BABSON COLLEGE

Babson Honors Program

Handbook 2024-2025

BABSON

Honors Program Handbook

TABLE OF CONTENTS

Honors Program Handbook

1. Statement of Purpose
The Honors Program is designed for students who want to pursue advanced independent research and who seek the intellectual challenge and stimulation provided by that research. The program also offers academically exceptional, highly motivated students enhanced curricular and co-curricular opportunities and collegiality with faculty and other students involved in the program. Honors Program students enroll in honors seminars, participate in a study abroad experience, write a two-semester honors project on a topic of their choosing, and join a vibrant and engaged community of learners in academic, social, and cultural offerings.

2. Admission to the Honors Program
Students who have at least a 3.4 grade point average at the end of the first year are invited in the fall of the sophomore year to submit an application for admission to the Honors Program. Transfer students who have at least a 3.4 Babson GPA may apply provided they will be in residence at Babson College (Wellesley) campus for four contiguous semesters. This is the only opportunity for students to apply for admission to the Honors Program. The Honors Council considers each applicant's academic record, letter of application, faculty recommendations, co-curricular involvement, and interview with Council members in deciding who will be admitted to the program. Space is limited and the process is competitive.

In order to finalize acceptance into the program, students will need to maintain a minimum cumulative GPA of 3.4 by the end of the semester in which they were admitted. All students must maintain at least a 3.4 cumulative GPA to remain in the program.

Any student admitted to the Honors Program who does not already have one of the following merit scholarships -- Presidential Scholarship, Weissman Scholarship, or Class of 49 Scholarship -- will receive an award of $3,000 for both their junior and senior year should they remain in good standing in the program. Sophomores will not receive the scholarship.

3. Remaining in the Honors Program
In order to remain in the Honors Program, students are required to:
- Earn a cumulative GPA of 3.4 or higher at the end of each academic year.
- Attend City as Text Exploration and Cape Cod Retreat (see Section 6) in their Sophomore Year
- Enroll in and pass Honors Seminars I and II (see Section 4).
- Complete a two-semester Honors project with a grade of B+ or higher.
- Remain in good disciplinary standing at the College. (See attached Honors Code of Conduct – Appendix A.)

4. Honors Program AI Policy

Use of Gen-AI tools for Writing Honors Deliverables (including all deliverables for the Honors Seminar 1, Honors Seminar 2, and the final Honors Project).

Writing is a key part of the thought process. As one of our Babson colleagues said, "writing is hard". There are several Gen-AI and NLP applications (apps) such as ChatGPT and Co-Pilot (there are several others as well) that are good tools to improve our writing and stimulate our thinking. These should never be used as a substitute for improving our writing and/or stimulating our thought process. This statement holds strongly for the Honors program. Using above or other similar tools to enhance your writing is allowed – make sure you cite them as sources for your work. The use of these tools to guide your work is permitted. The use of these tools to replace your work is not permitted in the Honors program. Always remember that Gen-AI tools cannot think for you, you need to do the thinking. Directly porting content from Gen-AI tools and passing it off as your own work is strictly prohibited in the Honors program and will be considered a violation of Babson's academic integrity policy.

You can use Gen-AI tools for: (1) To check spelling, grammar, and other cosmetic improvements such as synonym identification (tools such as Grammarly, for example). (2) Adopt recommendations from Gen-AI tools for reconstructing sentences that you wrote yourself or for reorganizing paragraphs (or chapters) that you wrote yourself. (3) Adopt recommendations from Gen-AI tools to improve an outline (for a chapter/paragraph) that you created. Your creation and your writing should come first and recommendations from Gen-AI later.

Do not: (1) Take entire sentences or paragraphs generated by a Gen-AI tool unless you quote it and cite the appropriate source. (2) Generate an entire draft for any deliverable or even parts of a draft using Gen-AI tools.

Acceptable Use Statement for Horn Library Resources:
Horn Library online resources are to be used for academic purposes only. Commercial use, including for an internship or job is NOT permitted. Access is granted to all current faculty, students, and staff. Copyrighted materials extracted from the library's licensed resources may not be published, redistributed, or made available to third parties (including AI platforms) unless explicitly permitted by licensing agreements. If you have questions about whether a specific use is acceptable, please contact research@babson.edu.

Use of library resources is strictly subject to Babson's Acceptable Use Policy.

