

University Honors Faculty-Mentor and Student Capstone Project Handbook

*A resource for faculty-mentors and students to guide them through
the capstone project experience.*



**University Honors
381 Skye Hall
(951) 827-5323
honors@ucr.edu**

Goal of the Capstone Project:

The goal of the University Honors capstone project is to enable an undergraduate student to explore, develop, and complete an original project resulting from faculty-mentored research or creative activity. Through this experience, a University Honors student contributes to the advancement of knowledge, or to a creative endeavor, consistent with the role of a research university.

Expectations of the University Honors Student:

Completion of the University Honors capstone project involves effort beyond ordinary coursework. The responsibility for developing and completing the project rests with the student, in collaboration with their faculty-mentor. Throughout the capstone project experience, the student must demonstrate initiative, dedication, and determination, and be willing to invest the time and intellect to produce an original project consistent with the ideals of University Honors.

Each student will be responsible for securing a faculty-mentor. In consultation with their faculty-mentor, the student should utilize the resources provided in HNPG150 to develop their capstone project. The student should also consult with their designated Honors Counselor, as needed, for guidance. If a student experiences challenges with their capstone project that are not being addressed by their faculty-mentor, or if a student is experiencing challenges with their faculty-mentor, it is the student's responsibility to contact their designated Honors Counselor immediately.

It is important to understand that, consistent with the nature of an open-ended, intellectual activity, not every project in research or creative activity will lead to clear-cut conclusions. One of the many roles of the faculty-mentor is to guide the student through the process of handling a failed experiment, a null hypothesis, inconclusive results, or any other obstacle related to the research or creative activity. "Unsuccessful" research can still be developed into a capstone project, as the student still learned something, and the "unsuccessful" research still contributes to the student's knowledge of the particular topic.

Each University Honors student will participate in one of three general types of University Honors capstone projects. A student may:

- 1.) Conduct **research** under the direction of the faculty-mentor, for example, a scientific experiment.
- 2.) Engage in **creative activity**, in which they create an original work, for example, a collection of poetry.
- 3.) Conduct an analysis of a meaningful **experiential activity**, for example, a study-abroad experience. For this third type of capstone project, a student must evaluate their experience as part of a larger concept. The experience should become an example, not the focus, of the project, a lens into wider issues, not simply an exploration of personal growth. This type of project should involve research beyond the experience itself, for example, archival information, observational data, literature reviews, and/or interviews. A student choosing this pathway should outline a project with their faculty-mentor prior to the start of the experiential activity.

Regardless of the type of capstone project a student may pursue, the student should discuss with their faculty-mentor if their project requires Institutional Review Board (IRB) approval. One of the many functions of the IRB is to work within federal regulations to protect the rights and welfare of human subjects involved in research conducted under the auspices of the University of California, Riverside. If IRB approval is applicable to a student's capstone project, the student and faculty-mentor should work collaboratively to seek IRB approval. Please note that students who pursue projects involving IRB approval should anticipate that the IRB approval process can take several weeks to complete. For more information about the IRB process, please view the document appended to the end of this handbook.

Student Note Regarding Expectations of the University Honors Student:

You can pursue any topic that interests you for your capstone project, within the parameters specified above. The topic of your capstone project can be related to your major, but it does not have to be. Similar to other assignments, you need to make a significant effort on the capstone project. The capstone project is a major undertaking, and you are responsible for developing and producing an original project. However, "original" does not mean you have to do something that has never been done before.

Your project can be your own idea, or an idea related to the research of your faculty-mentor. Even if your experiment/research/creative activity is unsuccessful, you can still develop it into a capstone project. The capstone project is about discovery, not about whether you are able to prove your hypothesis or achieve expected results.

Please contact your Honors Counselor if you are experiencing a challenge that your faculty-mentor isn't addressing. Although your faculty-mentor is your primary resource throughout your capstone project, University Honors provides a variety of tools and support to help you throughout your capstone project journey.

