

APEX Handbook

 **Honors College**
UMass Dartmouth

2023-2024

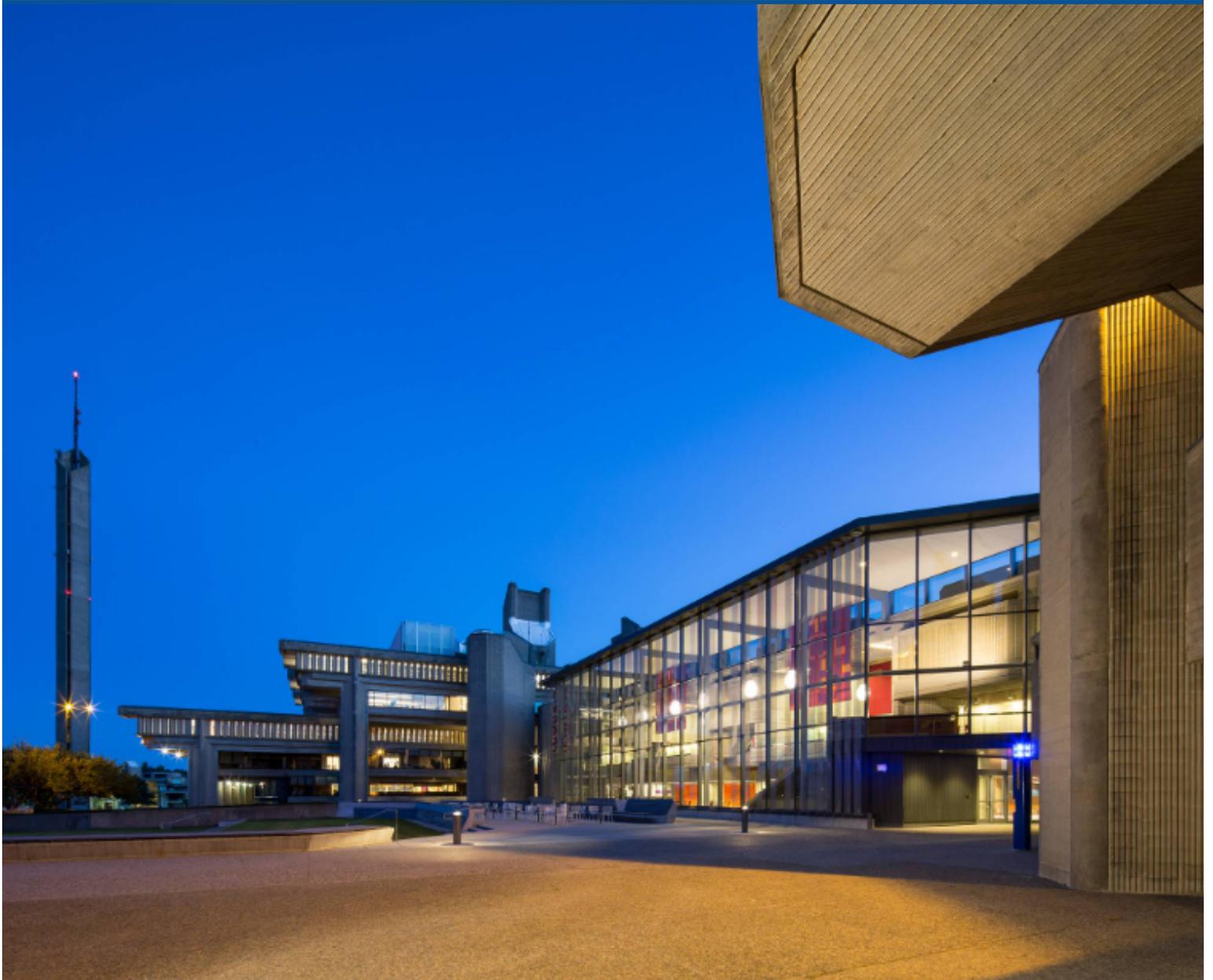


Table of Contents

1. OVERVIEW	1
2. GENERAL REQUIREMENTS.....	1
2.1 GENERAL APEX LEARNING OUTCOMES.....	2
2.2. HON301: RESEARCH ACROSS THE DISCIPLINES	2
2.3 APEX CREDITS AND GRADING.....	3
2.3.1 HON490/491	4
2.3.2 Department-Specific Independent Study Courses.....	4
2.3.3 Internship/Clinical Courses.....	4
2.3.4 Capstone Courses	4
2.4 WRITTEN AND ORAL REQUIREMENTS	5
2.5 THE FACULTY MENTOR.....	5
3. APEX TRACKS	6
3.1 TRADITIONAL RESEARCH.....	6
3.2 CREATIVE WORK/PERFORMANCE/EXPRESSION.....	6
3.3 APPLIED/SERVICE/INTERNSHIP	6
4. THE APEX PROCESS	7
4.1 APEX PROPOSAL.....	7
4.2 APEX LAUNCH PLAN.....	8
4.3 APEX PROGRESS REPORT	8
4.4 APEX FINAL APPROVAL FORM.....	8
4.5 APEX TOPIC REVISION FORM (ONLY IF NEEDED).....	9
4.7 SUMMARY OF REQUIRED FORMS AND DUE DATES.....	9
5. ADDITIONAL INFORMATION	10
5.1 INSTITUTIONAL REVIEW AND ETHICS TRAINING REQUIREMENTS.....	10
5.2 COLLABORATIVE PROJECTS	10
5.3 POTENTIAL FUNDING OPPORTUNITIES.....	10
APPENDIX A: RUBRICS.....	12
A.1 TRADITIONAL RESEARCH TRACK.....	12
A.2 CREATIVE/EXHIBITION TRACK	14
A.3 SERVICE/INTERNSHIP TRACK.....	16
APPENDIX B: FORMS.....	18
B.1 APEX DECLARATION FORM WITH PLANNING GUIDE AND TRACK DESCRIPTIONS.....	18
B.2 APEX PROPOSAL FORM.....	21
B.3 TEMPLATE: APEX RESPONSIBILITIES CONTRACT (WITH SAMPLE FORM)	25
B.4 TEMPLATE: APEX TIMELINE (WITH SAMPLE FORM).....	27
B.5 APEX LAUNCH PLAN (WITH SAMPLE CHART).....	29
B.6 APEX PROGRESS REPORT	31
B.7 APEX TOPIC REVISION FORM	32
B.8 APEX FINAL APPROVAL FORM	36

1. Overview

The APEX (Academic Project or Experience) is the culmination of Honors education at UMass Dartmouth. Every student in the Honors College must complete an APEX to graduate as a Commonwealth Honors Scholar. The project may take the form of research, a critical or philosophical analysis, a computer program, a performance, an art exhibit, a public service project, or any other original work that makes a significant contribution to the field of study. By undertaking and completing the APEX, the student will demonstrate the ability to work independently and innovate in a chosen field—precisely the quality sought by all employers and graduate school admissions committees.

There are three “tracks” to complete the APEX, all of which are outlined in this handbook. Students are free to choose any track but should have a discussion with their APEX mentor, and/or Honors academic advisor to choose the track that is most appropriate for the project and the student’s career/education plans.

