General Information about the Honors Program Senior Thesis and Senior Project

Students in the Honors Program will conduct independent research, engage in problem-solving projects, and pursue the creative expression of ideas via the Senior Thesis/Project requirement. The Honors Senior Thesis/Project is meant to be the culmination of a student’s Honors experience. It gives the student an opportunity to conduct original research or a project with a Faculty Advisor. The regulations adopted by the Board of Trustees of the California State University System define a thesis and a project as follows:

A thesis is the written product of a systematic study of a significant problem. It identifies the problem, states the major assumptions, explains the significance of the undertaking, sets forth the sources for and methods of gathering information, analyzes data, and offers a conclusion or recommendation. A thesis can include evaluating existing literature via a literature review. It does not require experimentation and testing on human subjects.¹

A project is a significant undertaking appropriate to the fine and applied arts or to professional fields. It evidences originality and independent thinking, appropriate form and organization, and a rationale.²

To help in distinguishing between a thesis and a project, it may be useful to think in terms of their differences in purpose. At the most basic level, the purpose of a thesis is to study a problem, not to create a product. The purpose of a project is to produce a product (i.e., portfolio, business plan, etc)

The Honors Senior Thesis/Project requirement creates and promotes direct connection between students and faculty in an academically enriching environment, and is students’ opportunity to be a scholar--someone who contributes to knowledge. One of the outcomes of the Honors Senior Thesis/Project and accompanying examination process (“oral defense”) is that it exposes Honors Program students to the scholastic rigors and academic requirements that are required of students in a post-baccalaureate program.

¹ If you want to do a thesis, you need one year to complete it...take HONOR 490A in the semester before you graduate and take HONOR 490B in the semester that you graduate.

² If you want to do a project, you need one semester to complete it...take HONOR 490B in the semester that you graduate.
The Honors Senior Thesis is expected to take two semesters to complete, while the Honors Senior Project only takes one semester to complete (the semester you are graduating). Students completing the Thesis need to enroll in HONOR 490A in the fall semester of the senior year for preparation. Students completing the Thesis must also enroll in HONOR 490B during the spring of the senior year). The process of completing the thesis/project requires four steps:

1. First the student must identify an area of inquiry and form the Supervisory Committee. The Supervisory Committee must receive a copy of these Thesis Guidelines. [completed in Honor 490A]

2. Next, the student must complete and submit a thesis/project proposal for review. Students will prepare the proposal in consultation with their supervisors and then submit it to the Honors Program Director. [completed in Honor 490A]

3. Third, after the proposal has been reviewed and approved, the student will write the thesis/project. [completed in Honor 490A & 490B]

4. Finally, the student will orally discuss and defend the Honors Senior Thesis/Project in front of the Supervisory Committee. [completed in Honor 490B]

What is Responsible Research?

The student must adhere to the guidelines of responsible research when completing the thesis. Responsible research means using reputable sources, citing all sources, and never plagiarizing. No project containing plagiarized content will receive credit, and the student will not graduate from the Honors Program. IRB review is only required if research findings are intended to draw general conclusions beyond the populations from which the data is gathered and which are made available to the scientific community via publication in a peer reviewed journal or professional conference. Student projects/class assignments undertaken with the intention of also presenting findings at a student oriented conference (e.g., the SDSU Student Research Symposium) or published in a student oriented journal (e.g., McNair Scholar Newsletter) do NOT require IRB review as participation in these activities is not considered to contribute to generalizable knowledge.
What is Expected of an Honors Senior Thesis?

An Honors senior thesis is a significant scholarly project at the undergraduate level. The thesis should make a contribution to existing scholarly literature in your chosen area, although that contribution will generally be less substantial than is required for a graduate thesis. Nevertheless, your thesis should be the most significant research effort of your undergraduate career.

The minimum length of the Honors senior thesis is 30 pages (text only; excluding bibliography, title page, acknowledgments, etc.). A thesis should reflect the standards of professional scholarship within your major or discipline. Completing a senior thesis will likely be the most challenging, and also the most rewarding, endeavor of your college career.

