



WKU<sup>®</sup>  
MAHURIN  
HONORS COLLEGE

GUIDE TO THE  
CAPSTONE  
EXPERIENCE/  
THESIS



*From top: CE/T scholars David Hunter Hartlage, Madeline Petty, and Molly Shreve.*

*Photos of scholars in the CE/T process are found throughout this handbook. Click on the photo or caption to visit their published CE/Ts.*



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*Left: Dallas McKinney completed his CE/T in Spring 2020, studying atmospheric behavior using data from the NASA Student Airborne Research Program.*

*Right: Airelle Railley defended their CE/T in Spring 2023.*





# PART ONE

INTRODUCTION TO THE CAPSTONE EXPERIENCE/THESIS (CE/T)



*Molly Shreve completed her CE/T on improving preparation methods for Scanning Electron Microscopy in Spring 2023.*

## AN OVERVIEW

A Capstone Experience/Thesis (CE/T) should be the culmination of an undergraduate education for any high-achieving Mahurin Honors College (MHC) scholar. It offers scholars the opportunity to contribute to their disciplines, to do hands-on work in their fields, and to explore future careers.

Above all, scholars should demonstrate that they can identify a problem or issue, use the methods and theories of their individual disciplines to address it, contextualize their approach within existing work in their discipline, and communicate effectively about this process. This can be accomplished in one of two ways: through a traditional **thesis** or a **capstone experience** project.

### ALL CE/TS...

- should be guided by disciplinary standards.
- should be substantial. Scholars should spend **no fewer than 280 hours** over two semesters working on the project.
- should make an original contribution to each scholar's discipline by tackling new problems relevant
- have no minimum or maximum page limits; however, the faculty mentor should help scholars determine the expected length of a project based on disciplinary standards and the contours of individual projects.
- should conform to the academic writing standards of the given discipline.

### TRADITIONAL THESES

Typically allow scholars to conduct in-depth examinations of topics that are narrow in scope.

Based on original research but is directly connected to a faculty member's findings

Most often completed by STEM majors

### CAPSTONE PROJECTS

Typically better suited for examining relatively broad topics.

Should contribute original work and/or ideas to each scholar's chosen field.

Must include documentation of the project: photographs, sound recordings, or other materials deemed appropriate by the faculty advisor and the MHC.

Must include a reflection piece that demonstrates a broader understanding of the field and places the CE/T in the larger context of the discipline.

Most often complete by the Humanities

## COMPLETING A CE/T HAS MANY BENEFITS...

BECAUSE CE/T PROJECTS OFFER SCHOLARS THEIR FIRST OPPORTUNITY TO ENGAGE IN INDEPENDENT AND ORIGINAL WORK, THE EXPERIENCE CAN HELP SCHOLARS DECIDE IF GRADUATE SCHOOL IS THE RIGHT CALL FOR THEIR FUTURE.

THE COMPLETION OF A CE/T PROJECT WILL SERVE AS EVIDENCE OF ONE'S ABILITY TO ASK AND ANSWER COMPLEX QUESTIONS, CONTEXTUALIZE THOUGHTS AND IDEAS WITHIN THE BROADER DISCIPLINE, AND WORK INDEPENDENTLY—ALL SKILLS THAT GRADUATE AND PROFESSIONAL SCHOOLS AND SCHOLARSHIP-GRANTING AGENCIES PRIZE.

CE/T PROJECTS OFFER SCHOLARS THE OPPORTUNITY TO GAIN REAL WORLD EXPERIENCE AND SKILLS NECESSARY FOR THEIR FUTURE CAREERS. IN SOME CASES, SCHOLARS MIGHT FIND THAT THE CE/T PROCESS AFFIRMED THEIR IDEAS ABOUT POTENTIAL CAREERS; IN OTHER CASES, THE PROCESS MIGHT POINT SCHOLARS TO A NEW PATH.

*“Being able to conduct independent research on my passion is a unique experience that will greatly benefit me in my future endeavors.”*

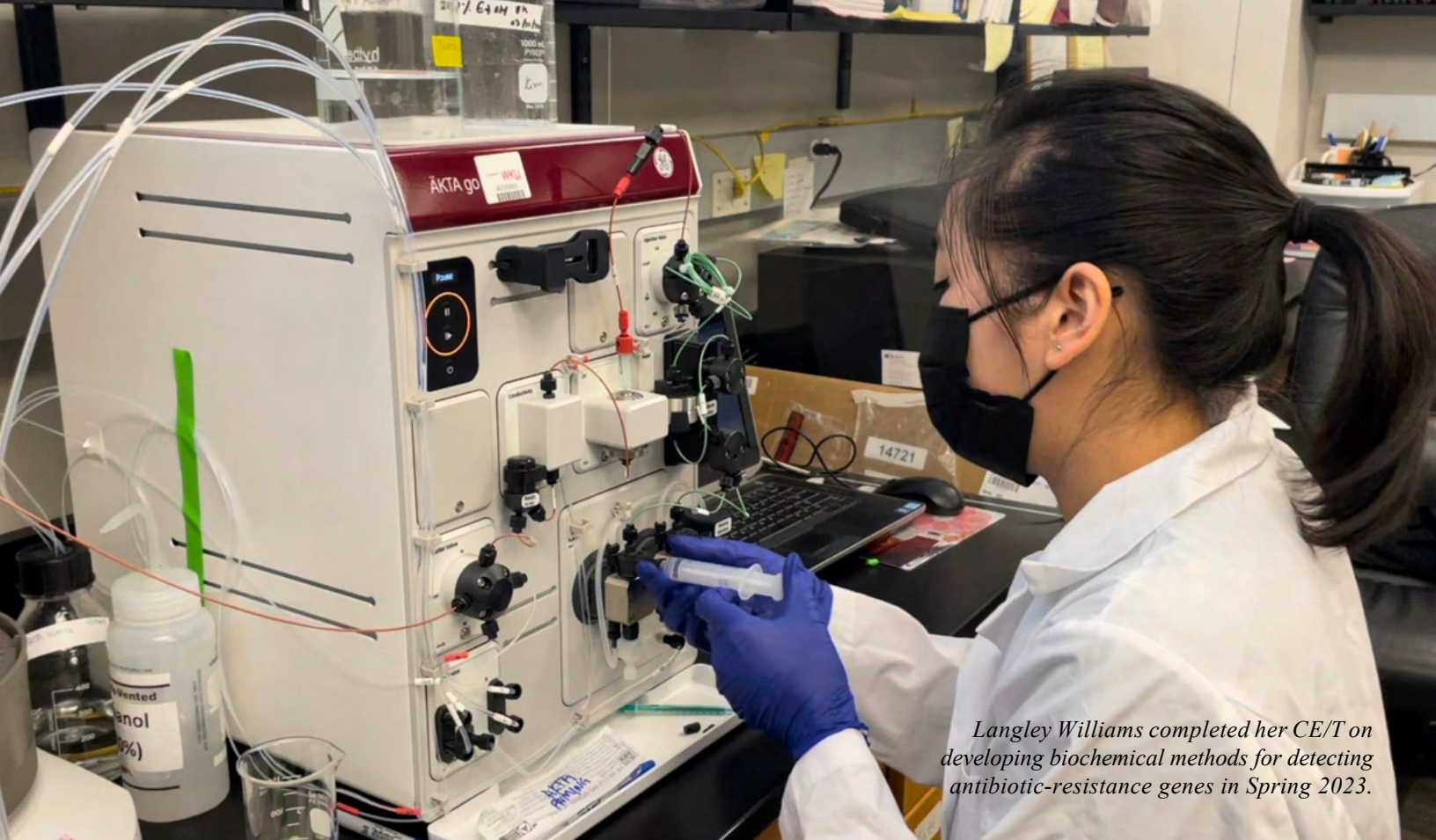
**Ashton Lyvers, MHC '23**

“Masculinity, Femininity, & Dignity: Examining the Relationship Between Gender Expression and Respect”

*“Doing a CE/T with the Mahurin Honors College provided me with the advising and resources I needed to pursue research experience that didn't perfectly fit with any of the other undergrad research opportunities available to me.”*

**Kendall Wheeler, MHC '23**

“Comparison of Groundwater Chemistry and Associated Biodiversity of Sulfidic Karst Habitats in Southcentral Kentucky”



*Langley Williams completed her CE/T on developing biochemical methods for detecting antibiotic-resistance genes in Spring 2023.*