2. General Requirements

Regardless of track, there are several general guidelines for the APEX. Track-specific guidelines and rubrics will be discussed later in the handbook. All projects require the following:

- An individual and original creative/scholarly/experiential component. Students can work in groups, but each student needs to have a clear individual contribution.
- A UMass Dartmouth faculty member to serve as your APEX mentor. Students will work closely with their mentor in the design and completion of the project.
- Submission of several forms, including a declaration form, a proposal form, a progress report, and a final approval form. Additional details are included later in the handbook.
- Registering for a minimum of three APEX credits through the Honors College or through your major department (e.g., independent study credits, internship, etc.). You should consult with the Honors College to determine if the departmental course qualifies.
- A final written product that, at a minimum, provides a scholarly background, a summary and critical evaluation of the project, and how the project contributes to the field at large. The nature of the final written product may differ depending on APEX track.
- A public presentation of your project (e.g., a poster presentation at the annual Honors College convocation, a publicly announced APEX defense, a presentation at a professional conference, etc).

2.1 General APEX Learning Outcomes

The APEX has three primary learning outcomes, which are listed below. Because student work can vary depending on the track, the Honors College developed track-specific rubrics (see Appendix A), which are based on these general learning outcomes.

1. Develop rigorous scholarly inquiry skills
 - a. Use a systematic approach in assessing evidence, data, context, and interpretations.
 - b. Critically evaluate and critique the knowledge base within an area of inquiry.
 - c. Identify gaps in understanding.
 - d. Formulate and pursue original scholarly endeavors.
2. Promote creativity and divergent/convergent thinking skills
 - a. Synthesize findings, ideas, and/or theories in innovative ways.
 - b. Apply existing skills in different settings.
 - c. Formulate solutions to novel problems.
3. Hone oral and written communication skills
 - a. Clearly explain (orally and in writing) findings, thoughts, and ideas to experts and non-experts.
 - b. Respectfully and civilly debate positions with people who may disagree.

2.2. HON301: Research Across the Disciplines

The first step in the APEX is to determine which track you would like to pursue and if you need to take HON301. For most students, HON301 will be a required course and is a valuable experience that helps them choose an APEX track, decide on a topic, and find a mentor. There are situations, however, where HON301 is not a useful course. Specifically, taking HON301 can be waived for students who are:

- already working in a research lab or on a larger project and have the commitment of a faculty mentor
- planning to complete the APEX as part of a major capstone course
- planning to pursue the internship/service track

Regardless of if students take HON301, a proposal still must be submitted (see section 4.1).

Table 2.2: How to Decide about Taking HON301

TRACK	Choose this option if I...	then I...	and I register for APEX credits in...
Faculty commitment secured (Research or Exposition/Creative)	am working on research or a creative project with a professor and want to continue the work for my APEX, or have defined such a project with a professor willing to work with me	submit an APEX Proposal form with my mentor by the last day of finals of the semester PRIOR to starting the APEX credits	either HON490 or an independent research course offered by my major department
Capstone	am in a major that requires a senior capstone research project or thesis and intend to use that course for my APEX	submit an APEX Proposal Form with my capstone professor within the first 2 weeks of the semester. **Important your APEX requires some independent work so please consult with Honors College	the senior capstone course
Internship	intend to do an internship and use the internship track for the APEX	work with the Honors College Administrators to find an internship, identify a mentor, and explore APEX topic ideas. Students can also utilize the Career Center's Handshake platform to identify internship opportunities. Submit the APEX Proposal Form within the first two weeks of the internship	HON490

2.3 APEX Credits and Grading

Credits earned for work on the thesis/project cannot be counted toward the minimum 21 credits of Honors coursework required for graduation as a Commonwealth Honors Scholar. When you enroll for the first semester for which you plan to earn APEX credit, you should confer with your Honors academic advisor to determine which course to take. Students can take three APEX credits if the work can be completed in one semester or six APEX credits if it will take two semesters. The decision of whether to take three or six credits should be made prior to taking the APEX credits. There should be a substantive reason to take six APEX credits. In other words, students should not take another semester of APEX credits if the work that was planned in the first semester was not completed.

If the work planned for HON 490 (or an equivalent APEX credit course) is incomplete at the end of the semester, the student should receive a grade of incomplete until the work is completed. All University policies on unfinished work and the assignment of incomplete grades apply. Remember, HON 491 (or equivalent) may not be taken to complete unfinished work from HON 490 (or equivalent). If taking APEX credits within a course other than HON 490/491, the grading will follow the approved policy for that course.

Grades for APEX work are determined by the APEX mentor. Grading policies, expectations, rubrics or other information should be made clear to students prior to the beginning of the

work, and preferably in the APEX contract. Sample grading rubrics are available in Appendix A. Faculty serving as APEX mentors for students enrolled in HON490/491 should email Dean Shapiro the final course grade and a copy of the completed rubric used to determine the final course grade by the last day of finals in each semester. **To fulfill the APEX requirement, students MUST earn a B or better in their APEX credits.** If the student does not earn a B, the APEX credits must be retaken.

There are several methods for earning APEX credits:

2.3.1 HON490/491

If you are undertaking an interdisciplinary project, or if your major department does not have suitable thesis/project or independent study courses, you may register for HON490 (first semester) and HON491 (second semester, if needed). You must request a permission number from the Honors Dean to enroll for these credits. The Honors Dean serves as the formal instructor of record, but your APEX mentor supervises the work and determines the grade.

2.3.2 Department-Specific Independent Study Courses

Many departments have 400-level course numbers set aside for theses, projects, and/or independent study. Credits earned in this way may also count toward your department's graduation requirements. The APEX mentor serves as the course instructor and assigns a grade at the end of each semester. It is important to note that departmental thesis/project and independent study courses are not normally listed in COIN until a student expresses the intention to take one of them and finds a faculty mentor willing to serve as instructor. Once an APEX mentor is identified, the mentor and department chair will ask the Registrar to create a section for the relevant semester.

2.3.3 Internship/Clinical Courses

Students can use an internship/clinical class to satisfy the APEX requirement if the experience includes an individual and original scholarly endeavor. For example, a nursing student can integrate the APEX into a clinical internship course, or a psychology student can use a counseling placement as part of the APEX. They need simply to do a project in their placement (qualitative or quantitative) or critical review based on that experience.

2.3.4 Capstone Courses

A capstone course can also provide a foundation for an APEX. For instance, students in an engineering capstone can add a component to the group capstone project that will be conducted alongside, or as part of, the group project (e.g., add additional functionality, do efficiency analyses, or user testing of the system). An English or Interior Architecture capstone course that requires the development and completion of a creative work could also count as the student's APEX.

If the capstone course does not fully meet the requirements of the APEX, the student could complete the work in an independent study course through the department or Honors (i.e., HON490). For example, if an illustration major completes a project for a capstone but the project does not fully meet the APEX requirements, the student could continue the work through an independent study or through HON490.