How Do You Write a Strong Honors Senior Thesis?

If you have completed a strong proposal in Honor 490A, you are already well on your way to writing an excellent thesis. The most important additional step you can take is to start giving your advisor written drafts of thesis materials as soon as possible. Some students make the mistake of spending months and months in the library without ever going to their advisor for feedback. The thesis is then hurriedly written in a single draft and submitted to the advisor without enough time for substantial revisions. When this happens, students fail to complete the thesis successfully. In order to succeed (pass, and thus graduate from the Honors Program), you cannot procrastinate! The thesis must be a priority, just like your other classes. In fact, it must be a greater priority because self-directed, independent projects are always harder to complete than classes with imposed structure and deadlines.

A successful Honors thesis cannot be written in the last weeks before the deadline. Like any scholarly project, it requires a repeated cycle of reading, thinking, writing, receiving feedback, and then more reading, thinking, and revising. Students will submit their thesis in pieces to their advisor as they are completed. While they wait for their advisor’s comments, they move ahead with the next portion. This allows their advisor to provide feedback at early stages that can save time and effort. By the time they approach the deadline, students should have
made substantial revisions to earlier drafts and the student and advisor should have agreed on the bulk of the thesis. All that the student has left to do is to bring all the components of the thesis together into a single, seamless package.

Students are graded on the level of professionalism exhibited in completing the thesis process [see syllabi for Honor 490A & 490B], the quality of their final written product and oral defense [see syllabus for Honor 490B]. Students are not automatically granted an A grade for completing the thesis, nor will students automatically pass the thesis.

Who Serves on the Honors Senior Thesis Supervisory Committee?

Each Honors Senior thesis supervisory committee will consist of three members, a primary advisor from your major, a reader, and the Director of the Honors Program. These three supervisory committee members must:

1. Be available to consult with the student throughout the course of the thesis/project process,
2. Attend the required meeting(s), and
3. Be prepared to uphold the quality standards of the program.

Each member of the Supervisory Committee must receive a copy of these Thesis Guidelines.

Primary Advisor

The Primary Advisor is the primary academic mentor and must be a full-time tenured or tenure-track member of the SDSU faculty. On rare occasions, under special circumstances, SDSU lecturers may serve as thesis project advisors with the prior written approval of the Director of the Honors Program.

The selection of the Primary Advisor is a critical choice; choosing your thesis advisor is one of the most important decisions you face in writing your thesis. A student should choose the Primary Advisor by taking into account not only the faculty member’s expertise, but also the potential for a close working relationship as the project will require frequent interaction with the Advisor. It is critical the student maintain close contact with the Primary Advisor throughout the project. This means scheduling weekly or bi-weekly meetings with the Primary Advisor for the entire duration of the thesis/project [see Proposal Form on pages 23-24].
A good thesis often builds on things that you learned about in an upper-division class. Conversely, it is nearly impossible to write a strong thesis in an area where you have had no course work. How can you expect to write an Honors thesis on some aspect of Chinese history, for example, if you have not already taken a course in this area? Many professors could refuse to serve as your thesis advisor if they have not already taught you in an upper-division course on a similar topic. Also, because you will be working on your thesis for at least a year, you should make sure your advisor will be in residence at SDSU during that entire time period.

The Honors Program academic advisor (Michelle Lopez), as well as your Departmental advisor, can help you identify possible thesis advisors given your interests. Remember also that any potential advisor has a wide variety of responsibilities that may keep him or her from working with you: it is wise to consider more than one possible advisor.

A student should select the Primary Advisor during the first few weeks they are enrolled in Honor 490A. The Primary Advisor reads drafts and otherwise reviews progress on the thesis project and provides detailed feedback. An Honors senior thesis will go through a number of iterations. The student is expected to give the Primary Advisor ample time to read or review and comment on each revision. Likewise, the Primary Advisor is expected to provide feedback as expeditiously as possible to the student. It is ultimately the student’s responsibility to communicate their needs to the Primary Advisor. The most successful thesis experience results from frequent, open, direct, and honest communication between the student and the Supervisory Committee.