COVID-19 Note: *Considering the current campus closure and the uncertainty regarding when in-person instruction will resume, pursuing a project that requires IRB approval (e.g., working with human subjects) or on-campus research will likely be challenging. As a result, students are encouraged to pursue projects that:*

- (1) Do not require IRB approval.*
- (2) Can be completed based on data collected by the faculty-mentors, a post-doc, or a graduate student that the student would then analyze.*
- (3) Can be completed based on the analysis of pre-existing data sets.*

Expectations of the Faculty-Mentor:

Only a full-time faculty member (Assistant Professor, Associate Professor, Full Professor, LPSOE, LSOE, or Cooperative Extension Specialist) is eligible to serve as a faculty-mentor. The faculty-mentor serves a crucial role in the exploration, development, and completion of a student's capstone project, which, typically, but not always, culminates in a written document and represents the final requirement for graduation with University Honors distinction. Listed below are suggestions that reflect a positive mentor-mentee relationship:

1. View an optional faculty-mentor orientation video provided by the Faculty Director of University Honors.
2. Read, and become familiar with, the "University Honors Faculty-Mentor and Student Capstone Project Handbook."
3. Mentor no more than three University Honors students during a given academic year.
4. Provide quarterly progress reports regarding the student's research/creative activity to the Faculty Director of University Honors, who will serve as the instructor-of-record for a one-unit, letter-graded, in-progress, HNPG 199H course, which the student will enroll in each quarter while completing their capstone project.
5. Listen to the student, as they explain their idea for a capstone project, and guide the development of forming the idea into a realistic project, especially in the context of COVID-19.
6. Communicate with the student about the methodologies that are needed to develop the idea, including, but not limited to, the process and timeline involved with obtaining Institutional Review Board (IRB) approval, as needed.
7. Introduce the student to other personnel in the applicable research program, establish clear reporting lines between the student and the other personnel, and explain the culture of the research group, if applicable.
8. Inform the student of the unpredictable nature of research; the need for individual initiative, accountability, and adaptability; the prospect that the project may not achieve expected

results, even if the student performs at full capacity; and the process of responding to a failed experiment, a null hypothesis, or inconclusive results.

9. Inform the student of the expected time commitment for conducting the project and for writing the final document and assist the student with developing, and adhering to, a realistic timeline.
10. Apply for funding from University Honors, if necessary, to support the student's research/creative activity.
11. Establish timelines and expectations for periodic progress reports from the student and meet with the student on a regular basis, at least bi-weekly, to monitor progress and offer support and guidance regarding research/creative activity, content, editing, troubleshooting, discipline-specific formatting, IRB approval (if applicable), research results, timeline, and expectations.
12. Review drafts of the abstract, prospectus, timeline, all project components, and the final project and provide feedback.
13. Assist the student in preparing their required oral presentation or poster presentation of the capstone project, help the student to identify an appropriate venue for the oral presentation or poster presentation (e.g., discipline-specific conference; Undergraduate Research, Scholarship, and Creative Activity Symposium; classroom setting; lab meeting; community event; etc.), and attend their oral presentation or help the student to identify another faculty member to attend.
14. Complete the University Honors Capstone Project Rubric (appended), which will be e-mailed to the faculty-mentor upon the student's submission of their capstone project and which will be due no later than the end of Week 10 of the quarter of the capstone project submission. The rubric will be used solely as an evaluation tool for the capstone project and not as a mechanism for assigning a grade for HNPG 199H.
15. Accept the invitation to be present at the University Honors Cording Ceremony, which will occur near the end of spring quarter.
16. Determine whether it is appropriate for University Honors to archive the student's capstone project in eScholarship, the open-access repository for UC scholarly works, upon submission.
17. Contact the student's University Honors Counselor, the Administrative Director of University Honors, or the Faculty Director of University Honors with any issues or concerns related to the student and/or their capstone project.

Student Note Regarding the Expectations of the Faculty-Mentor:

Although the information in the "Expectations of the Faculty-Mentor" is a guide for the faculty-mentor, it is also intended for you, the student. Ensure that both you and your faculty-mentor are in agreement about your expectations of one another. Although the aforementioned information provides a general overview of the support that a faculty-mentor can provide, you should also consider what type of mentoring relationship will work best for both of you. For example, you may prefer to work with a mentor who provides detailed instructions and feedback, or you may prefer to work with a mentor who provides more freedom and only general support. Before selecting a faculty-mentor, confirm that they will be available, on campus, and have the time to mentor you throughout the duration of your capstone project. Define what feedback, guidance, communication styles, and timeline work best for both of you. If you have concerns or challenges with your faculty-mentor that you are unable to resolve with the faculty-mentor, please contact your University Honors Counselor immediately.