2.4 Written and Oral Requirements

Some APEX projects are entirely written, while others, such as those in the visual or performing arts, consist of both written and non-written components. **However, all APEXes require a written component**, which demonstrates the track's learning objectives (see rubrics) and includes the following elements:

- The purpose of your APEX, such as the question addressed, artistic goal, or purpose of the internship
- A review of what has been done before, such as the prior literature on a research topic, an analysis of previous artistic works and traditions that set the stage for your current project, or a detailed review and comparison of industry-wide practices relevant to the internship
- A written description of your individual work, which may include illustrations or other visual materials
- An explanation and discussion of your own individual contribution to the field in which you have chosen to work, including policy recommendations and/or suggestions for future work, or analysis and evaluation of the practices used at your internship site and what you learned

All APEX projects must be presented at least once in an appropriate public venue. This can take the form of a traditional thesis defense before the student's committee, a public performance or display, and/or conference presentation. All students are encouraged to present their theses or projects in poster format at the annual Honors Convocation in April. The Convocation poster presentation alone is sufficient to meet the Honors College requirements, but your mentor may require an additional presentation. In practice, many Commonwealth Scholars present their work in more than one public venue prior to graduation.

2.5 The Faculty Mentor

The faculty mentor must be a member of the UMass Dartmouth faculty, and most often will be a member of the student's major department. Faculty members are not obligated to serve as an APEX mentor, and they are often more inclined to supervise an APEX when the project is related to their research interests or expertise. One approach to identifying a mentor is to research faculty in the major department to determine who is doing work that is of interest. Students should remain open-minded and be willing to modify the APEX topic in consultation with potential mentors.

Some projects may benefit from adding committee members to the project, who serve as consultants to the student in addition to the primary mentor. This can be especially helpful if the project is interdisciplinary or requires skills (such as statistical analysis, graphic

design, or programming) that may be outside the mentor's primary areas of expertise. The addition of committee members is not required but is recommended in some cases.

3. APEX Tracks

3.1 Traditional Research

For this track, "research" is broadly defined and can include scientific experiments, critical literature evaluations, human subject research, etc. The scope and length of the written paper should reflect the norm for undergraduate theses in the major field. It should be written in a professional or academic style characteristic of the subject matter or discipline of the thesis (e.g., APA or MLA style), and it should contain documentation that is appropriate to the field. The APEX mentor will help determine what is appropriate.

3.2 Creative Work/Performance/Expression

This track is often appropriate for creative endeavors such as public art installations, musical performances, art exhibits, screenplays, poetry, and fiction writing. Marketing or business plans are also appropriate. This track requires a written APEX paper that will vary in content depending on the nature of the APEX work. For a performance or piece of art, it might be a description of the problem space the work addresses, a review of work related to the topic, and an explanation of the method and solution (in addition to submission of the work itself). It should be of sufficient scope and quality to demonstrate competence in the field.

3.3 Applied/Service/Internship

This track is for students who are doing work in an applied setting such as internships or community service. This track allows students to explore a question in the "real world" (e.g., the internship site). Depending on where the placement is held, the information gathering can be done in the archives of a museum, interviews with company staff, questionnaires to customers or employees, surveys to employees or executives within the relevant industry, outcomes of work the student engaged in during the placement, or other activities. The methods are very flexible but there must be some original scholarship that can be written into an APEX paper. How the paper is structured (e.g., chapters addressing different learning outcomes, or an introduction, project description and outcomes) is up to the student and mentor.

Students who choose this track are required to meet with an Honors College administrator (either the Dean or the Faculty Director) as soon as the internship track is chosen. During this meeting, the following will be discussed:

- The student's interests in an internship
- Potential faculty mentors (if not already identified)
- Goals and potential research questions for the placement (to be finalized with APEX mentor)
- Detailed plans (see APEX Launch Plan)
- Timeline of the internship and APEX work

4. The APEX Process

The completion of the APEX can be daunting for some students. Therefore, the process is broken down here into several parts to guide students and help keep them on track. Many of these parts involve filling out an online form, all of which can be found on the Honors College APEX [website](#). There is also a table with the relevant due dates in section 4.7 of this guide.

4.1 APEX Proposal (*Due dates vary, see Table 4.2*)

The proposal provides a brief description of your proposed project, and the course(s) and semester(s) in which the work will be completed. Your mentor must approve and electronically sign the proposal before submitting it to the Honors College. Specifically, the proposal should include the following:

1. A narrative containing
 - Background information
 - Research question(s)/thesis statement/problem statement
 - Objectives of the proposed project
 - Description of the proposed work AND if you believe it will take one or two semesters. If two semesters are required, indicate which part(s) of the work plan will occur in the first and second semesters.
 - Clear statement of the originality of the proposed work

The proposal is similar to the Office of Undergraduate Research grant application, which makes it easier to apply for funding if needed.

2. A work timeline. The online proposal form includes a template for a timeline, which should be modified to fit the project. Students should work closely with their APEX mentor to determine the goals and timeline. Although the template is not binding, it should be well thought out. At this point of the process, students also need to consider what training might be required. For example, for students doing human subject research, an IRB proposal needs to be submitted and CITI training is required. See the Additional Information section below for more details. Again, students should work with their mentor to determine what is required.
3. A student/mentor responsibility agreement. The online proposal form also contains a sample template for the responsibilities of the student and mentor. It is meant to be revised by each faculty/student team to fit the demands of the student's particular APEX project.

Table 4.1. APEX Proposal Due Dates.

TRACK	Proposal Due Date
Faculty commitment secured (Research or Exposition/Creative)	By the end of finals of the semester PRIOR to taking APEX credits
Capstone	By the end of the second week of the semester in which the capstone course is being taken
Internship	By the end of the second week of the internship
HON 301 (Research or Exposition/Creative)	By the end of the 13 th week of the semester

4.2 APEX Launch Plan *(Due dates vary, see Table 4.2)*

The launch plan is a detailed timeline of the first few weeks of the semester in which the student is working on the APEX. The launch plan should be completed with your mentor and be as specific as possible. This form is very important because getting your project started as soon as possible during the semester helps ensure that the project will stay on track to finish on time.

Table 4.2: Launch Plan Due Dates

TRACK	Launch Plan Due Date
Faculty commitment secured (Research or Exposition/Creative)	By the add/drop date of the semester in which the APEX credits are being taken
Capstone	No launch plan is required
Internship	By the add/drop date of the semester in which the APEX credits are being taken
HON 301 (Research or Exposition/Creative)	By the add/drop date of the semester in which the APEX credits are being taken

4.3 APEX Progress Report *(Due on the Friday of the 8th week of the semester by 5pm)*

The progress report is a way for the Honors College to help students stay on track. The progress report should include the following information (if relevant):

- Changes to the methods or planned final product
- Major changes to the timeline
- IRB submission/approval status (if relevant)
- Progress on data collection efforts

4.4 APEX Final Approval Form *(Due to the Honors College no later than the last day of final exams)*

After the APEX has been written, presented, and approved by the APEX mentor and/or committee, the student must submit the final approval form. The student needs to report the date and place of the public presentation (which is most often the Honors Convocation Poster Session), the APEX credits used to complete the project and when they were taken (e.g., HON490 in Spring 20xx), the signatures of the mentor and, if applicable, committee members, and a copy of the final paper. The final approval form needs to be submitted to

the Honors college by the last day of finals of the semester in which the student completes the project.

4.5 APEX Topic Revision Form (only if needed)

The APEX Revision Form only needs to be completed if there is a major change in the APEX topic. Submission is not required for relatively minor changes (e.g., modifying measures, slight changes in wording of research questions, etc.). To complete the revision form, a revised proposal and timeline needs to be submitted. If there is any question whether a revision form is needed, please reach out to the Honors College for assistance.