Reader
All thesis projects require a reader. Typically, he or she is chosen to provide complementary expertise to that of your advisor. The reader should supplement the Advisor, so that together the two possess balanced resources in the topic area. The reader will have the most direct input at the thesis proposal stage (when he or she must approve the design of your project) and at the thesis defense (when he or she will participate in questioning you about your project and deciding if it is sufficient). Many readers will be willing to provide feedback more frequently. You should think of the reader as a useful additional resource for your thesis work and involve him or her whenever appropriate.

Director of the Honors Program
The Honors Director’s role is to help you successfully navigate the route to an excellent Honors thesis. The Director of the Honors Program (Dr. Stacey Sinclair)
helps facilitate your progress throughout the thesis process, and supervises the Honor 490B class. The Honors Program Director, in consultation with your Primary Advisor and Reader, assigns your grade for Honor 490B, and the Honors Program Director ultimately decides if you pass the thesis. Similar to the Reader, the Director will read drafts of the thesis prior to the thesis defense, when the thesis is nearly completed. The Director provides critical feedback on your written thesis, ensures that your thesis is formatted according to the Thesis Guidelines, and provides critical feedback during your oral defense.

To formalize the agreement with the Primary Advisor and Reader, the student must submit a Thesis/Project Proposal Form signed by the Primary Advisor and the Reader [see pages 23-24]. Your Primary Advisor and Reader are not officially on your Committee until their signed form has been submitted to the Honors Program Office and approved by the Honors Program Director.

What is Expected of a Thesis Proposal?

The Honors Senior Thesis proposal includes 1) a summary of the research you intend to do for your thesis, including the title, introduction/purpose, literature review, and research methods 2) an outline and timetable for completing your research, and 3) an annotated bibliography-10 sources. The proposal is submitted in Honor 490A on November 15, and a copy is also due that day to the Honors Program Office. The minimum length of a proposal is 2,500 words (approximately 7 pages), NOT including the annotated bibliography. Be aware that the Honors Program takes the thesis proposal very seriously because we see it as the prerequisite to a strong thesis. A weak or vague proposal usually leads to a weak or muddled thesis. Extra effort at the proposal stage can prevent later mistakes and misunderstandings that waste your time and try your advisor’s patience. It is to your advantage to start your journey with a strong proposal.

Once you, your advisor, and your reader have all agreed to the form of your thesis proposal you should fill out the Thesis Proposal form (see page 22), obtain the signatures of your advisor and reader, and submit the form and the proposal to the Honors Program for review and approval. Detailed instructions about the Proposal will be given in Honor 490A but a strong proposal always includes 1) a summary with:

• **Title:** the title should indicate as clearly as possible the area of research or project, but it is understood that this title may change.
(Chapter One) Introduction and Purpose: this has two parts:
  o **General Problem Area:** an overview of the general topic you will study and why it is worth studying.
  o **Research Question:** a specific question (or closely related set of questions) you intend to investigate.

(Chapter Two) Literature Review: a survey of the existing scholarly literature surrounding your question and an explanation of how your topic fits into, and contributes to, that literature.

(Chapter Three) Research Methods: a specific description of the procedures you expect to follow to answer your question; this typically includes discussion of primary and secondary sources, methods of inquiry, and questions you plan to address, etc.

2) an **outline and timetable:** an outline on the steps that will be taken in completing the thesis helps ensure that you and your advisor have the same vision of what your project will entail. A timetable for completing the thesis also ensures that you stay on track and finish on time.

3) an **annotated bibliography:** list the 10 sources you have already consulted, how they relate to your research topic, and other sources that you will summarize and reference in your research.

**How do I Organize the Honors Senior Thesis?**

Most theses follow the five chapter ILMRD format: Introduction (Chapter One), Literature Review (Chapter Two), Methodology (Chapter 3), Results (Chapter Four), and Discussion (Chapter Five). For those theses that evaluate existing literature via a literature review rather than test research questions or hypotheses, the chapter headings may vary; however the Introduction will remain Chapter One and the Discussion will remain Chapter Five, while Chapters Two, Three, and Four will be will be organized by the overarching variables or areas of study.