5. Honors Seminars

All Honors students must enroll in and pass Honors Seminar I and Honors Seminar II. Students are required to take Honors Seminar I in the second semester of the sophomore year. Students are required to take Honors Seminar II in either the first or second semester of the junior year. Honors Program students who are graduating a full year early will take Honors Seminar I and Honors Seminar II simultaneously in the second semester of the sophomore year.

Honors Seminars I and II cover research and proposal writing skills. The goal of Honors Seminar I is to introduce students to research methodologies and standards. The goal of Honors Seminar II is to design and write an Honors project proposal. All Honors students will take Seminar I in the spring of sophomore year. There are two sections of Seminar I and students can choose whichever time fits their schedule. Students should take Seminar II in the fall semester of their junior year if they plan to begin the Honors project in the spring of the junior year.

The seminars must be completed and a final proposal must be approved by the end of the semester before students begin their projects. Each of the seminars is a one-credit course. Students will receive a letter grade. Students must receive a passing grade in both seminars as well as proposal approval in order to remain in the Honors Program.

6. Cape Cod Retreat and City as Text Exploration
Honors students are required to attend the Cape Cod retreat and the City as Text Exploration. The City as Text Exploration occurs on a Friday in the spring semester, from late morning through dinner time. While exploring neighborhoods in Boston, students will practice moving from observation to scholarly inquiry. The day culminates in a group dinner and discussion of the City as Text activity.

The Cape Cod retreat occurs in the spring semester of sophomore year and is a two-day, out-of-town event. Focused on scholarly research skills and methodologies, the retreat aims to prepare students to identify possible areas of research and to begin exploring those areas. Students will receive ample notice of the date of the retreat so they can clear their calendars to attend.

7. Attendance at Honors Program Events
The Honors Program involves academic, cultural and social events and the opportunity to interact with faculty, administrators, and students involved with the Program. There are various social events throughout the year, including the welcome back reception, study breaks, etc. Members of the Honors Program are expected to participate in Program offerings unless there is an unavoidable conflict. All Honors students should attend the senior Honors project presentations in April.

The cultural component of the Honors Program includes visits to Boston area performances with fellow Honors students and Honors Council faculty. Notice of ticket availability will be given by e-mail from the Associate Director of the Honors Program. Upper level students (juniors and seniors) will have first preference. Tickets will be given out on a first-come-first-served basis, although students who have not previously attended during the academic year are given preference over those who have already attended. If students do not show up for the event to which they have committed or if they cancel their participation with less than twenty-four hours' notice to the Associate Director, they will not be permitted to sign up for future cultural events in Boston for the remainder of that academic year.

8. Year-By-Year Requirements and Events

Sophomore Year
- City as Text Exploration
- Boston Alumni Visit (optional)
- Honors Seminar I
- Cape Cod Retreat (overnight)

Junior Year
- Completion of requirement
- Honors Seminar II
- Completion and approval of Honors project proposal

Senior Year
- All senior project meetings
- Senior dinner
- Completion and approval of Honors project
- Senior Honors project presentations and banquet

All-Class Requirements and Events
All Honors students must maintain a cumulative GPA of 3.4 or higher at the end of each academic year. Students must also abide by the Honors Program Code of Conduct, attend the Honors project presentations at the end of the spring semester, and participate in Honors Program dinners and events.

9. Honors Proposal Process
During the junior year, students will take Honors Seminar II in either the fall or spring semester (depending on when they intend to begin work on the Honors project and when they intend to go abroad). The professor for Seminar II will lay out the proposal process, and suggest strategies for identifying a topic, finding an advisor, conducting a literature search, and writing the proposal. Students should begin the semester with an idea for their Honors project topic and with at least a preliminary commitment from a faculty advisor. The final assignment in Seminar II will be the completion of the Honors project proposal: the contract between the student, advisor, and Honors Council that details the course of study, work schedule, and intended outcome for the project. If the student's initial idea changes substantially after the proposal is approved, the proposal needs to be rewritten and approved by the advisor and Honors Council liaisons.