## | TIMELINE AND SUMMARY OF STEPS

### PRE-CE/T (TYPICALLY FRESHMAN AND SOPHOMORE YEARS)

**COMPLETE HON 251.** This must be taken either before or during the semester in which you will submit your proposal!

#### **TAKE INTERESTING AND CHALLENGING COURSES**

**BUILD RELATIONSHIPS** with faculty members and talk with them about research opportunities.

**KEEP A LIST OF IDEAS** and topics of interest.

**USE TERM PAPERS, CLASS PROJECTS, AND COLLOQUIA (HON 300) TO EXPLORE POSSIBLE CE/T TOPICS.**

## PROPOSAL SUBMISSION SEMESTER (TYPICALLY 1ST SEMESTER OF JUNIOR YEAR)

- **MEET WITH YOUR MHC ADVISOR** to create an action plan for graduating on the thesis track.
- **SUBMIT YOUR PROPOSAL TO THE MHC.** A written proposal and a proposal form signed by the first and second readers should be sent to [cet.advisor@wku.edu](mailto:cet.advisor@wku.edu) by the appropriate deadline for your timeline:

AUGUST 1

to start at the beginning of the Fall semester

JANUARY 1

to start at the beginning of the Spring semester

- **UPON THE APPROVAL OF YOUR PROPOSAL, YOU MAY BE ENROLLED IN HON 403 AND/OR 404** according to what your proposal form indicates. Keep in mind that you will be registered for these courses by the MHC only after your proposal has been approved by the MHC Assistant Director for Academics.

### HON 403/404

THESE ARE OPTIONAL COURSES THAT ALLOW YOU TO RECEIVE HONORS COURSE CREDIT FOR WORKING ON YOUR CE/T. WORTH 3 CREDIT HOURS EACH, THESE ARE INDEPENDENT STUDY COURSES THAT DO NOT HAVE MEETING TIMES, ASSIGNMENTS, OR ASSESSMENTS ATTACHED TO THEM.

LEARN MORE ABOUT HON 403/404 IN PART THREE: CONTINUING THE PROCESS OR BY ASKING THE CE/T ADVISOR.



## FIRST SEMESTER OF CE/T (TYPICALLY 2ND SEMESTER OF JUNIOR YEAR)

\* Beginning a CE/T prior to your “senior” year not only provides some space if your research does not take the intended route, but it avoids requiring a defense the same semester you graduate.

- **WORK CLOSELY WITH YOUR FACULTY MENTOR** to implement the plan you set forth in your proposal. It is a good idea to communicate regularly with your faculty mentor and your second reader, asking for feedback and assistance as you move ahead.
- **CONSULT WITH THE CE/T ADVISOR** as needed to discuss questions about your CE/T and/or the general process.
- **LOOK FOR CONFERENCE PRESENTATION OPTIONS** that would be appropriate for your discipline. You must present your CE/T project (or some element of it) at an approved conference before your defense. **Learn more about the conference presentation in Part Six: Required Presentation.**
- **CHECK IN WITH THE CE/T ADVISOR.** You will be required to complete a short, written check-in at the end of each semester before you defend your CE/T. The CE/T advisor will send you the check-in form, along with the deadline for submission of the check-in form.

*Cassandra Merena (far right) wrote an original play based on the tradition of sea shanties as a form of communal expression for her Spring 2023 CE/T. She directed a live dramatic reading of the play in November 2022.*



## DEFENSE SEMESTER OF CE/T (TYPICALLY 1ST SEMESTER OF SENIOR YEAR)

### Pre-Defense

- **YOU WILL BE ASSIGNED A THIRD READER** around a month before your defense if you cannot find one. **Learn more about third readers in Part Two: Beginning the Process.**
- **PRESENT YOUR CE/T PROJECT AT AN APPROVED CONFERENCE** before your defense. You will submit proof of a presentation with the Draft Approval Form.
- **PREPARE YOUR CE/T PROJECT FOR YOUR DEFENSE**, making sure that you follow the MHC guidelines for formatting the document. **Learn more about formatting your CE/T in Part Four: Formatting and Defending Your Work.**
- **SUBMIT THE DRAFT APPROVAL FORM.** Once your committee has read your defense draft and have decided that you are ready to defend your work, they will need to sign the Draft Approval Form.
- **SCHEDULE YOUR DEFENSE.** You will contact all three of your readers to determine an appropriate time to hold your defense. **Learn more about scheduling your defense in Part Four: Formatting and Defending Your Work.**
- **ALL** of your readers, as well as the CE/T advisor, need polished copies of your CE/T project **at least two weeks** before your defense. Failure to do so may result in a delay of your defense.

### Defense Time

- **THE DEFENSE** is essentially an hour-long discussion of your work, including time for you to present and for your committee and any guests to ask questions. **Learn more about the defense in Part Four: Formatting and Defending Your Work.**
- **YOUR COMMITTEE WILL COMPLETE THE FINAL EVALUATION FORM**, determining your letter grades for HON 403 and 404 and giving your work an honors distinction. If the committee believes substantial revisions will be needed, the final grade may be held until the revisions are complete.

### Post-Defense

- **MAKE ALL NECESSARY REVISIONS** to your written CE/T.
- **SUBMIT YOUR FINAL CE/T AND THE TOPSCHOLAR COPYRIGHT FORM** electronically to [cet.advisor@wku.edu](mailto:cet.advisor@wku.edu).
- **YOUR CE/T WILL BE PUBLISHED ONLINE** on WKU's TopScholar, and you will receive one printed, bound copy of your CE/T that must be picked up at the MHC office.



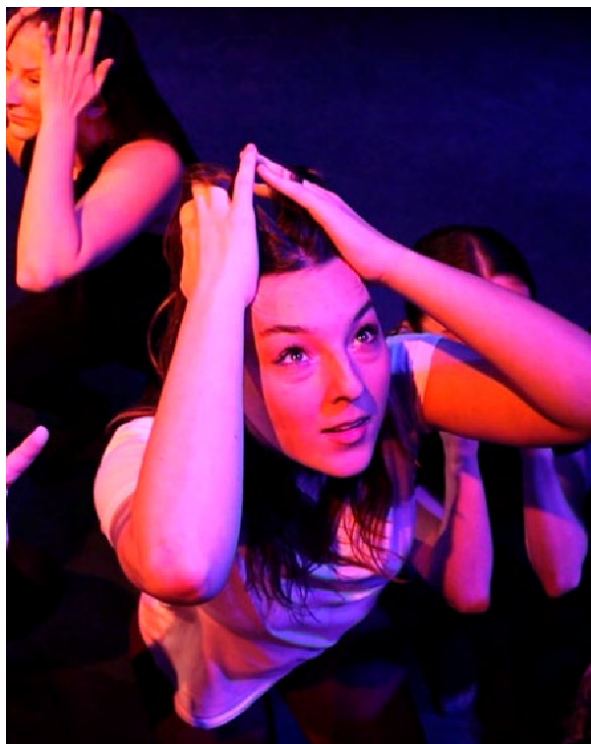
# PART TWO

BEGINNING THE PROCESS



*Above: Megan Hall completed her CE/T investigating the cellular transport of chemotherapeutic platinum drugs in Spring 2022.*

*Below: A frame from Episodes, a dance film choreographed, directed, and produced by Julia Woolums for her CE/T in Spring 2023. The film aimed to bring awareness to experiences of bipolar disorder through dance.*



## | UNDERSTANDING YOUR TOPIC

Selecting a topic that can be narrowed down into a CE/T-sized subject can prove difficult, so try drawing on previous college experiences that captured your interest. Doing so helps find a topic that you are personally invested in, which can reduce burnout and improve the overall quality of your CE/T. While subjects covered in your favorite class can be a good starting point, try expanding your search to experiences like an influential study abroad trip or a local issue that caught your attention if class content turns up nothing. Lastly, while topics should be as specific as possible, faculty mentors typically help mold ideas into field-specific requirements. Don't be discouraged if you have trouble finding what to cover in your CE/T!

## | SELECTING A TOPIC

Quick tips to consider when selecting a CE/T topic:

**APPEAL:** Completing a CE/T is a major investment in time and energy, so you should select a topic that you find compelling—a question or a problem that you look forward to unravelling over two semesters.

**RELEVANCE:** Consider topics relevant to your first major and/or the combination of your majors and minors.

**ORIGINALITY:** Your CE/T should allow you to contribute to your field and build on knowledge gained in your studies at WKU.

**PURPOSE:** A good CE/T topic should help you in the next stage of your education and/or provide professional development for your future career.