4.7 Summary of Required Forms and Due Dates

TRACK	Due Dates				
	HON301 Waiver Form	Proposal	Progress Report	Launch Plan	Final Approval
Faculty commitment secured (Research or Exposition/Creative)	No later than December 10 th of the student's Junior year	By the end of finals of the semester PRIOR to taking APEX credits	8 th week of the semester in which APEX credits are being taken	By the add/drop date of the semester in which the APEX credits are being taken	Last day of final exams
Capstone	No later than December 10 th of the student's Junior year	By the end of the second week of the semester in which the capstone course is being taken	8 th week of the semester in which APEX credits are being taken	No launch plan is needed	Last day of final exams
Internship	No later than December 10 th of the student's Junior year	By the end of the second week of the internship	8 th week of the semester in which APEX credits are being taken	By the add/drop date of the semester in which the APEX credits are being taken	Last day of final exams
HON 301 (Research or Exposition/Creative)	No later than December 10 th of the student's Junior year	By the end of the 13 th week of the semester	8 th week of the semester in which APEX credits are being taken	By the add/drop date of the semester in which the APEX credits are being taken	Last day of final exams

5. Additional Information

5.1 Institutional Review and Ethics Training Requirements

State and Federal law require that all human research using humans or animals undergo formal review by the institution's Institutional Review Board (IRB) and undergo University ethics training. To determine whether your APEX project requires IRB review, please consider the following guidance adapted from the DHHS (Department of Health and Human Services).

A human or animal subject means a human or living vertebrate animal about whom an investigator (whether professional or student) conducting research:

- (I) Obtains information or biospecimens through intervention or interaction with the individual, and uses, studies, or analyzes the information or biospecimens; or
- (II) Obtains, uses, studies, analyzes, or generates identifiable private information or identifiable biospecimens.

Research means a systematic investigation, including research development, testing, and evaluation, designed to develop or contribute to generalizable knowledge.

For a study to be exempt from IRB review and approval, it would have to be deemed either not human or vertebrate animal subjects or not research per DHHS. If it is considered human subjects research per the above definitions, the proposal requires IRB approval before the implementation of data collection and all personnel must complete [required CITI trainings](#).

5.2 Collaborative Projects

It is possible to collaborate with another student on an APEX project. This is encouraged if the projects are related in a fundamental way. For example, an engineering student who develops a new technology may partner with a business student, who might develop a funding pitch and business model to monetize the invention. Each student is still required to produce an independent APEX paper and presentation in such a case.

5.3 Potential Funding Opportunities

Some students might require funding for things such as special equipment or material, participant compensation, or access to certain resources. Two of the primary sources of funding are the Office of Undergraduate Research and the Honors APEX Support Fund. Please look at the APEX Funding Opportunities on the UMass Dartmouth Honors College website for more information.

APPENDICES

APPENDIX A: Rubrics

A.1 Traditional Research Track

1. Literature, background, and justification

Poor	Fair	Satisfactory	Very Good	Excellent
1	2	3	4	5
<ul style="list-style-type: none"> • Thesis presented within an academic framework • Comprehensive and relevant literature review included • Justification and background (e.g., historical and contemporary contexts, assumptions/biases, and/or ethical considerations are clear and sound • Clear articulation of the gap in current understanding/state of the field 				
Comments:				

2. Research question or creative challenge

Poor	Fair	Satisfactory	Very Good	Excellent
1	2	3	4	5
<ul style="list-style-type: none"> • Unique research question/issue/creative challenge identified • Goals/objectives/hypotheses are explicit • Questions and hypotheses flow logically from literature review and background • Predictions can be tested using described methods 				
Comments:				

3. Methodology/approach

Poor	Fair	Satisfactory	Very Good	Excellent
1	2	3	4	5
<ul style="list-style-type: none"> • Methodology/approach is appropriate to disciplinary/interdisciplinary focus • Topic is contextualized among sources and materials cited • Demonstrates understanding of the content, tools, and structures in the field • Methods appropriately test predictions/hypotheses • Study design is appropriate to test predictions/hypotheses • Appropriate analytical approaches used (e.g., proper statistics are used) 				
Comments:				

4. Results

Poor	Fair	Satisfactory	Very Good	Excellent
1	2	3	4	5
<ul style="list-style-type: none">• Results are displayed in appropriate manner in both text and graphic form• Appropriate field-specific reporting guidelines are followed (e.g., APA style)• Results follow logically from background and methods• Analytical plan is clearly stated				
Comments:				

5. Conclusions, implications, and consequences

Poor	Fair	Satisfactory	Very Good	Excellent
1	2	3	4	5
<ul style="list-style-type: none">• Conclusions, qualifications, and consequences, including value of thesis, are presented• Significance of what was discovered, learned, or created is demonstrated• Assertions are qualified and well-supported• Demonstrates independent and critical thought• Critical analysis of evidence/results• Explain results and place them in the context of current understanding• Report on if results support/do not support hypotheses				
Comments:				

6. Writing

Poor	Fair	Satisfactory	Very Good	Excellent
1	2	3	4	5
<ul style="list-style-type: none">• Language clearly and effectively communicates ideas• Any errors in grammar, spelling, mechanics, and/or punctuation are minimal• Organization is clear and effective• Sources and citations are used correctly• Citations and references are in appropriate standard				
Comments:				

A.2 Creative/Exhibition Track

1. Literature, Background, and Justification

Poor	Fair	Satisfactory	Very Good	Excellent
1	2	3	4	5
<ul style="list-style-type: none"> Project reflects familiarity with historical and contemporary texts and contexts, reflected in a thorough literature review Literature review provides an evidence-based and critical evaluation of the works cited, in language appropriate to the discipline 				
Comments:				

2. Research Question or Creative Challenge

Poor	Fair	Satisfactory	Very Good	Excellent
1	2	3	4	5
<ul style="list-style-type: none"> Clear statement about what questions the work explores Clear statement about why the questions matter, within the context of the work explored in the literature review 				
Comments:				

3. Methodology/approach: Development

Poor	Fair	Satisfactory	Very Good	Excellent
1	2	3	4	5
<ul style="list-style-type: none"> Methodology/approach is appropriate to thematic and disciplinary/interdisciplinary focus Topic is contextualized among sources and materials cited Multiple perspectives are considered Demonstrates understanding of the content, tools, and structures in the field 				
Comments:				

4. Methodology/approach: Implementation

Poor	Fair	Satisfactory	Very Good	Excellent
1	2	3	4	5
<ul style="list-style-type: none"> • Symbolic and/or quantitative tools are utilized effectively • Breadth and depth of the work are sufficient to address the research question • Demonstrates understanding of professional standards 				
Comments:				

5. Conclusions, Implications, and Consequences

Poor	Fair	Satisfactory	Very Good	Excellent
1	2	3	4	5
<ul style="list-style-type: none"> • Conclusions, qualifications, reflection on the creative process, and value of the thesis, are presented • Significance of what was discovered, learned, or created is discussed • Assertions are qualified and well supported • Demonstrates independent and critical thought 				
Comments:				

6. Writing

Poor	Fair	Satisfactory	Very Good	Excellent
1	2	3	4	5
<ul style="list-style-type: none"> • Language clearly and effectively communicates ideas • Any errors in grammar, spelling, mechanics, and/or punctuation are minimal • Organization is clear and effective • Sources and citations are used correctly • Citations and references are in appropriate standard 				
Comments:				