Support provided by University Honors

University Honors will support the development of each student, in the following ways, to prepare them to conduct research, engage in a creative activity, or participate in an experiential activity at a level worthy of University Honors distinction. The outcome of this distinctive work will be the completion of a capstone project.

1. Provide assistance to each student during the development of the capstone project, including:

- a. Providing each student, through Honors coursework, Honors counseling, and Honors events, with resources and opportunities for interacting with faculty members, in an effort to select a faculty-mentor.
 - b. Assigning each student to submit an abstract (Capstone Project Proposal Form), prospectus, and timeline related to their proposed capstone project in the HNPG 150 course required winter quarter of the third year.
 - c. Exposing each student to the process of discovery in HNPG 150 and how to respond to difficulties during the discovery process.
 - d. Requiring each student to enroll in one unit of HNPG 199H during spring quarter of the third year and each successive quarter until completion of the capstone project.
2. Train each student, in HNPG 150, to optimize appropriate research materials and resources, including, but not limited to:
 - a. Navigating databases.
 - b. Accessing Intercampus Library Loans.
 - c. Reviewing special collections.
 - d. Developing bibliographic management tools.
 - e. Utilizing proper source citations based on their discipline-specific style-guide.
 - f. Distinguishing reputable and current academic sources.
 - g. Contacting appropriate scholars as primary resources.
 - h. Identifying, and applying for, research grants, scholarships, and other funding sources.
 3. Refer each student to the Writing Support Program, in the Academic Resource Center, as needed, to write and review the capstone project.
 4. Communicate with the faculty-mentor to foster a team effort in assisting the student with the capstone project.

Student Note Regarding the Support Provided by University Honors:

Although University Honors provides numerous resources related to the capstone project, it is your responsibility to access them. The more you apply yourself in HNPG 150, the more you ask questions, and the more you communicate with your Honors Counselor and your faculty-mentor, the smoother the capstone project process will be. At times, students attempt to resolve challenges with the capstone project themselves and do not notify University Honors about the challenges until it is too late to resolve them. Occasionally, students refrain from telling anyone about their challenging experiences and sacrifice their own health, wellness, academics, and/or relationships. When students do not seek timely assistance with the challenges they face, the options available to resolve those challenges become limited and, occasionally, additional challenges result. The University Honors team is prepared to assist you with any challenge you encounter. There will never be a penalty for seeking assistance. We will treat your concern with confidentiality and work with you to resolve any challenges you may encounter. You have an entire team of people ready to assist you, but you need to let us know how we can help you.

Timeline for the Capstone Project

The capstone project typically takes place during the student’s final two years at UCR. While some students may initiate their projects earlier, the steps required to initiate a capstone project begin with the development of an original, creative idea (or a hypothesis) and a framework to conduct the project.

Each University Honors student is encouraged to begin thinking about their capstone project as early as their first year. University Honors Counselors encourage each student to consider their general areas of interest and then to think of a specific issue, topic, question, problem, or hypothesis related to that general area of interest. As each student progresses through HNPG 16/17/18 and HNPG 2W during their first two years in University Honors, they are exposed to interdisciplinary thinking and civic engagement, in an effort to help the student develop and/or refine their idea for an eventual capstone project.

The timing of when the capstone project begins varies across the disciplines. In the natural and social sciences, it is not unusual for a student to initiate a research experience early on, resulting in a full two (or three) years of research in a laboratory or field environment. In contrast, a student in the arts or humanities may require less formal preparation, and the majority of the creative output can be completed in the final year.

Regardless of when students begin their research, by their third year in University Honors, they are required to complete the EQ (Emotional Quotient) 101 online module in fall quarter, which reviews what makes up EQ, how it relates to the capstone project, and its overall importance for success in life. It will provide a general overview of the five different realms of EQ and resources for how to assess one's own EQ, how to interpret one's EQ score, and how to balance one's EQ. In the winter quarter, all third-year students will take HNPG150, which will introduce how research is conducted in various disciplines and the elements that will constitute a student's capstone project. The course will also provide resources for identifying and securing an appropriate faculty-mentor.

A student's fourth year in University Honors is designated for the student to conduct their research or creative activity and to complete their capstone project. Involvement of the faculty-mentor is crucial during this period, in order to ensure successful and timely completion of the project. Throughout a student's fourth year, the faculty-mentor should be available to meet regularly with the student, preferably bi-weekly; to offer information, support, and guidance throughout the research process and the writing process; to assist the student with overcoming obstacles and challenges; to proactively communicate with the student and their University Honors Counselor regarding any concerns; to offer suggestions pertaining to the format of the content; to review drafts of the project and offer constructive feedback; to generally encourage the student throughout the entire process; and to provide quarterly progress reports to the Faculty Director of University Honors.

