

# NSCS HONORS THESIS/SENIOR CAPSTONE

## ENROLLMENT FORM

### SCHOOL OF MIND, BRAIN AND BEHAVIOR

**Registering for Thesis Credit:** The thesis is a two-semester commitment that demands a minimum of six units of work — three units of Departmental (NSCS) Honors 498H per semester usually taken in the senior year. Under no circumstances will students be permitted to complete all six thesis units in a single semester.

**Senior Capstone:** Students who are not active in the Honors College have the option to do a Senior Capstone and will enroll in NSCS 498. The requirements for a Senior Capstone in NSCS are the same as the requirements for an Honors Thesis except that the prospectus and final capstone will not be submitted to the Honors College.

Student Name: \_\_\_\_\_ Student ID #: \_\_\_\_\_

Faculty Thesis/Capstone Advisor \_\_\_\_\_

Expected graduation term: \_\_\_\_\_

Student will enroll for thesis/capstone credit for these two semesters: \_\_\_\_\_ and \_\_\_\_\_

Student intends to complete a(n):  Honors Thesis  Senior Capstone (non-Honors)

What question is to be addressed by the student's research?

The Faculty Advisor and student have agreed to the following timeline for turning in each component of the thesis.

Introduction \_\_\_\_\_

Methods \_\_\_\_\_

Data collection \_\_\_\_\_

Data analysis \_\_\_\_\_

Entire document (abstract, introduction, methods, data analysis, and general discussion) \_\_\_\_\_

**Please note:** If the student should discontinue their thesis/capstone project for any reason, it is the student's responsibility to notify the NSCS program right away.

The student and faculty signatures below indicate agreement with the terms set forth in this document and authorize the NSCS program to enroll the student in 3 units of NSCS 498H or 498 for the two semesters indicated above.

**Please ensure that the 2<sup>nd</sup> and 3<sup>rd</sup> pages of this form have been completed before signing and submitting form.**

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

Faculty Advisor \_\_\_\_\_ Date \_\_\_\_\_

*Office Use Only*

Semester One: SECTION \_\_\_\_\_ COURSE # \_\_\_\_\_ DATE ENROLLED \_\_\_\_\_ ENROLLED BY \_\_\_\_\_

Semester Two: SECTION \_\_\_\_\_ COURSE # \_\_\_\_\_ DATE ENROLLED \_\_\_\_\_ ENROLLED BY \_\_\_\_\_

**100% Engagement Documentation: Beginning of Semester**

All NSCS research, thesis and preceptorship courses are now designated as 100% Engagement courses. As such, the following documentation is required. To learn more about the UA's 100% Engagement initiative, visit the Office of Student Engagement's website at <http://ose.arizona.edu/100-engagement>. (Attach additional pages as needed.)

- Part I: Pre-experience.**
1. What brought you to this particular engagement experience and why do you think it will be good for you? What do you think it will help you learn or accomplish?
  2. How do you learn best? For example, by yourself, with others, from books or programs, by asking questions and watching by example, by trial and error, etc. How do you work best? What do you think is your level of critical thinking skill?
  3. What kinds of things are you most interested in doing or learning during this research project?
  4. Do you have any concerns about your ability to succeed? How might this experience relate to your career path?

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**Learning outcomes:** Outcomes should address your learning goals for the experience within the Competency of *Innovation and Creativity\**, the Activity of *Discovery\*\**, and the Skill of *Problem-solving/critical thinking\*\*\**. Include what you hope to gain from the experience itself and how the project/experience will be carried out.

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**Grading scale** (Specify the methods of assessment of student learning outcomes and how the final grade will be calculated, including those on any assignments/products submitted after the due date)

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- \* Competency: *Innovation and creativity*. Students gain an understanding of how to deliberately apply information, imagination, creative thinking and initiative to generate new ideas for the purpose of addressing needs. This process helps students become accustomed to the discomfort of questioning the status quo and the excitement of idea generation and exploration at the leading edge of thought.
- \*\* Activity: *Discovery* - Students engage in independent or collaborative inquiry that contributes to a wider sense of understanding, the development of solutions to challenging problems, or the creation of new knowledge.
- \*\*\*Skill: *Problem-solving/critical thinking* - Students will be able to leverage curiosity to construct problem-posing and engage in inquiry-based discovery; articulate problem-solving strategies and solutions; synthesize information to develop new perspectives, apply knowledge to current situations, both independently and interdependently, and reflect on critical thinking and problem solving through metacognition.

**100%-Engagement Documentation: End of Semester**

All students enrolled in a 100% Engagement experience are *required* to submit a reflection at the end of the semester. The student is to submit the reflection to the research mentor. Students are not required to submit their reflection to the NSCS Program; however, at the end of the term the NSCS Program Coordinator will contact all research mentors and ask that they confirm that the reflection piece was completed.

**Part II: Post-experience.** Review your pre-experience reflection and think about what has changed in the course of your experience. You must address the Competency and Activity for the course. Your reflection should: describe what you did; address progress toward the outcomes you and your faculty mentor set for this experience; explain whether and how the experience contributed toward your understanding of yourself, the project and what you learned in other courses in the curriculum; indicate whether you have developed new modes of thinking or challenged assumptions; identify what you found challenging and/or particularly interesting; identify what in this experience contributed to your learning and why; and explain how this experience affects your career planning.

The length and mode of your *Reflection* are whatever it takes to critically examine and synthesize your experience and address its consequences for you. At minimum, it should be a thoughtful essay of at least 2 pages, single spaced. It could also be a public presentation or poster, a portfolio, a manuscript, a multi-media presentation, a journal, blog or podcast, or a product you have specifically designed.

**I confirm that I have read this section and understand that a reflection is required at the end of the semester and that the research mentor will be asked to confirm completion of this requirement. (Please initial and date below)**

**Student** \_\_\_\_\_ **Date** \_\_\_\_\_  
(Initial)

**Project Advisor** \_\_\_\_\_ **Date** \_\_\_\_\_  
(Initial)