A.3 Service/Internship Track

1. Literature, Background, and Justification

Poor	Fair	Satisfactory	Very Good	Excellent
1	2	3	4	5
<ul style="list-style-type: none"> • Thesis is framed within an academic framework • Comprehensive and relevant scholarly review of sources and materials included • Justification and background (e.g., historical and contemporary contexts, assumptions, biases, or ethical considerations) is clear and sound 				
Comments:				

2. Scholarly Question or Challenge

Poor	Fair	Satisfactory	Very Good	Excellent
1	2	3	4	5
<ul style="list-style-type: none"> • Unique question or challenge identified • Goals/objectives are explicit • Questions or challenges are logically connected to the scholarly review and background 				
Comments:				

3. Methodology/approach: Development

Poor	Fair	Satisfactory	Very Good	Excellent
1	2	3	4	5
<ul style="list-style-type: none"> • Methodology/approach is appropriate to disciplinary/interdisciplinary focus and organizational context • Topic is contextualized among sources and materials cited • Multiple perspectives are considered • Demonstrates understanding of the content, tools, and structures in the field 				
Comments:				

4. Outcomes

Poor	Fair	Satisfactory	Very Good	Excellent
1	2	3	4	5
<ul style="list-style-type: none"> • Formative or summative outcomes are identified • Outcomes reflect methodology • Consideration of barriers, context, and demands • Connect scholarly review with actual experiences 				
Comments:				

5. Conclusions, Implications, and Consequences

Poor		Fair	Satisfactory	Very Good	Excellent
1		2	3	4	5
<ul style="list-style-type: none"> • Significance of what was discovered, learned, or created is demonstrated • Assertions are qualified and well supported • Demonstrates independent and critical thought • Identifies key findings, potential collaborators, and stakeholders • Future directions (e.g., what could the next student do to continue work, how could findings be implemented in a larger setting, etc) • Self-reflection <ul style="list-style-type: none"> • Identify successes and what you would change if you could do it again • Identify any possible biases (systemic or personal) • Identify any challenges in terms of processes, co-workers, or collaborators • Consider how experience is relevant to your future and career 					
Comments:					

6. Writing

Poor	Fair	Satisfactory	Very Good	Excellent
1	2	3	4	5
<ul style="list-style-type: none"> • Language clearly and effectively communicates ideas • Any errors in grammar, spelling, mechanics, and/or punctuation are minimal • Organization is clear and effective • Sources and citations are used correctly • Citations and references are in appropriate standard 				
Comments:				

APPENDIX B: Forms

B.1 APEX Declaration Form with Planning Guide and Track Descriptions



UMass

Dartmouth

HONORS COLLEGE



Mandatory APEX Planning (MAP) Guide

The purpose of document is to provide a clear set of steps that will guide you smoothly into your APEX work without feeling overwhelmed. The APEX Proposal and the Launch Plan are both designed to keep you, your advisor, and the Honors College clear about your APEX plans and the actions you should be taking as you begin your work. If you feel unsure about what to do or how to proceed toward completion of your APEX, please contact the Honors Office! We are always here to offer help, a cheering section, and some snacks to keep you on track.

For research or creative APEX projects submitted in HON301

- Students submit the APEX proposal in class for credit, and through the APEX submission link.
- In week 12 of HON301, students submit the APEX Launch Plan indicating the specific activities that will take place in the first three weeks of the APEX (i.e., the first few boxes of the work plan on the APEX contract). For example, if the work plan indicates literature review, IRB submission, and development of a survey by week 4 of the semester, the student might indicate they will write an annotated bibliography, write a first draft of the questionnaire, and write a first draft of the IRB application.

For research or creative APEX projects submitted without HON301

- Student works with primary APEX advisor to write and submit the APEX proposal through the APEX submission link.
- After APEX proposal is approved, student is required to meet with Honors Director or Associate Director. Honors will contact the student to make the appointment.
- After this meeting, student is required to complete the APEX Launch Plan that indicates the specific activities that will take place in the first three weeks of the APEX (i.e., the first few boxes of the work plan on the APEX contract). For example, if the work plan indicates literature review, IRB submission, and development of a survey by week 4 of the semester, the Launch Plan might indicate they will write an annotated bibliography of at least 20 sources, write a first draft of the questionnaire, and submit the IRB application.

For internship or experiential APEX projects submitted without HON301

- Student secures internship via Handshake/Career Services, with assistance from the Honors College, or another avenue.
- Student meets with Honors Director or Associate Director to identify possible APEX topics for the internship and find a primary advisor.
- Student works with primary APEX advisor to write and submit the APEX proposal through the APEX submission link.
- After APEX proposal is approved, student is required to meet with Honors Director or Associate Director. Honors will contact the student to make the appointment.
- After meeting, student is required to complete the APEX Launch Plan that indicates the specific activities that will take place in the first three weeks of the APEX (i.e., the first few boxes of the work plan on the APEX contract). For example, an APEX project based on a museum internship might have an analysis of the museum's collection and what it chooses to exhibit regularly as its focus. If the work plan indicates critiquing the museum's mission and vision, conducting interviews, and learning inventory database system by week 4 of the APEX, the Launch Plan might indicate the student will analyze and critique the mission, vision, and history of multiple museums and write a critique of the internship museum's mission and vision within that context, draft the interview questions, schedule interviews with the director, assistant director, and archivist, and write a description of the collection's database.

APEX DECLARATION FORM

Please print clearly

Last Name: _____ First Name: _____ Date: _____

ID #: _____ College and Major: _____ Year of Graduation: _____

EMAIL: _____

For most students, HON 301 is a valuable course that helps them choose an APEX track, decide on a topic, and find an advisor. There are situations, however, where HON 301 is not a useful course. Beginning Spring 2023, students will file an APEX Declaration Form with the Honors College in their fourth semester. Students who file an APEX Declaration Form to opt out of HON 301 must make up these credits with an Honors elective. The chart on the opposite page is intended to help students decide which APEX pathway is best for their situation and goals. Students who do not file an APEX Declaration Form and opt out of HON 301 will still be required to complete this course.

Instructions: Students consult with Honors Advisor and select appropriate APEX pathway.

Plan: (Check One)

___ Faculty commitment secured (Research or Creative/Exposition track)*

___ Major Capstone course (consult with honors advisors on which major capstone course applies)*

___ Internship*

___ HON 301 (Research or Creative/Exposition)

** Students who do not take HON 301 must take an alternate honors elective.*

Student Signature: _____ Date: _____

Honors College Advisor Signature: _____ Date: _____

Advisor Notes:

Honors College APEX Track description

The chart below is intended to help students decide which pathway to the APEX is best for their situation and goals.