A student's capstone project is due no later than 12:00 p.m., on the Thursday of Week 6, of their quarter of graduation (usually spring quarter).

Student Note Regarding the Timeline for the Capstone Project:

The capstone project is the final requirement for graduation with University Honors distinction, but it is also a unique opportunity for you to explore, with depth and complexity, a passion or area of interest. That passion or area of interest can be related to your academic interests, extracurricular interests, social interests, political interests, hobbies, or any other area of interest. The capstone project is also an experience that will help to differentiate you from other students on a graduate school application, a professional school application, or a job application. In all cases, the capstone project is an opportunity for you to explore a topic and become engaged in the process of creating and/or innovating knowledge related to that topic. You should carefully consider what you truly want to discover and then develop a timeline to take you to your destination.

While we've presented you with a general timeline, only you know what other obligations you have in your life. Consider all of your other obligations and responsibilities as you work with your faculty-mentor to develop a realistic timeline for the completion of your capstone project. As with the entire capstone project process, University Honors offers you several tools and resources to help you establish a realistic timeline for your unique project. Work closely with your faculty-mentor, your Honors Counselor, and the Honors Faculty Fellows to develop your capstone project idea and a timeline that will allow you to enjoy, and benefit from, the capstone project process at a pace that you can realistically manage.

Capstone Project Submission Process and Formatting

The capstone project must be a minimum of 15 pages in length, excluding references. Given the variety of research, creative activities, and experiential activities that exist, the student, together with their faculty-

mentor, will determine the appropriate content and format of the final project. In general, the format should be consistent with the discipline-specific style guide. The student will be required to submit their capstone project electronically during their final quarter in HNPG 199H. University Honors will obtain the Faculty Director's signature on behalf of the student. With the faculty-mentor's approval, a student's capstone project will be archived in eScholarship, the University of California's open-access institutional repository.

In addition to the electronic submission of the capstone project, the student will also be required to make an oral presentation or poster presentation of their project, no later than the capstone project submission deadline. The oral or poster presentation must be at least 15 minutes long and presented in an appropriate venue, such as: a discipline-specific conference; the Undergraduate Research Symposium, which is the preferred venue for the oral or poster presentation; a classroom setting; a lab meeting; a research-group meeting; a performance; an exhibition; or an appropriate community setting. The oral or poster presentation must be attended by the student's faculty-mentor or another UCR faculty member, regardless of where it is presented. The student will need to submit proof of their oral or poster presentation, according to the instructions provided in HNPG 199H.

The step-by-step capstone project submission process, general formatting guidelines, applicable forms, and sample capstone projects can be found at: http://honors.ucr.edu/current_students/capstone/

Student Note Regarding the Capstone Project Submission Process and Formatting:

There is no page limit for the capstone project, but it must be at least 15 pages long, not including references. The capstone project is not evaluated on quantity, but quality. While University Honors provides the general format for your title page, abstract, acknowledgements, and table of contents, in the form of fillable documents that are available on the University Honors website, we defer to you and your faculty-mentor for all other formatting aspects of your capstone project.

COVID-19 Note: *In lieu of an in-person oral or poster presentation during the campus closure, students will be allowed to present virtually at an online venue, such as the Undergraduate Research Symposium, or informally to their faculty-mentor via Zoom. In either case, students will be required to upload their PowerPoint presentation, with notes, (A sample PowerPoint presentation appears on the capstone project website.) when submitting the capstone project.*

Capstone Projects with Shared Authorship and/or Collaboration with Others

In rare cases, University Honors students may work on a capstone project that involves shared authorship and/or collaboration with others, including other University Honors students. In these circumstances, which must be approved in advance by the Faculty Director, University Honors students will be required to indicate in the "Acknowledgements" section of the capstone project that the project was completed as a group-project, identify their group members, and explain their individual contribution to the project. If a capstone project results in a paper that is authored by multiple parties for submission to a publication, the University Honors student will be required to complete the items indicated above and submit a project separate from the paper submitted for publication, which highlights their contribution. If the University Honors student is the first-author of a paper submitted for publication, the paper can also be submitted as the capstone project. Students who have questions or concerns about this matter should contact their designated Honors Counselor.