**FOCUS:** It is common to start with only a vague topic idea. You can develop your topic in consultation with your faculty mentor.

**SCOPE:** Focusing a topic means different things in different fields, but in all fields, it means finding a topic with enough depth to merit 280 hours of work.

**CAPSTONE/SENIOR THESIS/SENIOR SEMINAR:** Programs that offer the opportunity for scholars to incorporate CE/Ts into senior projects include Chemistry, Biology, History, Engineering, Broadcasting, English, Journalism, Public Relations, Economics, and Advertising.

# FINDING A COMMITTEE CHAIR

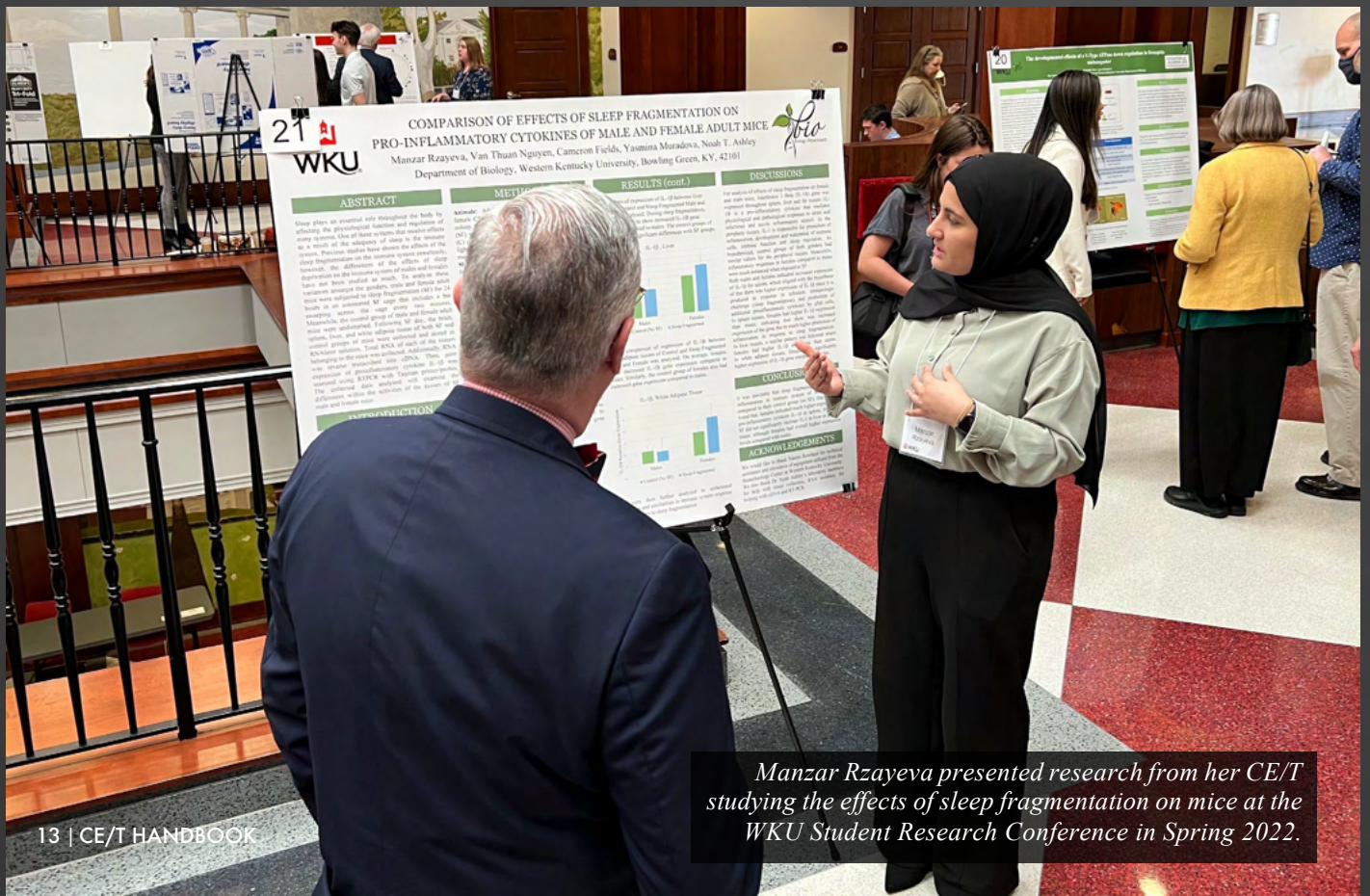
Your committee chair will play a major role in your CE/T process. They will help you to develop a research or creative plan and an enhanced understanding of the methods in your field. Your chair (previously known as your project advisor or first reader) will provide direction as you search for relevant literature, assist in the process of limiting the scope of your project to something manageable, and provide critical insight on your work throughout the CE/T process.

Because committee chairs typically know a great deal about how their disciplines interact with the job market and graduate school, they tend to be in a good position to help scholars make important decisions about their future.

Clearly, your faculty mentor will be a significant person, not only in terms of this project, but also in terms of your undergraduate career. How, then,

do you find the right person? This person will have a terminal degree in their field (examples include Ph.D., M.F.A., Ed.D.), and they are a full-time, permanent employee of WKU who is willing and interested in working with you.

The MHC requires that you select a committee chair from the faculty within your major or minor. You should look at courses faculty members in your department teach to understand their focus within a discipline. Don't be afraid to talk with professors you have had in the past. What are their research interests? Since finding a chair that directly deals with your research topic is unlikely, try finding a faculty member with closely related interests or research that can help guide your CE/T (or point you in the right direction). Schedule appointments with faculty members who might be a match. Ask them more about their work and see how they respond to your ideas. Faculty members generally have very busy schedules, do not wait until the last minute to schedule an appointment.



*Manzar Rzayeva presented research from her CE/T studying the effects of sleep fragmentation on mice at the WKU Student Research Conference in Spring 2022.*



Mimi Burrow (center) traveled to Spain in 2019 as a recipient of the Benjamin A. Gilman International Scholarship. Upon her return to WKU, she completed her CE/T by creating an outreach program to promote diversity abroad.

## FINDING A COMMITTEE CHAIR (CONT.)

If you have difficulty finding a chair, you can talk with your department head or reach out to the CE/T advisor for guidance. If a chair needs to step down, or an advisor and advisee decide they are not compatible, it is essential to notify the CE/T advisor of any changes in writing as soon as possible. **NOTE: The MHC reserves the right to cancel your CE/T depending on why your chair left your committee.**

Beyond the chair, you will need to select a second and third reader. Unlike the committee chair, however, the second and third reader may be from a secondary field relevant to your topic. For example, a scholar in math education might select a mathematics professor to be the chair and an education professor to be the second/third reader, or vice versa depending on the focus and nature of the

project. Secondary readers are not as active in shaping your CE/T but will still be involved in the draft and research process. Plan to meet with your other readers often and keep them in the loop.

Together with your chair, your second and third reader round out your committee. They will guide you through the CE/T process and, upon completion of your defense, determine your HON 403/404 grades (if applicable) and defense designation.

*Note: If your CE/T will require IRB Approval (see “Human or Animal Subjects” section below for more details), your faculty mentor must also have IRB Approval.*

## READER ROLES

While the roles of readers share similarities, there are some key distinctions to take into consideration when determining who should serve as chair and who should serve as a second reader.

### CE/T CHAIR

Involved in **every** aspect of CE/T.

Scholars must meet with their chair on a regular basis (weekly to bi-weekly) to discuss various things regarding CE/T (e.g. project structure, research procedures, draft edits/feedback, etc.).

Oversees defense proceedings and helps determine the grade awarded to the scholar for their work during HON 403 and/or 404 upon completion of the defense.

### SECOND READER

Involved in most (but not necessarily all) aspects of the CE/T

Scholars are advised to meet and communicate with their second readers at least monthly to discuss various things regarding CE/T (e.g. project structure, research procedures, draft edits/feedback, etc.)

Helps determine the grade awarded to the scholar for their work during HON 403 and/ or 404 upon completion of the defense

### THIRD READER

Can be assigned by the MHC if you are unable to find one

Provides guidance to first and second readers regarding expectations for scholars' CE/Ts, can serve as an outside perspective

Reviews CE/T draft(s) leading up to the defense

Participates in the defense and plays a role in determining the defense designation

## WRITING A PROPOSAL

The Proposal Form provides detailed instructions for writing a successful CE/T proposal. However, scholars are strongly encouraged to meet with the CE/T Advisor and their committee members as they draft the proposal.