TRACK	Choose this option if I...	then I...	and I register for APEX credits in...
Faculty commitment secured (Research or Exposition/Creative)	am working on research or a creative project with a professor and want to continue the work for my APEX, or have defined such a project with a professor willing to work with me	submit an APEX Proposal form with my advisor by the last day of finals in the semester before starting my APEX credits.	either HON490 or an independent research course offered by my major department
Capstone	am in a major that requires a senior capstone research project or thesis and intend to use that course for my APEX	submit an APEX Proposal Form with my capstone professor within the first 2 weeks of the semester. Important** your APEX requires some independent work so please consult with Honors College	the senior capstone course
Internship	intend to do an internship and use the internship track for the APEX	work with the Honors College Administrators to find an internship experience, identify an APEX advisor, and explore APEX topic ideas. Students can also utilize the Career Center's Handshake platform to identify internship opportunities. Submit the APEX Proposal Form by the end of week 2 of the internship.	HON490
HON 301 (Research or Exposition/Creative)	am not currently working with a professor on independent work, and may or may not have an APEX topic in mind	take HON301, which helps students decide and culminates with submission of the APEX Proposal Form	either HON490 or an independent research course offered by my major department



**Part 1:
STUDENT INFORMATION**

Student Name: _____ Year of Graduation: _____
 Student ID: _____ Major: _____
 Email: _____ Phone: _____

**Part 2:
DESCRIPTION OF PROPOSED PROJECT**

Project Title

APEX Track
 Please place an X next to appropriate track. This CAN BE changed at a later date if needed.

Traditional Research Service/Internship Presentation/Exhibition

APEX Credits (minimum three credits)
 A minimum of 3 credits is required for the APEX project. In some cases, a second semester (an additional 3 credits) is needed to complete the APEX. Below, please indicate the semester(s) in which you will take APEX credits, and course(s) used to take them. If you anticipate that you only need three credits, you should leave the second course information blank. Also note that you must complete the first course before beginning the second (e.g., complete work outlined in HON 490 before signing up for HON 491). Some departments offer courses in which the APEX credits can be completed. Please talk to your HON 301 instructor, major advisor and/or Honors advisor to determine the best course(s) for your APEX. A list of department-offered courses that may be taken in lieu of HON 490 is available on the last page of this form to assist you and your advisors with that decision.

<p>1. Required Semester & Year _____ Course _____</p>	<p>2. Optional Semester & Year _____ Course _____</p>
---	---

Proposal Narrative
 Please attach a detailed explanation of your proposed APEX. It should follow the format of the Office of Undergraduate Research (OUR) grant application, which includes the following:

1. Background information
2. Research question(s)/thesis statement/problem statement
3. Objectives of the proposed project
4. Description of the proposed work AND if you believe it will take one or two semesters. If two semesters are required, indicate which part(s) of the work plan will occur in the first and second semesters.
5. Clear statement of the originality of the proposed work

For students wishing to apply for the OUR grant, please see the OUR website for additional information regarding requirements: <http://www.umassd.edu/our/fundingyourresearch/>

Part 3: APEX RESPONSIBILITIES AND TIMELINE

Overview and Responsibilities

Completion of the APEX is a requirement for graduating as a Commonwealth Scholar. Although much of the onus of the APEX is on the student, the APEX mentor plays a critical role in each stage of the process. Below are general guidelines outlining the general responsibilities of the student and mentor. There is also a template that can be used to develop a timeline. Remember, before you start your APEX, make sure to register for your APEX credits (at least three)!

Please Note: This is a template. It can and should be edited by the student and advisor so it is appropriate for the project.

Topic	Student's Responsibilities	APEX Mentor's Responsibilities
Topic Development and Methodology	Develop a focused, feasible, and worthwhile topic. This will involve several iterations and require the student to be flexible.	The advisor's primary responsibility is to make sure the topic is feasible and that the project can be completed in a reasonable timeframe (usually 1 year). The advisor should assist in developing the theoretical framework and the methodological approach.
Choosing Committee	Do some preliminary work identifying potential committee members. This is most easily done by looking at the department website and exploring faculty interests.	Offer advice and recommendations for committee members. May be from within or outside of department (note that department rules may vary).
Creating and Adhering to a Timeline	Adhere to all deadlines. If the student cannot meet a deadline, the advisor should be notified in advance. The student need not seek perfection on early drafts!	Set deadlines for various components of the project (e.g., annotated bibliography, draft of lit review, etc). Make sure to keep in touch with the student to ensure deadlines are realistic.
Meetings	Be on time to all meetings with the advisor and the committee. The student should come prepared with questions, any drafts, and concerns. Let the advisor know in advance if you will be travelling or cannot meet.	Schedule regular meetings with your student (at least once every other week). Assist in setting up committee meetings and booking rooms. Give guidance in terms of how you want him or her to prepare for the next meeting.
Advising/ Communication	Use the advisor's expertise. Ask your advisor about methodology, theoretical frameworks, and germinal work you should be citing. Respond to questions from your advisor promptly.	Respond to student questions in a timely manner! If you do not hear from your student, please make sure to reach out to make sure everything is still on track.
Drafts/ Feedback	Submit sections or chapters as they are completed (on or before the deadline). Although the drafts will not be perfect, the student should spellcheck and re-read the document before submitting to catch any obvious errors. Include comments and/or specific questions that you have right in the document.	Provide written and/or verbal feedback on student drafts. Feedback should be critical but supportive. Try to return drafts in a timely manner (e.g., 1 week).

Timeline Template

Students and APEX mentors can use this template to develop a project timeline. Please feel free to change the goals to correspond to the specific project (e.g., not all projects will require IRB approval).

GOAL	MONTH										
	Sum	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	
Project conception											
Background reading											
Annotated bibliography											
Literature review											
Research methods planning											
Draft of methods											
PROPOSAL											
Submit IRB (if necessary)											
Data collection											
Data analysis											
Discuss findings											
Draft of results/discussion											
Further drafts											
FINAL MEETING											
Final draft											
Public Presentation											

Institutional Review Board (IRB)

Will this project require IRB review?

If yes, are you CITI certified?

Student:

APEX Mentor:

More information regarding IRB and CITI can be found within the [UMassD IRB User Guide](#).

Required Signatures

****Be sure to read the comments box below after Dr. Shapiro's review. This box will contain Dr. Shapiro's feedback, potential revision requests, and/or your permission number for HON 490.**

I acknowledge that I have reviewed the APEX requirements in the [Honors College Handbook](#) and I understand that a Final APEX Paper is required.

Student Name

Student Signature

Date

I acknowledge that I have reviewed and approve the attached APEX Proposal, Responsibilities grid, and Timeline chart. I understand that the student must submit a Final APEX Paper and additional APEX information can be found in the [Honors College Handbook](#).

APEX Mentor Name

APEX Mentor Signature

Date

Honors Dean Name

Honors Dean Signature

Date

Comments:

APEX Courses by College and Major

Arts & Sciences	APEX	
1 Biology	HON 490	or BIO 444 or 440
2 Chemistry	HON 490	or CHM 499
3 Communication	HON 490	
4 Crime & Justice Studies	HON 490	CJS 495
5 Economics	HON 490	
6 Economics Healthcare Services Admin	HON 490	
7 English	HON 490	
8 French	HON 490	
9 Health & Society	HON 490	
10 History	HON 490	
11 Liberal Arts	HON 490	
12 Mathematics (BA or BS)	HON 490	
13 Philosophy	HON 490	
14 Political Science	HON 490	
15 Public Administration (BA or BS)	HON 490	
16 Portuguese	HON 490	
17 Psychology	HON 490	PSY 495
18 Sociology and Anthropology	HON 490	SOA 492
19 Spanish	HON 490	
20 Women's & Gender Studies	HON 490	

Nursing & Health Sciences	APEX	
1 Nursing	HON 490	
2 Medical Laboratory Science	HON 490	or MLS 450