The University of California and Capstone Project Copyrights

Per the University of California policy, the copyrights to student works are generally retained by students, and not the university, as outlined at <http://copyright.universityofcalifornia.edu/ownership/works-created-at-uc.html>. University Honors does not own any copyrights to any capstone projects, under any

circumstance. Questions about copyrights should be directed to the Office of Scholarly Communications, at <https://osc.universityofcalifornia.edu/>.

University of California’s Open Access Policy and eScholarship:

The University of California has an Open Access Policy for Senate and non-Senate members, which can be found at <https://escholarship.org/ucopolicies>. When a student’s capstone project is made accessible through eScholarship, it is not being “published” in the traditional sense. It is, however, being deposited into a digital library, making it accessible to the general public. If a student’s capstone project has any prior, pending, or potential publication elsewhere, the student should contact the publisher and check if there are any rules/conflicts pertaining to submitting the work to an open access platform.

If the student and/or faculty-mentor and/or any other relevant parties do not wish for the student’s capstone project to be uploaded to eScholarship upon submission of the capstone project, the student can indicate that preference on their capstone project submission form and request an embargo of the capstone project for up to two years. During the embargo period, a citation of the student’s work will appear on eScholarship, but work will not be accessible until the embargo ends.

Student Note Regarding Capstone Copyrights:

Generally speaking, neither the University of California nor University Honors owns copyrights to your capstone project. When your capstone project is submitted to eScholarship, it is not being published; it is merely being made accessible via the Internet. However, if you, your faculty-mentor and/or any relevant contributor(s) have any concerns with having your capstone project submitted to eScholarship, you can contact the Office of Scholarly Communications. If you determine that there is an issue with your capstone project being submitted to eScholarship, you can indicate on your capstone project submission form that you do not want your capstone project uploaded to eScholarship upon submission and request an embargo for up to years, during which time, a citation of your capstone project will appear on eScholarship, but the capstone project will not be accessible until the embargo ends.

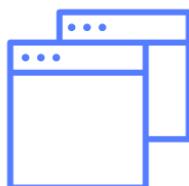
“Did you know...” ”

Your IRB Questions Answered

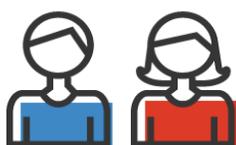
- The [Office of Research Integrity](#), has a [Resources](#) page that contains invaluable information related to ‘human subjects research’, such as:
 - [IRB Policies & Procedures](#),
 - [‘How to IRB’ tutorial](#) (optimized for Chrome),
 - [Reasons for IRB Application Delays](#),
 - [UCR Informed Consent Guide](#),
 - [Minimal Risk Tip Sheet](#), and
 - [Frequently Asked Questions about the IRB](#).



- Information related to UCR’s Institutional Review Boards (IRBs), the committees that review and approve human subjects research here at UCR, can be found on their respective webpages [IRB-SB](#) [social behavioral], [IRB-Clin](#) [clinical-biomedical]. Most honors students’ research will be reviewed by IRB-SB.



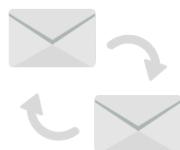
- IRB applications submitted by students **must** have a UCR faculty advisor overseeing the project. The advisor is required to review, edit, and sign the application, confirming that the study has been designed to protect human participants’ rights and welfare, and that they, as a UCR faculty supervisor, are ultimately responsible for:
 - the scientific and ethical conduct of the research, including assisting the student in filling out the IRB application and further revisions
 - ensuring that all members of the research team have been appropriately credentialed and trained to perform the work undertaken and all the research-related activities, and
 - ensuring that appropriate supervision to the undergraduate / graduate student or postdoc will be provided.



The UCR faculty advisor must also complete the required [CITI](#) human subjects training. IRB requires that all those listed on the study roster obtain CITI training which is the minimum required. And all applications require the Department Chair or Dean’s signature. Please note IRB approval cannot be issued until all required signatures are submitted.



Required documents that need to be submitted for IRB review (specifically the general application and the project roster) can be found [here](#).



Once an IRB application has been reviewed and the Request for Revisions is sent to the PIs, the major delay happens due to revisions not being fully addressed and/or sent back in a timely fashion.



You only need to provide signatures once so if you do have a request for revisions, you will not have to obtain signatures from your advisor/chair again.