**How do I Format the Honors Senior Thesis?**

When the proposal has been approved, the student may begin writing the Honors Senior Thesis. Students should use the stylistic guidelines of your academic discipline (e.g., Chicago, APA, MLA) consistently throughout the thesis. In addition, the student MUST adhere to the following format guidelines when writing the thesis and submitting the drafts. Failure to follow precisely and exactly
the guidelines below will result in a grade deduction [see syllabus for Honor 490B].

1. **Paper**
   The thesis must be printed on **white** 8.5" X 11" (letter size) copy-quality (20 lb.) acid-free paper.

2. **Typescript**
   The thesis must be printed using 12-point Times New Roman (or equivalent) font. The text should double-spaced and printed on one side of the paper only. (Footnotes and long quotations may be single-spaced.) The entire thesis must be in the same type. The final copy of the thesis must be printed using a laser printer.

3. **Margins**
   The left margin must be 1.5 inches (for binding purposes). The right, top, and bottom margins must be 1.0 inch.

   **Please note:** margin requirements apply to EVERY page, including illustrations (tables, figures, charts), the abstract, appendices, and title page.

4. **Running Headers**
   Do NOT use running heads to put title, name, chapter, etc., on each page.

5. **Pagination**
   The pagination of the preliminary matter is ordered and numbered as follows:

   - Title Page (no page number)
   - Certificate Page (no page number)
   - Acknowledgments (with Roman numeral page number)
   - Abstract (with Roman numeral page number)
   - Table of Contents (with Roman numeral page number)
   - List of Tables (with Roman numeral page number)
   - List of Figures or Illustrations (with Roman numeral page number)

   For the remainder of the thesis/project, including the introduction, main body, illustrations, appendices, and bibliography, Arabic numerals are used starting with 1. (See page 22 for an example of the Introduction page).
6. **Preparation of Title Page**  
The title page must be prepared in the format shown on page 15.

7. **Preparation of Certificate Page**  
The certificate page must be prepared in the format shown on page 16. Following a successful oral examination, this page will be signed by the three members of the examining committee. One of the bound theses will contain the original signed certificate page and the other bound copy will include a photocopy of the signed certificate page.

8. **Acknowledgements Page**  
This is where students may want to thank members of the supervisory and examining committee, family or close friends whose guidance and support contributed to the successful completion of the thesis/project. Any financial support received from a research foundation, the university, or a private company should be acknowledged in this section. See page 17 for an example.

9. **Abstract**  
Each thesis must contain an abstract that is less than 250 words in length. The abstract page must be prepared in the format shown on page 18. The abstract is expected to give a succinct account of the thesis so that a reader can decide whether to read the complete work. The abstract is inserted immediately after any acknowledgments and before the table of contents.

10. **Table of Contents and List of Tables, Figures, and Illustrations**  
The Table of Contents, List of Tables, and List of Figures or Illustrations, where applicable, should follow the abstract. See examples on pages 19, 20, and 21.

11. **Appendices**  
Materials copied from other sources must meet the same requirements as the body of the paper. Copies from books, maps, etc., must be clean and legible.

**What Happens at the Thesis Defense?**

A copy of the thesis must be submitted to every member of the
Supervisory Committee at least one (1) week prior to the date of the oral defense. The Honors Student is responsible for coordinating and scheduling the date, time, and place of the oral defense. All committee members must agree to be present on the date set for the oral defense. The oral defense of the Honors Senior Thesis must be completed at least four (4) weeks prior to the date of commencement.

The oral defense consists of a 25-30 minute Powerpoint Presentation that provides an oral synopsis of your thesis. This is a professional presentation, and you should dress and behave accordingly. You will have to make revisions after you complete the oral defense. You will have at least 1-2 more weeks of work to do on your thesis after you defend and before you graduate.