Proposals serve several important functions:

1. The proposal allows scholars to communicate the basic outline of their project in writing, contributing to meaningful discussions between scholars and their committee members.
2. It is a forum for scholars to clearly articulate a plan to complete their projects. If well-conceived, this plan will put scholars on the path toward a successful project defense.
3. Finally, the proposal alerts the MHC to scholars' plans so that MHC staff and faculty can help scholars progress in the CE/T process.

## HUMAN OR ANIMAL SUBJECTS

WKU maintains regulations for the ethical use of human and animal subjects in research. All scholars who will interact with human or animal subjects must abide by these regulations, including participating in any mandated training programs, submitting any necessary forms, and working with university's Compliance Advisors to ensure that the highest standards of research are met.

### TWO THINGS TO NOTE:

1. Human subject research includes interviews and surveys.
2. IRB approval is required for the use of any pre-existing data that was previously IRB-approved.

Scholars should visit the Office of Research Integrity's website for more information. Additionally, scholars are encouraged to talk with their faculty mentors about the ethics of their research and the institutional review process.

The Human Subject Review Board (HSRB) and Institutional Animal Care and Use Committee (IACUC) offer an online training program for all research projects requiring approval through each review board. Upon successful completion of the program, participants receive a certification that is valid for three years. It is necessary to be certified **before** starting any research.

### FOLLOW THE STEPS BELOW TO SIGN UP FOR CITI TRAINING:

- Go to [www.citiprogram.org](http://www.citiprogram.org)
- Select "Register"
- Step 1 - Participating Institutions: Western Kentucky University
- Step 2 - Create a username and password
- Step 3 - Enter your name
- Step 4 - Enter e-mail address
- Complete contact information fields
- Check the course you are required to complete



*Patton Allen completed his CE/T in Spring 2022, studying the effects of sleep fragmentation on mice.*

CITI (Collaborative IRB Training Initiative) is a web-based ethics training course for those conducting research with human or animal subjects. All Principal Investigators, Co-Investigators, and Faculty Sponsors must complete CITI training with a minimum score of 80%. The Compliance Manager is notified by CITI upon successful completion of the relevant course. Completion records of study personnel should be maintained by the Principal Investigator and are subject to periodic inspection by the HSRB or IACUC Committees.

### IRB APPLICANTS ARE REQUIRED TO COMPLETE:

1. Social/Behavioral Research Course (live human beings)
2. Social and Behavioral Responsible Conduct of Research Course (RCR).

Each of the two modules have been reported to take roughly **a minimum of 2-3 hours to complete**, so please consider this in your research timeline. CITI Training must be completed **BEFORE** submitting your IRBNet application packet (IRBNet information can be found here).



## HUMAN OR ANIMAL SUBJECTS (CONT.)

IACUC applicants are required to satisfy the CITI modules pertaining to the intended research and will be directed by the IACUC board.

If you have already completed the CITI program through another institution within the last 3 years, you may affiliate your scores to reduce or eliminate the need to re-take the test modules at this time. Please sign into your CITI Program.org account, choose the “Affiliate with Another Institution” option towards the top of your main menu, and select “Western Kentucky University.”

**FOR IRB APPLICANTS:** If you make any modifications to your original IRB proposal or need to extend the timeline of the project (if it will take longer than one year’s time), you must complete and submit a Continuing Review Form. The approval process for making proposal changes typically takes 2-3 days. Project timelines can be extended for up to 3 years.

*Below: Koji Barnaby completed his CE/T in Spring 2022, analyzing antibiotic resistance in bacteria found in groundwater from agricultural waste.*

*Right: Rafael Teodoro da Silva analyzed the use of sport as a tool for creating a sense of belonging through the creation of a track and field program for refugee children.*

### SITUATIONAL IRB EXAMPLES

1. Analyzing pre-existing data that required IRB approval for collection
2. Conducting public opinion surveys
3. Conducting research involving vulnerable populations (minors, pregnant people, or prisoners)
4. Conducting scientific research involving human subjects
5. Disseminating questionnaires to collect quantitative/qualitative data
6. Interviewing subjects to collect qualitative data
7. Interviewing subjects for a documentary
8. Interviewing subjects for a multimedia package or other journalism-related project





# PART THREE

CONTINUING THE PROCESS

## HONORS 403 AND 404

Honors 403 and 404 are independent study courses connected to the CE/T process, available for scholars to receive credit for time spent on the CE/T projects. There are no set syllabi, BlackBoard sites, or class meetings for these courses; instead, **scholars must set and implement their own agendas** with the support and approval of their faculty mentor and second reader.

Scholars can register for 3 hours of HON 403 and 404 for 6 hours total. The MHC recommends scholars take HON 403 the first semester of their third year and HON 404 during the second semester. If additional time is needed, taking HON 403 the second semester of your third year and HON 404 the first semester of your final year may be beneficial. While there are no set meeting times, scholars must schedule regular meetings with their chair and second reader.

During HON 403 and 404, scholars should execute the plan set forth in their CE/T proposals. It is expected that scholars complete their research and/or creative work and write and revise the thesis or reflection piece. Scholars should spend **no fewer than 280 hours working on the CE/T** project while they are registered for these courses. Scholars will also be required to complete a written check-in with the CE/T Advisor toward the end of the first semester of their CE/T (the check-in form and deadline for submission of the form will be sent by the CE/T Advisor).

Scholars may also substitute CE/T coursework with other courses from their major in place of HON 403/404. All 3 hours of HON 403 and HON 404 may be substituted.

Any course used for HON 403/404 substitution must be:

1. taken for honors credit either as a HEEC or through an Honors Augmentation Contract,
2. directly related to the CE/T, and
3. taught by a member of the committee



*Top: Claire Coleman traveled to the Denver Public Library in 2023 to access primary source documents for her CE/T on the achievements of Rosalie Edge in the American environmental conservation movement.*

*Middle: Elaine Loosekamp created a chapter of the Food Recovery Network to reduce food waste at WKU for her CE/T in Fall 2020.*

*Bottom: Caroline Camfield recorded high-speed footage of herself jumping rope and analyzed motion variables for her CE/T in Fall 2020. She used the data to create a teaching curriculum connecting sport and STEM.*



# **PART FOUR**

FORMATTING AND DEFENDING YOUR WORK



## CE/T FORMAT GUIDELINES

In general, CE/T formatting guidelines help maintain continuity and are designed to prepare documents for binding. For example, all CE/Ts must have left margins of 1.5” and right margins of 1”. This extra space on the left makes bound pages appear even. Below you will find an outline of the major formatting requirements; however, it is equally important to examine and follow the format of the sample pages included in this manual.

### REQUIRED ELEMENTS:

1. Title page
2. Copyright page
3. Abstract
4. Dedication
5. Acknowledgments
6. Vita
7. Table of Contents
8. List of Figures/Tables (if applicable)
9. Body of the CE/T
10. Bibliography
11. Appendices (required for scholars who have elected to complete capstone experience projects instead of traditional theses)

### **MARGINS:**

- Top: 1”
- Right: 1”
- Bottom: 1”
- Left: 1.5”

**FONTS:** CE/Ts must utilize standard 12-point fonts (Times New Roman, Arial, Helvetica, Cambria).

### **PAGE NUMBERS:**

All page numbers must be centered in the footer, with the footer set 0.5” from the bottom. Preliminary pages must be numbered with Roman numerals, and Arabic numbers should be used for the body of the CE/T, including chapters, illustrations, the bibliography, and appendices. Front matter should have consecutive numbering, and the actual text should begin on page 1, numbered consecutively thereafter.

### **ILLUSTRATIONS:**

Each illustration must appear in a list of figures and should be numbered (e.g. Figure 1 or Figure 1.1). Appendices must be labeled with letters (e.g. Appendix A).

### **CITATIONS:**

Citations will conform to the accepted style manual of the scholar’s discipline. Consult with your faculty mentor if you are unsure about citation style.

### **COPYRIGHT:**

Immediately following the title page, scholars should include a copyright page, followed by an abstract. The abstract is the first numbered page (ii).

### **ABSTRACT:**

The text of the abstract should clearly and concisely summarize the subject and arguments of the CE/T. The abstract is a stand-alone statement that briefly conveys the essential information of your CE/T project. It should be approximately 150-200 words long and fit within a single page on your final draft.