You are always encouraged and welcomed to contact the ORI staff for an IRB consultation. You can email irb@ucr.edu, call 951-827-4802, or stop by University Office building, rooms #211 or #213.



Keep in mind: depending on the number of revisions and the risk of the study, the approval could take 4-7 weeks from when you originally submit your IRB application to the IRB.

RESEARCH, CREATIVE, AND/OR EXPERIENTIAL CAPSTONE		1	2	3	4	5	
		Unacceptable	Needs significant improvement	Satisfactory Does an adequate job of meeting the criteria	Good Does a good job of meeting the criteria	Excellent Goes above & beyond the criteria	
65%	Capstone Content	<p>Capstone demonstrates evidence of originality, creativity, and innovation Score should indicate the degree to which each of the 3 markers are demonstrated in comparison to similar types of established works within that genre/discipline, with the consideration that it is an undergraduate capstone project.</p> <p>Capstone demonstrates evidence of superior academic merit Score should indicate the degree to which it is academically rigorous, has a comprehensive literature review, is well-referenced, and other markers applicable to that genre/discipline.</p> <p>The research, creative, and/or experiential question is clearly identified within an academic framework Score should indicate the degree to which goals/objectives/hypothesis are clear & effective and contexts are identified and developed.</p> <p>Methodology/approach appropriate for topic and discipline Score should indicate the degree to which the methodology is comprehensive & well-developed and the topic is clearly contextualized among sources and materials cited</p> <p>Supporting evidence and body of knowledge Score should indicate the degree to which the body of knowledge is thoroughly discussed; evidence is sufficient and well-utilized; contrasting perspectives are discussed; information is evaluated, analyzed, and synthesized.</p> <p>Conclusions and implications Score should indicate the degree to which conclusions and implications are well presented and developed, assertions are qualified and well supported, and the significance of the project is clearly and well stated.</p>					
10%	Writing	There are no grammar, spelling, punctuation, or discipline-specific formatting errors.					
		Organization is clear and effective.					
		Sources and citations are used correctly throughout the content.					
		Language clearly and effectively communicates ideas through clarity, style, diction, and readability, as appropriate to the genre/discipline.					
5%	Capstone Oral Component	<p>Oral Presentation Score should be filled as follows: (1) Completed an oral presentation past the deadline in an informal setting (such as a classroom, lab meeting, community setting, or other venues as listed in the Honors approved list) - 1 (2) Completed an oral presentation past the deadline in a formal setting (such as a professional meeting, conference, or other venues as listed in the Honors approved list) - 2 (3) Completed an oral presentation on time in an informal venue (such as a classroom, lab meeting, community setting, or other venues as listed in the Honors approved list) - 3 (4) Completed an oral presentation on time in a formal venue (such as a professional meeting, conference, or other venues as listed in the Honors approved list) - 4 (5) Completed an oral presentation according to the criteria in (4) and also received a grant or award for his/her presentation at the formal venue - 5</p>					
10%	Relationship w/ capstone project	Student practiced excellent time management in progressing on his/her capstone by setting, reflecting upon and adjusting priorities and timelines (i.e., capstone and progress goals were all completed on time or early).					
		Student was able to work independently as needed.					
		Student was able to work collaboratively as needed.					
		Student was a "self-starter" and consistently demonstrated initiative.					
		Student was able to identify potential issues, causes, and solutions for his/her capstone project and deal with these items in a professional manner.					
10%	Relationship w/ Faculty-mentor	Student worked on attaining mutually agreed upon goals.					
		Student displayed high standards of attendance, punctuality, and professionalism as required for the project.					
		Student responded thoughtfully to feedback and communications.					
		Student actively and consistently communicated with his/her faculty-mentor regarding the issues, resolutions, and progress of his/her capstone project.					
TOTAL SCORE:							

Timely Submission of Capstone	YES	NO
Did the student turn in his/her capstone by the capstone deadline of noon on Thursday in week 6 of the quarter they graduate ?		

*NOTE: This rubric is not intended to provide a letter grade for the student's capstone or his/her HNP199H course. It is an evaluative tool to provide Honors and the student with insight into the quality of their capstone and a means to determine a student's possible nomination for "High Distinction" or "Highest Distinction."

*SUBMISSION: Faculty-mentors will receive an electronic link to this rubric once an Honors student submits his/her capstone.