Proposal Format
The proposal consists of the following:

- Completed proposal approval sheet with checklist and student and faculty signatures
- Title page

- Abstract: one-paragraph summary of the project with directly stated research question
- Identification of the faculty advisor and explanation of the relevance of the advisor to the project
- Detailed summary of existing scholarship (3-4 pages)
- Detailed analysis of existing scholarship (3-4 pages)
- Statement of the research question and formal hypothesis emerging from the analysis of existing scholarship
- Explanation of the research methodology and process
- Annotated bibliography
- Description of deliverable and its format (e.g., graphs, survey results, any creative component)
- A detailed timeline of research schedule and deliverables

Students who want to apply Honors project credits to a concentration should include that information in the proposal (see Section 12 below). The decision regarding whether project credits will count towards a concentration is made by the appropriate division chair.

Selecting an Advisor
Students must choose an advisor whose area of scholarly expertise most closely aligns with their area of inquiry. Students should consult with their Honors Council contact as well as with other members of the Honors Council and/or the appropriate division chairs for advice on identifying an Honors project advisor. Faculty who are on sabbatical do not usually serve as Honors project advisors. Only faculty who will be on campus (i.e., the Wellesley campus) for the entirety of the two-semester Honors project may serve as advisors. Adjunct faculty may be advisors if their contracts go through the duration of the student's Honors project. Staff members cannot serve as Honors project advisors. If possible, students should choose an advisor whom they know and who knows their work style and habits. Students should not assume that a faculty member in the relevant field will necessarily agree to be an advisor; they may, therefore, need to adapt their proposal in order to find an appropriate faculty member.

When appropriate, students may work with two advisors. If there is more than one advisor, both need to sign off on the proposal, the faculty assessment report, and the final project. Further, a regular meeting schedule should be set up with both. It should be clear at the outset how the advisors will work together, who will be responsible for what aspects of the project, and which advisor will grade each portion of the project.

Final Proposal Approval and Credit Allocation
At the end of Honors Seminar II, after the student has handed in the final proposal (including the advisor's approval signature), the Honors Program Director will read the proposal to verify that it meets Honors Program standards and to allocate credits. Students will be notified by the Associate of the Honors Program once the proposal is approved.

All students must submit an approved proposal no later than the end of their junior year. Students are required to complete a proposal before leaving for study abroad if they will be away from Babson during the second semester of junior year. Those students who are studying abroad for all of junior year must complete their proposal while abroad by enrolling in Seminar II online. **No proposals will be accepted in the senior year**. Students who have not submitted an approved proposal by the end of the junior year will not be able to continue in the Program.

10. The Honors Project
The capstone experience of the Honors Program is the year-long Honors project. Students work closely with one or more faculty members to complete work on either a scholarly project or a scholarly project with a creative component. The project is not simply a synthesis of prior research; rather, it is a substantial contribution to its field of inquiry. The scope of the project depends on the nature of the chosen discipline. Regardless of the area of inquiry, students develop strong research and writing skills.

Scheduling the Honors Project
Students are discouraged from taking an overload – i.e., more than 16 credits per term, including the 4-credit project – while registered for an Honors project; if they wish to do so, they must petition the Office of Academic Services and the Honors Council by meeting with the Faculty Director of the Honors Program and their Class Dean.

Types of Honors Projects
The two general types of honors projects are:

Scholarly Honors Project
A traditional research project allows students to study in a range of disciplines over the course of two consecutive semesters. The first semester of the project includes the development of a research question, a literature search, a research methodology, and data sources for the project. Students are expected to produce written work regularly and to complete at least 20-25 pages of writing by the end of the first semester. The second semester focuses on analysis of the data, development of conclusions drawn from the research, and final revisions of the written project.

Scholarly Project with a Creative Component
An Honors project with a creative component allows students to study, practice, and shape original artistic expression in a range of disciplines including, but not limited to, fiction, poetry, painting, photography, and film. The dual outcome of an Honors project with a creative component is the generation of artistic work, in addition to critical writing, reading, and research in the discipline. In addition to a scholarly consideration of the precedents and contexts for their own creative work, students may include a journal of their creative process as part of their project. While each creative project will require its own process and timeline for the year, there are some general guidelines. By the end of the first semester, students working on a creative project should show concrete evidence of their productivity in both artistic expression and the research area of their discipline.

Credits for Honors Projects
The project receives four credits per semester for a total of eight credits. Credits are allocated by the Director for either advanced liberal arts electives or general electives. Students are awarded credits in one or the other area based on the advisor's division. Students who undertake honors projects in Arts and Humanities or History and Society may be eligible for Advanced Seminar (46XX) credits, subject to the approval of the appropriate Division Chair.