# SAMPLE TITLE PAGE

Margins

Top: 1"  
Right: 1"  
Bottom: 1"  
Left: 1.5"

TITLE OF DOCUMENT GOES HERE:

BE SURE TO USE ALL CAPS FOR TITLE

Use the correct degree title (Science, Arts, Fine Arts, or Music)

A Capstone Experience/Thesis Project Presented in Partial Fulfillment  
of the Requirements for the Degree Bachelor of (Science/Arts/Fine Arts/Music)

with Mahurin Honors College Graduate Distinction

at Western Kentucky University

By

Jane E. Doe

May 2019

Graduation month and year (if you won't be graduating in the same semester, use defense month and year)

Use your name as it appears on University records

\*\*\*\*\*

CE/T Committee:

Dr./Prof. Joe Johnson, Chair

Dr./Prof./Mx. John James

Dr./Prof./Ms. Janet Jackson

No page number  
on the title page

Centered on the page,  
1.5 line spacing

**Copyright by  
Jane E. Doe  
2019**

# I SAMPLE ABSTRACT

## Margins

Top: 1.5" on major sections, 1" otherwise  
Right: 1"  
Bottom: 1"  
Left: 1.5"

Centered and in  
all capital letters

## ABSTRACT /

The abstract of your project should give a general summary of your work. A good place to start would be outlining the general problem, what your project does to address it, and briefly summarize your results. Your abstract gives a potential reader an overview of what you have done so that they can decide to dive deeper into your project through your actual paper. Your abstract should be around 150-200 words. Different disciplines have different expectations for abstracts, so make sure to discuss it with your readers to understand their expectations and opinions.

The rest of this section is filled with filler text so you can get a general idea of the typical length of an abstract. Morbi sem lorem, adipiscing et eleifend eget, tempor nec leo. Praesent enim elit, elementum auctor scelerisque ac, vehicula ut turpis. Curabitur varius tincidunt egetas. Nam vehicula ligula at tortor molestie ac dictum libero vulputate. Nulla vel nisl diam, ut dictum magna. Donec sit amet massa metus. Donec vehicula pellentesque tincidunt. Maecenas ac felis a dui tempor malesuada sit amet ac ligula. Donec ligula ipsum, facilisis in vehicula ornare, tempus a orci.

The body of the abstract should be approximately 150-200 words and should be double-spaced.

Page numbers should be centered in the footer. Roman numerals are used for preliminary pages.




## I SAMPLE DEDICATION


I dedicate this thesis to my parents, William and Suzy Missu, who are a great inspiration to me. Also, I also dedicate this work to my friend Ellen, who helped greatly in acquiring the data and editing this manuscript.

### ACKNOWLEDGEMENTS

Aenean odio ligula, vestibulum quis mollis nee, laoreet vitae dui. Nune leo nibh, placerat in fringilla nee, sagittis at velit. Vestibulum vel nune erat. Duis elit turpis, laeina eleifend consequat nee, eonvallis in est. Suspendisse potenti. Nulla non ultrices nulla. Curabitur elementum neque eu tellus gravida sit amet semper lorem pellentesque. In semper eleifend neque, imperdiet vestibulum elit eursus sed. Nune venenatis fermentum **porta. Vivamus non enim a areu pharetra tempus in ae erat. Nam areu turpis, hendrerit eu placerat sit amet, seelerisque ut neque.**



This is your opportunity to thank and acknowledge those who have helped you in the creation of this project, be it through editing, providing data, emotional support, or for their general influence on your academic career.



This is a great place to acknowledge any financial support you may have received to support your research. Be sure to name the granting agency and award name.

# I SAMPLE VITA

There is some flexibility to these sections, but education must be included. Other sections that you may add could include publications, presentations, etc. Generally, follow this format

## VITA

### *EDUCATION*

Western Kentucky University, Bowling Green, KY  
B.A. in Psychology - Mahurin Honors College Graduate  
Honors CE/T: *SellingFifthAvenue: How Manhattan's  
Luxury Real Estate Agents Organize the Global Elite* May 2019

Webster County High School, Dixon, KY May 2015

### *PROFESSIONAL EXPERIENCE*

The Center for Gifted Studies, WKU  
Research Assistant May 2018-  
Present

Library Special Collections, WKU  
Student Worker Aug. 2016-  
May 2018

### *AWARDS & HONORS*

Summa Cum Laude, WKU, May 2019  
Psychology Department Undergraduate Research Award, WKU, May 2019  
Gilman Scholar to Taiwan, Summer 2018  
Award of Excellence Academic Scholarship, WKU, 2015-2019

### *PROFESSIONAL MEMBERSHIPS*

National Association of School Psychologists (NASP)  
Kentucky Association for Gifted Education (KAGE)

### *INTERNATIONAL EXPERIENCE*

Nanjing University, Nanjing, China  
Chinese Language Flagship Program Capstone Aug. 2018-  
May 2019

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Tfyou have more than one appendix, list as "Appendix A, Appendix B, Appendix C, ..."

LIST OF TABLES

: Double-spaced :

Table 1. The effect of various conditions upon a system.....7)

Table 2. Inhibition of select conditions upon a control condition..... 10



Tables and figures should be numbered sequentially. If you have a significant number, you may consider naming them by section (1.1, 1.2, 2.1, etc)

The names of your sections should be centered in all capital letters.

SECTION ONE

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Arabic numerals should be used for the body of the work

*Katie Daniels played original music at a historic site in the Eildon Hills, Scotland in 2019 as part of her CE/T filming music videos while studying abroad as a Benjamin A. Gilman international scholar.*



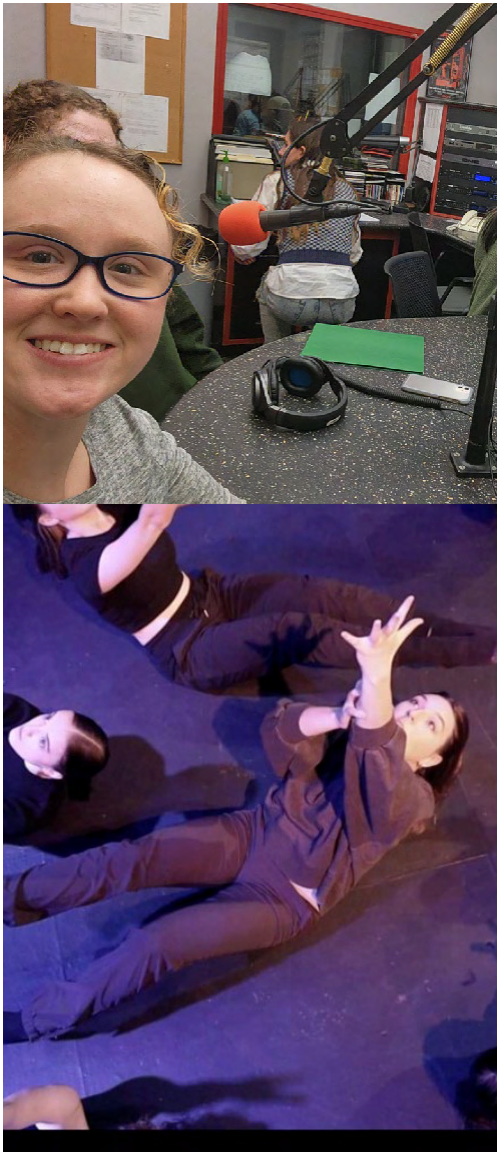
## WRITTEN COMPONENT OF CAPSTONE- BASED CE/Ts

No matter what discipline(s) your CE/T encompasses, all CE/Ts must be accompanied by a formal paper. All CE/Ts are, at minimum, to be comprised of the required preliminary pages, the body, and a references/bibliography section. For capstone-based CE/Ts, there are a few key differences from thesis-based CE/Ts:

- Introductions are more likely to contain background information that includes more “I” statements (particularly if your CE/T is tied to your personal experiences in some way) and/or citations that come from more everyday sources (e.g. blogs, reference books, social media posts, interviews, etc.).
- Many projects demand some sort of documentation of the process. Journal entries, notes, pictures, and videos are examples of what can accompany the CE/T.
- Conclusions should include personal reflection. This may involve the impact of the CE/T on your personal/academic growth, specific communities, the discipline(s), etc.
- Appendices are required. Pictures and other documentation that are too bulky or visually disruptive to the body of the CE/T should be included in an appendix.