Visual & Performing Arts	APEX	
1 Animation & Game Arts	HON 490	
2 Art Education	HON 490	
3 Art History	HON 490	
4 Drawing	HON 490	
5 Fashion Design	HON 490	
6 Graphic Design	HON 490	
7 Illustration	HON 490	
8 Integrated Studio Arts	HON 490	
9 Interior Architecture & Design	HON 490	
10 Music	HON 490	
11 Music Education	HON 490	
12 Painting	HON 490	
13 Photography	HON 490	
14 Printmaking	HON 490	
15 Sculpture	HON 490	

Engineering	APEX	
1 Bioengineering		EGR 497H & 498H
2 Civil Engineering	HON 490	
3 Computer Science	HON 490	
4 Data Science		DSC 498H & 499H
5 Electrical & Computer Engineering	HON 490	
6 Mechanical Engineering		MNE 497H & 498H
7 Physics		PHY 490H

Business	APEX	
1 Accounting	HON 490	
2 Finance	HON 490	
3 General Business Administration	HON 490	
4 Management Information Systems	HON 490	
5 Management	HON 490	
6 Marketing	HON 490	
7 Operations Management	HON 490	

*** Please Note: Students may select an alternate course to satisfy their APEX requirement with permission from their Department and the Honors College.

B.3 Template: APEX Responsibilities Contract (with Sample Form)



APEX RESPONSIBILITIES CONTRACT

Commonwealth Honors Project

(Sample Form)

Overview and Responsibilities

Completion of the APEX is a requirement for graduating as a Commonwealth Scholar. Although much of the onus of the APEX is on the student, the advisor plays a critical role in each stage of the process. Below are general guidelines outlining the general responsibilities of the student and advisor. There is also a template that can be used to develop a timeline. Remember, before you start your APEX, make sure to register for your APEX credits (at least three)!

Please Note: This is a template. It can and should be edited by the student and advisor so it is appropriate for the project.

Topic	Student's Responsibilities	Advisor's Responsibilities
Topic Development and Methodology	Develop a focused, feasible, and worthwhile topic. This will involve several iterations and require the student to be flexible.	The advisor's primary responsibility is to make sure the topic is feasible and that the project can be completed in a reasonable timeframe (usually 1 year). The advisor should assist in developing the theoretical framework and the methodological approach.
Choosing Committee	Do some preliminary work identifying potential committee members. This is most easily done by looking at the department website and exploring faculty interests.	Offer advice and recommendations for committee members. May be from within or outside of department (note that department rules may vary).
Creating and Adhering to a Timeline	Adhere to all deadlines. If the student cannot meet a deadline, the advisor should be notified in advance. The student need not seek perfection on early drafts!	Set deadlines for various components of the project (e.g., annotated bibliography, draft of lit review, etc). Make sure to keep in touch with the student to ensure deadlines are realistic.
Meetings	Be on time to all meetings with the advisor and the committee. The student should come prepared with questions, any drafts, and concerns. Let the advisor know in advance if you will be travelling or cannot meet.	Schedule regular meetings with your student (at least once every other week). Assist in setting up committee meetings and booking rooms. Give guidance in terms of how you want him or her to prepare for the next meeting.
Advising/ Communication	Use the advisor's expertise. Ask your advisor about methodology, theoretical frameworks, and germinal work you should be citing. Respond to questions from your advisor promptly.	Respond to student questions in a timely manner! If you do not hear from your student, please make sure to reach out to make sure everything is still on track.
Drafts/ Feedback	Submit sections or chapters as they are completed (on or before the deadline). Although the drafts will not be perfect, the student should spellcheck and re-read the document before submitting to catch any obvious errors. Include comments and/or specific questions that you have right in the document.	Provide written and/or verbal feedback on student drafts. Feedback should be critical but supportive. Try to return drafts in a timely manner (e.g., 1 week).

Overview and Responsibilities

Completion of the APEX is a requirement for graduating as a Commonwealth Scholar. Although much of the onus of the APEX is on the student, the advisor plays a critical role in each stage of the process. Below are general guidelines outlining the general responsibilities of the student and advisor. There is also a template that can be used to develop a timeline. Remember, before you start your APEX, make sure to register for your APEX credits (at least three)!

***Please Note:** This is a template. It can and should be edited by the student and advisor so it is appropriate for the project.*

Topic	Student's Responsibilities	Advisor's Responsibilities

B.4 Template: APEX Timeline (with Sample Form)



APEX TIMELINE Commonwealth Honors Project *(Sample Form)*

Timeline Template

Following is a template that the student and advisor can use to develop a timeline for the thesis project. Please feel free to change the goals to correspond to the specific project (e.g., not all projects will require data collection).

GOAL	MONTH									
	Sum	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Project conception										
Background reading										
Annotated bibliography										
Literature review										
Research methods planning										
Draft of methods										
PROPOSAL										
Submit IRB (if necessary)										
Data collection										
Data analysis										
Discuss findings										
Draft of results/discussion										
Further drafts										
FINAL MEETING										
Final draft										
Public Presentation										

(SAMPLE CHART)

Mapping Your Launch

Following is a template that the student and advisor can use to operationalize the initial APEX Timeline goals that will be addressed during the first weeks of the semester. This chart will outline the specific tasks the student will complete in order to accomplish each goal.

GOAL	DESCRIPTION
WEEK 1	
Literature Review	Compose annotated bibliography with at least 20 sources.
<i>Analysis & Critique</i>	<i>Analyze and critique the mission, vision, and history of # museums. Write a critique of this museum's mission and vision within that context.</i>
WEEK 2	
Develop Survey	Construct first draft of questionnaire for review by APEX Advisor.
<i>Interview Preparation</i>	<i>Develop interview questions and schedule interviews with the Director, Assistant Director, and Archivist.</i>
WEEK 3	
IRB Submission	Complete first draft of IRB application, review with APEX Advisor and make necessary revisions, and submit to IRB.
<i>Collection</i>	<i>Write a detailed description of the museum's collection, focusing on...</i>

Blue: Research Track Example

Pink italics: Internship Track Example

Student Name: _____

Major: _____

Student ID: _____

Advisor Name: _____

Email: _____

Advisor email: _____

Project Title: _____

Mapping Your Launch

Following is a template that the student and advisor can use to operationalize the initial APEX Timeline goals that will be addressed during the first weeks of the semester. This chart will outline the specific tasks the student will complete in order to accomplish each goal.

GOAL	DESCRIPTION
WEEK 1	
WEEK 2	
WEEK 3	

Student Signature: _____ Date: _____

APEX Advisor Signature: _____ Date: _____

B.6 APEX Progress Report



APEX PROGRESS REPORT

Commonwealth Honors Project

Student Name: _____ Year of Graduation: _____

Student ID: _____ Major: _____

Email: _____

Project Title: _____

Progress Report Details

Please describe your progress since the submission of your APEX Proposal. You should include the following information (if relevant):

- Changes to your methods or planned final product
- Changes to the timeline for completion
- If you have received IRB approval (if necessary)
- Progress on participant recruitment (if relevant)
- Data/materials collection progress

Please note: If you plan to change your topic entirely, please complete the APEX Topic Revision Form.

Submission Deadline

Your progress report is due on the Friday of the 8th week of each semester, by 5:00pm.