During the defense, you will need to be prepared to answer a wide range of questions from your Supervisory Committee about your research, your findings, and their relevance and significance. The questions and answer portion typically lasts 10-15 minutes, and should not be taken lightly. You may want to ask your advisor beforehand what kind of questions he or she sees as most likely in your case. Once questioning is completed you will be asked to leave the room while the Supervisory Committee discusses your research and preparation. Immediately after they have finished their discussion they will inform you of their decision.

Results of the Oral Defense-Defined

The possible results of the oral defense are indicated on the Oral Defense Report Form (see p. 25 for the form). This form will be completed and signed by the Supervisory Committee. Where applicable, brief details of revisions required should be included under the "comments" heading.

Accepted
The committee agrees that the thesis/project is acceptable without revisions. This result is highly unusual!

Accepted Pending Minor Revisions
The committee agrees that the thesis/project is acceptable pending minor revisions, such as corrections of typographical errors or changes of a minor editorial nature. The revised thesis will be re-submitted to the Supervisory Committee and the Director of the Honors Program ensures that corrections are made at a satisfactorily level.
Accepted Pending Specific Revisions
The committee agrees that the thesis/project is acceptable pending changes, which may include insertion or deletions. Such changes would be of the sort that do not radically modify the development/argument of the thesis but which go beyond minor editorial or grammatical revisions. The practical criterion will be that the committee is able to specify such changes with precision. The revised thesis will be re-submitted to the Supervisory Committee and the Director of the Honors Program ensures that corrections are made at a satisfactorily level.

Referred Pending Major Revisions
The committee agrees that the thesis requires substantive changes in order to be acceptable. This result indicates a significant amount of revisions are required for the thesis to pass. The revised thesis will be re-submitted to the Supervisory Committee and the Director of the Honors Program ensures that corrections are made at a satisfactorily level.

Failed
The committee agrees that even with major revisions the thesis/project is not acceptable; and the student cannot graduate from the Honors Program.
What happens After the Oral Defense?

After the oral defense, students are required to meet with each member of their Supervisory Committee to discuss either the minor, specific, or major revisions needed. After the students have completed the requested changes to their thesis and re-submitted the revised version to their Supervisory Committee, the Director of the Honors Program will review the revised version for final approval. The student must hand in a final copy of the thesis/project to the Honors Program Director's office at least two (2) weeks prior to graduation.

Upon approval from the Director, students will have their Supervisory Committee sign the Certificate (signature) page in order to graduate with the designation of Honors Program on the final transcript.

What about Binding the Thesis?

The Honors Program student is responsible for having their thesis bound. Students will take a final copy of the thesis, printed on acid free paper to Thesis Processing at Montezuma Publishing on campus. Students must bring a copy of the thesis to Montezuma Publishing (NOT bring it on a flash drive). The Honors Program will cover the cost of binding for ONE hard cover copy to be cataloged in the university’s main library stacks. Students will need to purchase their own copy. Montezuma Publishing is located at Suite 104 (outside entrance—look for the awning) in the Industrial Technology Building (beside the Physics Building). For binding questions, please call Ryan Dee or Erin Clark at 594.7551.

Important Deadlines to Remember!
Thesis/Project Proposal
A copy of the approved thesis/project proposal must be submitted in Honor 490A and to the Honors Program office on November 15.

Thesis/Project
A copy of the thesis/project must be submitted to every member of the examining committee at least one (1) week prior to the date of the oral defense.

Oral Defense
An oral defense of the Honors Senior Thesis/Project must be completed at least four (4) weeks prior to the date of commencement.