*Top Left: Cassandra Merena led a live reading of her CE/T original play on air at the radio station Revolution 91.7 in Spring 2023.*

*Bottom Left: A frame from Julia Woolums’ CE/T dance film in 2023.*



*Rafael Teodoro da Silva defended his CE/T in the Honors College International Center thesis defense room in April 2023.*



## THE DEFENSE

---

The CE/T Defense is a celebration of learning that minimally includes your CE/T committee (your committee chair, second reader, and third reader). It lasts approximately one hour and is open to the public. Scholars are encouraged to invite fellow classmates, friends, and family members to attend. To begin, the CE/T Defense scholars give a fifteen to twenty-minute overview of their work (although the committee will have already read, seen, and/or listened to your work, other audience members most likely have not). It is important to talk with your first and second readers about their expectations beforehand, as each discipline has a slightly different protocol. In some disciplines, scholars will be expected to give a presentation with visual aids. In other disciplines, scholars

will be asked to talk about their choice of topic, the research experience, and/or summarize their conclusions. In all cases, students will field questions. Your committee will often ask challenging questions that force you to defend your conclusions or creative choices while connecting your work to that of others in your field.

At the end of the hour, your committee will ask you, and any guests, to leave the room to evaluate your work and determine your grade/defense designation (see the Evaluation Rubric for more information). You will most likely be asked to make revisions. If the committee believes that substantial revisions will be needed, the final grade may be held until the revisions are complete.





## THE DEFENSE (CONT.)

Here, as with all stages of the CE/T process, communication is key. Scholars who have submitted multiple drafts and who have had regular meetings with their first and second readers are generally more prepared for the defense and have a better sense of what to expect.

Committee chairs and second readers play an important role in determining when scholars are ready to defend their work. Both the chair and second reader must read a complete draft of the CE/T project to decide that the work is sufficient to proceed to the defense. The draft must be submitted to your committee **at least two weeks before** your scheduled defense.



## SCHEDULING THE DEFENSE

The scholar must consider room availability and the schedules of all three readers when scheduling the defense.

Then, the scholar should contact the CE/T Advisor ([cet.advisor@wku.edu](mailto:cet.advisor@wku.edu)) to reserve the Thesis Defense Room, unless another location is more appropriate. In that situation,

the faculty mentor and scholar should work together to make arrangements. It is the scholar's responsibility to notify the CE/T Advisor of all arrangements. If your scheduled time is not available, the CE/T Advisor will help you find the next available time.

Finally, the scholar should submit the Draft Approval Form to the CE/T Advisor.

***Please note: The Draft Approval Form and a polished draft of your project must be turned in at least two weeks before the defense.***



*Top: Zena Pare defended her CE/T in Spring 2021, examining microfinance and women's autonomy in developing economies.*

*Middle: Damon Stone defended his CE/T, in which he turned an original creative work into an audiobook, in Fall 2023.*

*Bottom: Airelle Railley defended their CE/T in Spring 2023, studying the effects of holistic practices on LGBTQ+ wellness.*



# PART FIVE

FINANCIAL SUPPORT



Because CE/Ts are based on original research or creative endeavors, scholars often need financial support to implement their academic agendas. Funding a CE/T project might require that scholars apply for support from several different groups. Below are some general suggestions.

UP TO: **HONORS DEVELOPMENT GRANT (HDG)**  
\$500

CE/T  
\$1500 **EXCELLENCE AWARD**

## MAHURIN HONORS COLLEGE SUPPORT

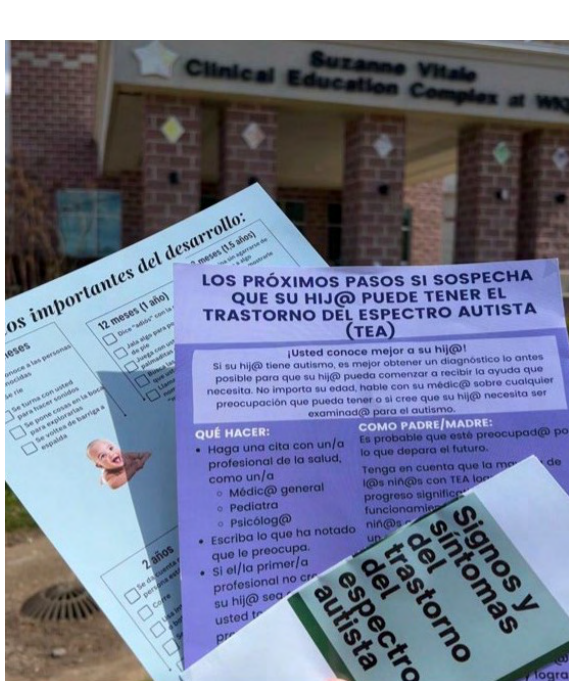
### HONORS DEVELOPMENT GRANTS (HDGs)

support MHC scholars' intellectual development by providing up to \$500 to offset costs for traveling to professional conferences, conducting academic research, and purchasing tangible items to support academic endeavors.

A limited number of **CE/T EXCELLENCE AWARDS** of up to \$1,500 are available to support projects that have the potential to make a significant contribution to their field. When considering applications, the Honors Development Board will consider the projects' ability to gain a wide academic audience due to the additional funding. The CE/T Excellence Award uses the same application as the HDG, but requires a letter of support from the committee chair. Scholars who do not receive an Excellence Award are automatically considered for an HDG. Consult the MHC website for detailed instructions and semester deadlines.

*Above: Nathan Brooks completed his CE/T in Spring 2020, in which he created a business plan for a nonprofit food truck.*

*Left: Educational materials created by Bethany Waddey for her Spring 2023 CE/T, in which she investigated barriers to identifying and diagnosing Autism Spectrum Disorder in the Hispanic population in Bowling Green, KY.*



## CAMPUS-WIDE RESOURCES

The Student Government Association (SGA) offers a Scholar Development Grant. The Scholar Development Grant is intended to help offset expenses associated with traveling to professional conferences, conduct academic research, and purchase tangible items meant to support academic endeavors. All WKU students are welcome to apply. Applications can be picked up in the SGA office or department offices, as well as downloaded from the SGA website.

Students may apply multiple times throughout the year. The maximum amount per single application is \$250. However, students may continue to apply until they are granted the maximum amount of \$500 per academic year. Please visit the SGA website for more information.

Many departments offer scholarships or are willing to provide some financial assistance to students working on creative or research-based projects, particularly those who have applied for funds from numerous sources. The Office of Student Financial Assistance maintains a



*Above: Braden Cutright-Head composed an original concerto for his Spring 2024 CE/T, exploring his experiences with and overcoming disability through music.*

*Below Left: Jessica Williams researched the hydrochemistry of Mammoth Cave National Park for her CE/T in Spring 2021. (Photo courtesy of the Crawford Hydrology Lab.)*

list of links to department scholarships. Even if you do not find a scholarship on this list that would apply, check with your committee chair and department head. Additionally, some of the academic colleges on campus have discretionary research funds. Check with your committee chair and/or department head about approaching your academic dean.



## OUTSIDE SUPPORT

Talk with your committee chair. What are the key professional organizations in your field? Are there any field-specific honors societies you can join? Professional organizations and field-specific honors societies are a good place to start, and your faculty mentor should be able to point you in the right direction. You might also look into more general honors societies.

If you think that you will need off-campus support to finish your project, you should contact the Office of Scholar Development (OSD). OSD supports scholars throughout the process of finding and applying for grants, scholarships, internships, and a variety of post-graduation opportunities. Staff members help scholars develop strong applications and proposals. Please visit the OSD website for additional information and resources.



# PART SIX

REQUIRED PRESENTATION



## PRESENTATION OF PROJECT

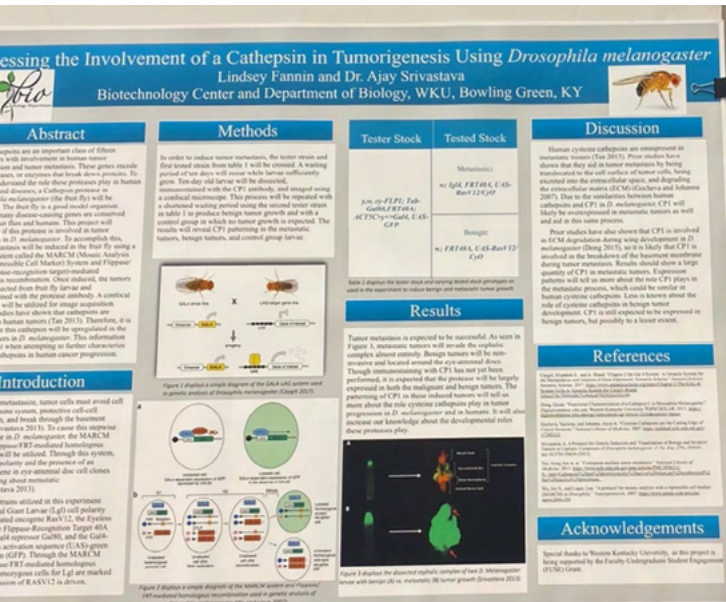
Any scholar completing a CE/T must present some element of their CE/T work at an academic conference before the defense. Scholars may fulfill this requirement by presenting their work at WKU's annual Student Research Conference during the spring semester; a regional, state, or national honors conference; a regional, state, or national student conference; or a discipline-specific conference. Scholars are required to submit proof of the presentation when they submit their Draft Approval Form.