Required Signatures

Student: _____

APEX Mentor: _____

Honors Dean: _____

Comments:



APEX TOPIC REVISION FORM

Commonwealth Honors Project

Part 1: STUDENT INFORMATION

Student Name: _____ Year of Graduation: _____
 Student ID: _____ Major: _____
 Email: _____ Phone: _____

Part 2: DESCRIPTION OF PROPOSED REVISION

Title of New Project

APEX Track

Please place an X next to appropriate track.

Traditional Research Service/Internship Presentation/Exhibition

APEX Credits (minimum three credits)

A minimum of 3 credits is required for the APEX project. In some cases, a second semester (an additional 3 credits) is needed to complete the APEX. Below, please indicate the semester(s) in which you will take APEX credits, and course(s) used to take them. If you anticipate that you only need three credits, you should leave the second course information blank. Also note that you must complete the first course before beginning the second (e.g., complete work outlined in HON 490 before signing up for HON 491). Some departments offer courses in which the APEX credits can be completed. Please talk to your HON 301 instructor, major advisor and/or Honors advisor to determine the best course(s) for your APEX. A list of department-offered courses that may be taken in lieu of HON 490 is available on the last page of this form to assist you and your advisors with that decision.

<p>1. Required Semester & Year _____ Course _____</p>	<p>2. Optional Semester & Year _____ Course _____</p>
--	--

Proposal Narrative

Please provide a detailed explanation of your new APEX proposal. It should include the following:

1. Background information
2. Research question(s)/thesis statement/problem statement
3. Objectives of the proposed project
4. Description of the proposed work AND if you believe it will take one or two semesters. If two semesters are required, indicate which part(s) of the work plan will occur in the first and second semesters.
5. Clear statement of the originality of the proposed work

For students wishing to apply for the OUR grant, please see the OUR website for additional information regarding requirements: <http://www.umassd.edu/our/fundingyourresearch/>

Part 3: APEX RESPONSIBILITIES AND TIMELINE

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***Please Note:** This is a template. It can and should be edited by the student and advisor so it is appropriate for the project.*

Topic	Student's Responsibilities	APEX Mentor's Responsibilities
Topic Development and Methodology	Develop a focused, feasible, and worthwhile topic. This will involve several iterations and require the student to be flexible.	The advisor's primary responsibility is to make sure the topic is feasible and that the project can be completed in a reasonable timeframe (usually 1 year). The advisor should assist in developing the theoretical framework and the methodological approach.
Choosing Committee	Do some preliminary work identifying potential committee members. This is most easily done by looking at the department website and exploring faculty interests.	Offer advice and recommendations for committee members. May be from within or outside of department (note that department rules may vary).
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Meetings	Be on time to all meetings with the advisor and the committee. The student should come prepared with questions, any drafts, and concerns. Let the advisor know in advance if you will be travelling or cannot meet.	Schedule regular meetings with your student (at least once every other week). Assist in setting up committee meetings and booking rooms. Give guidance in terms of how you want him or her to prepare for the next meeting.
Advising/ Communication	Use the advisor's expertise. Ask your advisor about methodology, theoretical frameworks, and germinal work you should be citing. Respond to questions from your advisor promptly.	Respond to student questions in a timely manner! If you do not hear from your student, please make sure to reach out to make sure everything is still on track.
Drafts/ Feedback	Submit sections or chapters as they are completed (on or before the deadline). Although the drafts will not be perfect, the student should spellcheck and re-read the document before submitting to catch any obvious errors. Include comments and/or specific questions that you have right in the document.	Provide written and/or verbal feedback on student drafts. Feedback should be critical but supportive. Try to return drafts in a timely manner (e.g., 1 week).

Timeline Template

Following is a template that the student and APEX mentor can use to develop a timeline for the thesis project. Please feel free to change the goals to correspond to the specific project (e.g., not all projects will require data collection).

GOAL	MONTH									
	Sum	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Project conception										
Background reading										
Annotated bibliography										
Literature review										
Research methods planning										
Draft of methods										
PROPOSAL										
Submit IRB (if necessary)										
Data collection										
Data analysis										
Discuss findings										
Draft of results/discussion										
Further drafts										
FINAL MEETING										
Final draft										
Public Presentation										

Institutional Review Board (IRB)

Will this project require IRB review?

If yes, are you CITI certified?

Student:

Faculty Advisor:

More information regarding IRB and CITI can be found within the [UMassD IRB User Guide](#).

Required Signatures

****Be sure to read the comments box below after Dr. Shapiro's review. This box will contain Dr. Shapiro's feedback, potential revision requests, and/or your permission number for HON 490.**

I acknowledge that I have reviewed the APEX requirements in the [Honors College Handbook](#) and I understand that a Final APEX Paper is required.

Student Name

Student Signature

Date

I acknowledge that I have reviewed and approve the attached APEX Proposal, Responsibilities grid, and Timeline chart. I understand that the student must submit a Final APEX Paper and additional APEX information can be found in the [Honors College Handbook](#).

APEX Mentor Name

APEX Mentor Signature

Date

Honors Dean Name

Honors Dean Signature

Date

Comments:

APEX Courses by College and Major

Arts & Sciences		APEX	
1 Biology	HON 490	or	BIO 444 or 440
2 Chemistry	HON 490	or	CHM 499
3 Communication	HON 490		
4 Crime & Justice Studies	HON 490		CJS 495
5 Economics	HON 490		
6 Economics Healthcare Services Admin	HON 490		
7 English	HON 490		
8 French	HON 490		
9 Health & Society	HON 490		
10 History	HON 490		
11 Liberal Arts	HON 490		
12 Mathematics (BA or BS)	HON 490		
13 Philosophy	HON 490		
14 Political Science	HON 490		
15 Public Administration (BA or BS)	HON 490		
16 Portuguese	HON 490		
17 Psychology	HON 490		PSY 495
18 Sociology and Anthropology	HON 490		SOA 492
19 Spanish	HON 490		
20 Women's & Gender Studies	HON 490		

Nursing & Health Sciences		APEX	
1 Nursing	HON 490		
2 Medical Laboratory Science	HON 490	or	MLS 450

Visual & Performing Arts		APEX	
1 Animation & Game Arts	HON 490		
2 Art Education	HON 490		
3 Art History	HON 490		
4 Drawing	HON 490		
5 Fashion Design	HON 490		
6 Graphic Design	HON 490		
7 Illustration	HON 490		
8 Integrated Studio Arts	HON 490		
9 Interior Architecture & Design	HON 490		
10 Music	HON 490		
11 Music Education	HON 490		
12 Painting	HON 490		
13 Photography	HON 490		
14 Printmaking	HON 490		
15 Sculpture	HON 490		

Engineering		APEX	
1 Bioengineering			EGR 497H & 498H
2 Civil Engineering	HON 490		
3 Computer Science	HON 490		
4 Data Science			DSC 498H & 499H
5 Electrical & Computer Engineering	HON 490		
6 Mechanical Engineering			MNE 497H & 498H
7 Physics			PHY 490H

Business		APEX	
1 Accounting	HON 490		
2 Finance	HON 490		
3 General Business Administration	HON 490		
4 Management Information Systems	HON 490		
5 Management	HON 490		
6 Marketing	HON 490		
7 Operations Management	HON 490		

*** Please Note: Students may select an alternate course to satisfy their APEX requirement with permission from their Department and the Honors College.