Final, Revised Thesis/Project
A final copy of the thesis/project must be submitted to the office of the Honors Program Director at least two (2) weeks prior to the date of commencement.
A Thesis submitted to the Faculty
of San Diego State University in partial fulfillment
of the requirements for the completion
of the University Honors Program

Racial Background and Judicial Elections: Determining the Voting Patterns of Minority State
Supreme Court Justices

Lawrence A. Cisneros

Approved:

______________________  ______________________
Dr. Madhavi McCall      Dr. Stacey Sinclair

______________________
Dr. Edward Heck

May 2009
ACKNOWLEDGEMENTS

My sincere appreciation goes to my family and friends that have continuously supported my academic research endeavors. I would also like to send my appreciation to the University Honors Department, specifically Dr. Stacey Sinclair for leading not just myself, but to all the students enrolled in the honors thesis course through a successful semester full of seminars to complete this thesis with success. Furthermore I would like to extend my gratitude to Dr. Edward Heck for his active interest in my thesis topic and constructive criticism that has allowed me to advance as a student and improve the content and writing of my thesis.

At this time I would like to acknowledge Dr. Madhavi McCall for her continued support and source of academic guidance throughout the entire process. Under Dr. McCall’s supervision I was able to take the rare opportunity to interview leaders on our judicial bench and contribute to the academic community. Without her consistent encouragement and instruction this research would not have been possible.
THE EFFECTIVENESS OF A SKIN CANCER EDUCATION PROGRAM FOR THE DEAF COMMUNITY

Kadie M. Harry

B.A., Psychology

San Diego State University, 2010

One million Americans are diagnosed with skin cancer each year. Unfortunately, the Deaf community is underserved in terms of access to information and health care; therefore, it is important to develop effective educational interventions designed to increase their knowledge of risk factors for cancer. Deaf participants \( N = 141 \) were randomly assigned to view either a skin cancer education video (intervention) or a web cast presenting general cancer information (control). All participants completed skin cancer knowledge questionnaires at baseline, post-intervention, and two months later. Results supported the hypothesis that those who were exposed to the skin cancer education video versus controls, showed significant gains in knowledge from pre-test to post-test. These findings support the efficacy of the skin cancer video for increasing knowledge about skin cancer in the Deaf community.
TABLE OF CONTENTS

ACKNOWLEDGEMENTS.............................................................................. i

ABSTRACT.............................................................................................. ii

LIST OF TABLES....................................................................................... iv

CHAPTER

I. INTRODUCTION.................................................................................... 1

II. LITERATURE REVIEW........................................................................ 8

   Lay definition of the American Identity............................................... 8
   Ethnicity and the American Identity..................................................... 11
   American Identity and Political Attitudes............................................. 14

III. METHODOLOGY............................................................................... 20

   Research Question 1........................................................................... 20
      Participants...................................................................................... 20
      Measure.......................................................................................... 20
      Procedure...................................................................................... 21
   Research Question 2........................................................................... 21
      Participants...................................................................................... 21
      Measure.......................................................................................... 21
      Procedure...................................................................................... 22
   Research Question 3........................................................................... 22
      Participants...................................................................................... 22
      Measure.......................................................................................... 23
      Procedure...................................................................................... 23

IV. RESULTS.......................................................................................... 25

   Research Question 1........................................................................... 25
   Research Question 2........................................................................... 36
   Research Question 3........................................................................... 42

V. DISCUSSION....................................................................................... 62

   Lay definition of the American Identity............................................... 62
   Ethnicity and the American Identity..................................................... 66
   American Identity and Political Attitudes............................................. 71