Talk with your committee chair about options. They should be able to recommend conferences and guide you through the application process. Scholars can apply for MHC and SGA grants to pay for conference-related travel. Talk with OSD for additional ideas.

*Left: Rafael Teodoro da Silva (top) and Amara Danturhi (below) presented at the Kentucky Honors Roundtable in 2022.*

*Bottom Left: Lindsey Fannin presented at the WKU Student Scholar Showcase in Spring 2023.*

*Bottom Right: Elizabeth Roth presented at the Kentucky Honors Roundtable in Spring 2023.*





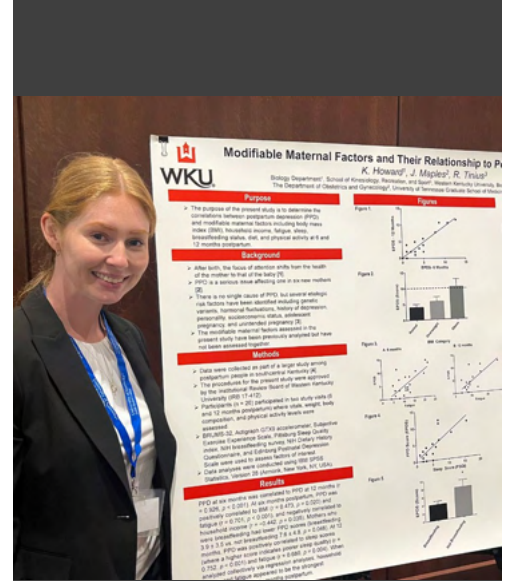
# PART SEVEN

MISCELLANEOUS INFORMATION

## PEER-REVIEWED JOURNAL PUBLICATION IN PLACE OF THE CE/T

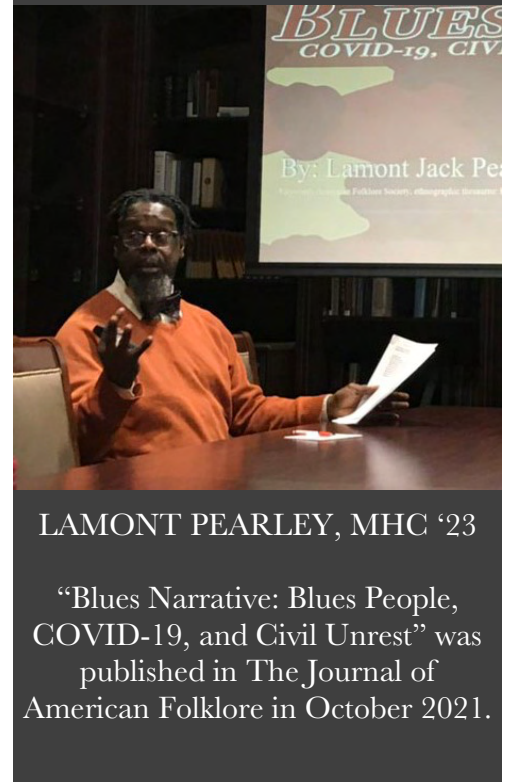
In order to be eligible for this alternative CE/T option, the scholar and their mentor must meet the following guidelines:

- The article must be single-authored, or the scholar must be the first author on the manuscript that is selected for publication. Other authors are allowed, but the scholar's committee chair must verify in writing to the MHC that the scholar met the CE/T time-invested criteria. The criteria for determining the amount of time that should be invested in a CE/T project within the MHC is 48 hours per credit (6 credits equal 288 hours).
- The manuscript must be accepted by a faculty/professional level peer-reviewed journal (not a student journal) by September 1 for MHC scholars graduating in the fall semester and by February 1 for MHC scholars graduating in the spring semester. The MHC must receive a copy of the formal acceptance from the journal's editor by these dates to be eligible for this alternative policy.
- After The MHC receives a copy of the formal acceptance letter, the scholar will also be responsible for (1) submitting a copy of the accepted manuscript to the MHC so it can be bound and (2) submitting a copy of the edition of the journal in which the manuscript is published (this will likely occur sometime after the scholar's graduation, in which case, the issue of the journal can be mailed to the MHC). The accepted manuscript must meet all necessary administrative requirements (e.g., CE/T Proposal on file with the MHC) and follow all writing stylistic guidelines (e.g., title page, acknowledgement page, table of contents, abstract, etc.).
- Manuscripts in peer-reviewed journals are typically shorter and more concise than the standard CE/T option. Therefore, if a manuscript is not accepted by the deadline dates listed above, the scholar will have approximately 10-12 weeks to submit a traditional CE/T under the CE/T guidelines. This will require the scholar to work with their chair to submit a more thorough document, which can include a more comprehensive discussion of the research methods, findings, conclusions, strengths and limitations of the research, and avenues for future research. A more thorough literature review may also be included.



KAT HOWARD, MHC '22

“Modifiable Maternal Factors and Their Relationship to Postpartum Depression” was published in The Journal of Environmental Research and Public Health in September 2022.



LAMONT PEARLEY, MHC '23

“Blues Narrative: Blues People, COVID-19, and Civil Unrest” was published in The Journal of American Folklore in October 2021.

- If the article is not accepted by the due dates listed above and the scholar selects not to evolve their manuscript into a traditional CE/T project, the scholar can count the time invested in the project toward Honors Independent Study credits.



## TIME CONSTRAINTS AND EXTENSIONS

Previously, scholars received one or more “In Progress,” or IP, grades as they worked to complete their CE/T projects. Moving forward, committee chairs will be contacted at the end of the semester HON 403 is taken so a grade can be input. HON 404 grades are given at the defense along with the designation.

If scholars need more than one year to complete the CE/T, they must petition for an extension by the middle of their defending semester. Please note that if you begin a CE/T your final academic year, you will need to push back your graduation date with the Registrar if an extension is needed.

## HONORS STANDING AND WITHDRAWALS

Scholars who are withdrawn from the MHC for failure to maintain Good Standing will be withdrawn from incomplete CE/T hours. Scholars who would like to continue working on their CE/T projects must submit a Continuance of CE/T Hours petition within one month of receiving notification that they will be removed from the MHC.

Scholars who would like to withdraw from CE/T hours must meet with their MHC Advisor to change tracks.

*Top: Emma Lord completed her CE/T in Spring 2023 on the effectiveness of the Nintendo Ring Fit system as a tool for physical therapy.*

*Bottom: Obadiah Kirk completed his CE/T in Spring 2020, studying the role of proteins in cardiac recovery.*





*Dancers rehearse the choreography for Julia Woolums' 2023 CE/T dance film, Episodes, which was named MHC Capstone Experience of the Year in May 2023.*

## | SAMPLE PROJECTS

Scholars from any major can find a CE/T project that will enhance their knowledge and skills and contribute to their future development. Below you will find a sampling of recent CE/T titles. Scholars have done everything from completing traditional research in the laboratory or the library to doing photojournalism studies to writing a novel and composing music. You can learn more about what other scholars have done by visiting the MHC website or browsing published CE/Ts on TopScholar.

