________

______Individualized _______Catalog _______Catalog with modifications
(explain modifications)

Title of 2nd Major_______________________________________________________

______Individualized _______Catalog _______Catalog with modifications
(explain modifications)

Title of Minor________________________________________________________

______Individualized _______Catalog _______Catalog with modifications
(explain modifications)

Attach a paragraph explaining your personal objectives for your undergraduate education. Your POS will be evaluated for approval based upon your objectives. Be sure courses included in the following listing constitute the identical list of courses as in your semester by semester listing.
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Checklist for Honors Plan of Study
(To Be Completed and Attached to the Plan of Study)

Did you include…
(Please initial in the space provided)

____  A signed letter of advocacy from you Honors advisor?

____  A personal objective?

____  An explanation of advanced placement credits (if applicable)?

____  An explanation to changes in the Honors core (if applicable)?

____  An explanation of your individualized major (if applicable)?

____  A list of courses taken by semester/year?

____  A list of courses categorized by headings (Honors, Major, Minor, Electives)?

Did you check…
(Please initial in the space provided)

____  That the cover page includes all necessary information and signatures?

____  That your total hours add up to that required for graduation (128 or more)?

____  That your subtotal of hours match your total hours?

____  That your total hours in the semester/year list match the total hours in the discipline list?

____  That the course name, number, title, and hours are included and correct?

____  That courses are offered when they are proposed? (Please check with the department in which the course is offered)

____  That any substitution is approved separately by the Honors Council?

____  That you printed all material (no handwritten items)

____  That you have black text only with no highlighting?
BELMONT UNIVERSITY HONORS PROGRAM
COMMUNITY PROJECT PROSPECTUS
COVER PAGE

Proposed Project Title ________________________________________________________________

________________________________________________________________________________

(Title may not be changed without approval by the Honors Council)

Brief Description of Project _____________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Student Name ____________________________________________ Major ________________________

Student Name ____________________________________________ Major ________________________

Student Name ____________________________________________ Major ________________________

Student Name ____________________________________________ Major ________________________

Student Name ____________________________________________ Major ________________________

Date __________________

Mentor’s signature granting approval ____________________________________________________

Cooperating Agency Representative’s signature ____________________________________________

Cooperating Agency Representative’s signature ____________________________________________

Cooperating Agency Representative’s signature ____________________________________________
BELMONT UNIVERSITY HONORS PROGRAM
THESIS PROSPECTUS
COVER PAGE

Student Name ___________________________________________ Date _____________________

Major _______________________________________________________
Second Major/Minor __________________________________________

Proposed Title _______________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

(Title may not be changed without approval by the Honors Council)

Brief Description of Project ___________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Tutor’s signature granting approval _________________________________________________

Committee member’s signature ________________________________________________

Committee member’s signature ________________________________________________
PROJECT TITLE

A team project report submitted to the Honors Council

in partial fulfillment of the requirements

for the degree

Team member Name                            Bachelor of ________
Team member Name                            Bachelor of ________
Team member Name                            Bachelor of ________
Team member Name                            Bachelor of ________
Team member Name                            Bachelor of ________
Team member Name                            Bachelor of ________

Belmont University

2010

____________________________             Date __________
Team Mentor

____________________________             Date __________
Cooperating Agency Representative

____________________________             Date __________
Cooperating Agency Representative

Accepted for the Honors Council:

____________________________             Date __________
Director, The Honors Program
THESIS TITLE

Student Name

A thesis project submitted to the Honors Council
in partial fulfillment of the requirements
for the degree

Bachelor of ________

Belmont University

2010

___________________________    Date __________
Tutor

___________________________    Date __________
Committee Member

___________________________    Date __________
Committee Member

Accepted for the Honors Council:

___________________________    Date __________
Devon Boan, Director
The Honors Program