REFERENCES......................................................................................... 80
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lay Definitions of the American Identity across Ethnicity of Participants: Mean Scores on the 13 Dimensions Provided</td>
<td>31</td>
</tr>
<tr>
<td>2. Correlations between Mean Scores Obtained for each Group of Participants on the 13 Dimensions Assessing Lay Definitions of the American Identity</td>
<td>32</td>
</tr>
<tr>
<td>3. Factor Analysis on the 13 Dimensions Used to Assess Lay Definition of the American Identity: Solution for Asian American Participants</td>
<td>33</td>
</tr>
<tr>
<td>4. Factor Analysis on the 13 Dimensions Used to Assess Lay Definition of the American Identity: Solution for Latino Participants</td>
<td>34</td>
</tr>
<tr>
<td>5. Factor Analysis on the 13 Dimensions Used to Assess Lay Definition of the American Identity: Solution for White Participants</td>
<td>35</td>
</tr>
<tr>
<td>6. Correlation and Paired-Samples T-Test Comparing the Euclidean Distances between the Description of the “True American” and the Description of Each Target Ethnicity</td>
<td>41</td>
</tr>
<tr>
<td>7. Factor Analysis of 62 Items Assessing Political Attitudes: Solution for All Participants</td>
<td>52</td>
</tr>
<tr>
<td>8. Cronbach’s Alphas as a Reliability Test of Factor Categories for All Three Ethnic Groups: Asian American, White American, and Latino Participants</td>
<td>56</td>
</tr>
<tr>
<td>9. Mean scores of Distance between Target Ethnicity and Prototypical Image of American</td>
<td>57</td>
</tr>
<tr>
<td>10. Mean Scores of Each Political Attitudes Category</td>
<td>58</td>
</tr>
<tr>
<td>11. Correlation between Distance to American Prototype and Political Attitudes</td>
<td>59</td>
</tr>
<tr>
<td>12. Table of Hypotheses</td>
<td>61</td>
</tr>
</tbody>
</table>
## LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Skin Cancer Knowledge Score for Control and Experimental at Pre, Post, and Follow-Up</td>
<td>21</td>
</tr>
</tbody>
</table>
CHAPTER ONE
INTRODUCTION

Cancer

Cancer is the second leading cause of death in the United States, and accounts for nearly one in every four deaths (American Cancer Society, 2009). Technically, cancer is the growth of abnormal cells in the body due to uncontrolled mitosis (Inzelberg & Israeli-Korn, 2009). Cancer can lead to serious physical and mental health problems, as well as death. It is the result of both external factors, such as tobacco, chemical, and radiation, and internal factors, such as inherited mutations, hormones, or immune conditions (American Cancer Society, 2009). There are many types of cancer, differing in their location on the body and degree of danger. Prostate, cervical, breast, and skin cancer are just a few of the many types. Lung and prostate cancers are the leading causes of death in men (Dugan et al., 2008) and lung cancer leads to more annual deaths in woman than breast, ovarian, and uterine cancer combined (I-ELCAP, 2006).

Skin Cancer

Skin cancer is the most common type of cancer, accounting for 41% of all cancers. Skin cancer is a disease in which malignant cancer cells are found in the outer layers of the skin. It has been estimated that over one million Americans are diagnosed with skin cancer each year (American Cancer Society, 2009). However, this number may greatly underestimate the prevalence of skin cancer. Incidence data in cancer registries and hospital records may not include all cases in which the melanoma was removed by a dermatologist because, although dermatologists are required to report this, they do not always do so (Inzelberg & Israeli-Korn, 2009). There are three types of skin cancer:
San Diego State University
Honors Program
Honors Thesis Proposal/Project Proposal Form

To be completed by the student

Student Name: ____________________________
Name of Primary Advisor: __________________
Name of Reader: __________________________

Title of Thesis or Project: ____________________________

Purpose of Thesis or Project (attach the proposal that includes the
1) summary (minimum 2,500 words); and 2) outline and timetable; and 3)
annotated bibliography-10 sources

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

_________________________________________________________________

Student Signature Date

To be completed by the Primary Advisor

Proposed Meeting Dates (regularly scheduled meetings encouraged):

Fall semester:

►►►►►►

►►►►

Spring semester:
Proposed Dates for Receiving Drafts:

**Fall semester:**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

**Spring semester:**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

---

**Primary Advisor Signature**  
Date

**Reader Signature**  
Date

---

**To be completed by the Honors Program Director**

- [ ] Proposal Approved  
- [ ] Proposal Denied

**Honors Program Director Signature**  
Date
San Diego State University
Honors Program
Oral Defense Report Form

Name: ____________________________________

☐ Accepted
☐ Accepted Pending Minor Revisions
☐ Accepted Pending Specific Revisions
☐ Referred Pending Major Revisions
☐ Failed

Comments
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Primary Advisor ___________________________ Reader ___________________________

Honors Program Director ___________________ Other ___________________________

__________________________
Date