*Antibiotic Resistant Gene Concentrations in Bacteria in Groundwater from Agricultural Waste*

**Koji Barnaby, 2021**

*Pathways to Self-Governance and Success: An Exploratory Study of Community Gardens in Louisville, Kentucky*

**Amanda Beavin, 2021**

*America, the Beautiful: How American Cosmetics Companies Advertised Femininity in the 1950s*

**Bridget Beavin, 2023**

*Assessing Access to Healthcare for Limited English Proficient Patients*

**Hannah Bergamini, 2021**

*The Impact of Prenatal Yoga on Hip Mobility and Delivery Outcomes*

**Zoe Avery, 2025**

*Will the Real News Reporters Please Stand Up?: A Study of Bias in the Media*

**Hannah Claussen, 2022**

*Advocating for Tap Dance through the Study of Tap Dance Pedagogy*

**Lindsey Simpson, 2024**

*Impacts of Regulations on Digital Commodity Prices: Examples from the Counter-Strike Game Series*

**Logan Stewart, 2025**

*I Hear You: The Everyday Struggle Living with Misophonia*

**Ashton Jones, 2021**

*Progress in the Bluegrass: An Analysis of Grassroots Organizing in Kentucky Post 1970*

**Brooklyn Lile, 2022**

*Fictional Story, Real Culture: A Window into Contemporary Spain through Javier Marias's Los Enamoramientos*

**Autumn Howard, 2024**

*COVID-19 and Eating Disorders: How COVID-19 Increased the Prevalence and Severity of Eating Disorders, and the Lasting Implications*

**Lucy Rogers, 2023**

*Terror Management Theory and Legislation: An Analysis of How Patterns Evolve and Change*

**Elizabeth Roth, 2023**

*Redefining the Shape of the Sun with Citizen Science: The SunSketcher App*

**Starr May, 2024**

*Kids, Culture, and Queerness: The Progression of LGBTQ+*

*Representation in Children's Media*

**Sarah Stevens, 2022**

*tFUS-Induced Transient Scotoma for Individual Dosing*

**Yulia Mishchuk, 2025**

*Improving Diagnostic Outcomes for Individuals with Autism Spectrum Disorders Within the Hispanic Community in Bowling Green, Kentucky*

**Bethany Waddey, 2023**

*Effects of Melatonin Implantation on the Activity Levels of Captive Snow Buntings (Plectrophenax nivalis)*

**Zoë Ward, 2022**

*Quantitative Analysis of an Analytical Hodgkin-Huxley Model Solution*

**Ethan Kelly, 2025**

*The Reality of Bipolar Disorder: A Dance Film to Bring Awareness to the Misconceptions of Mental Health*

**Julia Woolums, 2023**

*The Reality of Bipolar Disorder: A Dance Film to Bring Awareness to the Misconceptions of Mental Health*

**Julia Woolums, 2023**

### Plan ahead

Keep a notebook of ideas before you even begin to actively think about your CE/T. If you are in an interesting class in your major and your professor mentions an understudied area that you find interesting, write it down.

### Talk with faculty in your major

Creating strong bonds with faculty helps build a sturdier foundation for your project as they are more willing to accept committee roles if they know you. Molding your topic becomes much easier for them as well. Finally, personal connections with faculty members allows them to write the better letters of recommendation while giving more personalized advice about future career options.

### Stay in touch with your readers

Once you begin working on your CE/T, stay in touch with your first and second readers. Plan to meet with your advisor every week or every other week. Talk with your readers about your ideas, your progress, and any problems you have encountered. Scholars often run into trouble when they have not been in contact with their readers. You want to know if your readers have issues with your work early so that you can correct any problems or change course if need be.

### Stay in touch with the MHC

Specifically, keep in touch with the CE/T Advisor, who will make sure that you are on track and making progress. Reach out to [cet.advisor@wku.edu](mailto:cet.advisor@wku.edu).

### Prepare for your defense

As you prepare for your defense, make sure that you have allowed enough time for each committee member to read your work. Before you schedule your defense, meet with your faculty mentor to discuss the defense. Each field and each faculty member have slightly different ideas of what a defense should be. You want to know what your readers think so that you will be prepared.

### Ensure all necessary steps are completed

The MHC will not submit your grade until you have completed all necessary paperwork and submitted a final, correctly formatted, digital copy of your CE/T. There is a formatting template on the CE/T website to help you begin. If you are worried, check with your chair and the CE/T Advisor to make sure that you are on track.

## TIPS FOR COMMITTEE CHAIRS

- Read over the CE/T webpage early. These forms provide guidance about the MHC's expectations for CE/Ts.
- Contact the CE/T Advisor if you have any concerns about the process.
- Scholars working on CE/Ts most often encounter trouble when they have not been in contact with their committee. Have your student set small goals and meet with you to discuss progress toward completing those goals.
- If your student stops making progress or drops out of contact, let the CE/T Advisor know.
- Scholars are often very nervous about the defense because they do not know what to anticipate. The MHC expects that the defense (presentation and discussion) last for one hour total, but beyond that, the faculty mentor should lead the defense, guided by disciplinary standards. Talk with your student early about what to expect, how to prepare, and how time will be divided up
- Include your involvement in your annual activities report.
- Consult the faculty checklist in the back of the guide.
- To acknowledge the contributions of faculty members, the MHC offers committee chairs a grant of \$150 for each scholar who has successfully completed the CE/T process. These funds are distributed to your departmental index the semester after the scholar has completed the CE/T process.

## THIRD READERS

A third reader may be selected by the scholar to ensure that multiple perspectives within the field can vet the process, confirm research findings, and represent all disciplines (if applicable). If a student cannot find a third reader, or specifically wants one from the MHC, we will find one for them. MHC-assigned third readers play an important role in determining scholars' defense designations based on their experience, but generally do not contribute to decisions regarding a scholar's letter grade for HON 403

and HON 404. An exception would be in the case they are in the same (or a closely related) discipline as the scholar, or the first and second readers cannot reach an agreement on the grade. MHC-assigned third readers serve as a reference and provide guidance to project advisors and second readers regarding expectations for CE/Ts.



# PART EIGHT

CE/T CHECKLISTS

## CE/T SCHOLAR CHECKLIST

- CE/T proposal form has been signed, submitted, and is on file with the MHC the last week of the semester before you take HON 403.
  - This must be typed, accompanied by the proposal, and have **first and second reader signatures** on it.
- Have regular appointments with your first and second reader
- Submit a written check-in form by the end of the first semester of working on your CE/T. The CE/T Advisor will send you the check-in form, along with the deadline for its submission.
- Present your CE/T or a portion of it at an approved conference—check with CE/T Advisor for a list of possible conferences.
- Ensure readers agree your CE/T is ready for a defense.
- File the draft approval form **at least two weeks prior to your defense**. It must have the signatures of both readers. All three readers and the CE/T Advisor must have a polished copy of your CE/T two weeks prior to the defense.
- Invite your friends and colleagues to watch your defense.
- Day of the Defense
  - Bring any visual aids/audio aids.
  - Bring a copy of your CE/T project and/or PowerPoint for referral (can be on a personal laptop).
- Post Defense: Once you have made all the necessary changes and checked the formatting of your CE/T, you should submit it electronically as a Microsoft Word file to the CE/T Advisor (cet.advisor@wku.edu).
- Submit 2-3 pictures of you engaging in your CE/T process (e.g. conducting research, working on your project, presenting at a conference, etc.).
- Turn in the TopScholar copyright form.
- Receive final PDF of your CE/T from the CET Advisor to order additional personal bound copies through the HFGGroup website



## CE/T FACULTY CHECKLIST

- Review the CE/T Proposal: If the proposal meets your approval, sign the CE/T Proposal form.
  - A scholar must have a signed proposal form on file with The MHC before they can register for HON 403 and HON 404. The scholar can deliver this form.
  - Some departments allow scholars to count CE/T hours toward the major. If you would like to pursue this option, the scholar must obtain permission from their department.
- Have regular appointments to meet with your CE/T scholar (recommended every week or every two weeks).
- Scholars must present their CE/T or a portion of their CE/T at an approved conference. Department specific conferences/symposiums are most common, along with the Student Scholar Showcase.
- Once the committee agrees the CE/T is ready to defend, the scholar must submit a draft approval form to the MHC. The draft approval form requires all CE/T committee signatures, a polished copy of the CE/T to each reader (including the third reader), and documentation of a conference presentation.
- Before the defense, review the CE/T Evaluation Rubric.
- Day of the Defense:
  - Fill out the Final Evaluation Form.
  - The CE/T advisor (or a member of the MHC) will bring the Final Evaluation Form to the defense (campus mail, hand delivery, or e-mailed with verified electronic signatures)
- Once the Final Submission form, the TopSCHOLAR Copyright permission form, and it has been submitted electronically as a **Microsoft Word file** to the CE/T Advisor ([cet.advisor@wku.edu](mailto:cet.advisor@wku.edu)) by the scholar, committee chairs will be sent an email regarding their grant funds. The aforementioned forms are submitted by the scholar and no action is necessary for committee members.