Projects with advisors in the Accounting/Law, Math/Science, Technology, Operations and Information Management or Economics Division will be awarded either type of credit based on the nature of the project, since upper level courses in those divisions may be oriented toward either management or liberal arts perspectives. Occasionally, there is a project that straddles management and liberal arts disciplines. In this case, students may have two advisors for their project and, depending on where those advisors are housed and what the project's focus is, they may be eligible for four liberal arts elective credits and four general elective credits.

Concentrations
The Honors project credits may count toward concentrations. The appropriate division faculty in charge of concentrations will need to approve the allocation of those credits. Students who would like to explore the possibility of having all or part of their honors project credits count toward a concentration should contact their Class Dean and the Division Chair to begin the process.

Role of the Honors Council Liaisons and Faculty Advisors
Honors projects are assigned two Honors Council liaisons at the beginning of the first semester of work. The liaisons check on the project's progress, meet with students and advisors for progress updates and provide feedback. They also read and evaluate the completed projects.

The faculty advisor plays a key role in the research process and in the final project. The following section details the faculty role in the project:

- Meet once per week with the student. Students must meet regularly with their advisor in order to receive credit for the semester.
- Clarify specific disciplinary methodologies and research strategies.
- Meet with the Honors Council liaisons and student at the beginning and middle of the first semester to discuss the first deliverable.
- Keep Honors Council liaisons apprised of student progress throughout the writing process.
- Submit an assessment on student progress that evaluates the student's project work in relation to:
  - Development and feasibility of a working thesis or set of themes.
  - Quality of research or related explorations.
  - Quality of the written work and the scope of that writing.

- ○ Ability to focus the project topic on a specific area.
- ○ Work habits, including meeting deadlines for writing and individual conferences.
- ○ Adherence to the project timeline.

If the faculty advisor feels that the advisee will not be able to complete a successful Honors project, the advisor should address this matter clearly in the written report and at the interim meeting. While most students complete the Honors project, not every student succeeds. If projects are not deemed worthy of Honors credit by either the advisor(s) or the Honors Council liaisons, students will receive independent study credit for their work and will no longer continue as members of the Honors Program.

Honors Project Interim Meetings and Deliverables
During the first month of the project, students schedule a brief meeting with their project liaisons and advisor to describe the topic and agree on a timeline.

Approximately two months after the start of the semester, students and faculty advisors meet with their Honors Council liaisons to discuss the status of the project in an interim meeting. Students are responsible for setting up the meeting no later than the date set by the Honors Council. Students must provide the following to the advisor and liaisons:
- Completed Student Self-Assessment Form (Copies of the student and faculty assessment reports are in Appendices B and C.)
- A one-paragraph abstract of their Honors project
- A copy of their original proposal
- 20-25 pages of writing (or, in the case of statistical or creative projects, an equivalent amount of work agreed upon by the student, advisor, and liaisons)

During this meeting, students should note the current status of the project and its relation to the Honors project proposal as well as address any issues regarding timeline deadlines and research difficulties. The written work as well as the student assessment are submitted electronically by the student to the assigned liaisons (with a copy to the Associate Director). Faculty advisors fill out a form assessing the student's progress and adherence to the research plan and timeline, which is submitted to the Associate Director.

At this meeting, project liaisons will work out with the student and advisor what additional materials they require to be submitted to them at the specified date at the end of the first semester of the Honors project. Liaisons may also call for a second interim meeting to assess student progress. This meeting will take place during the first week of classes of the student's second honors project semester before the end of the add/drop period.

Honors Project Format
Honors projects should:
- Be double spaced and have numbered pages.
- Be thorough and consistent in their citation format, and use one of the standard styles (e.g. APA, MLA etc.).

- Include an appropriately formatted title page as **the top page** when the Honors project is bound. Please see Appendix D for a sample title page.
- Include a table of contents and an abstract.

The length of an Honors project is dependent on its scope. Most Honors projects are at least sixty pages in length. Students are encouraged to review projects from previous years (available in the Babson Library archives and by appointment with the Associate Director) to get a sense of the range of approaches and length. An electronic PDF copy must be turned in to the Associate Director of the Honors Program in Hollister 208 one week prior to the honors project presentation day. At that time, students are asked to sign a form granting permission for the Honors Program to release information regarding their project to members of the Babson community and to the press (Appendix E).

Honors Project Expenses
Students who incur project specific costs (excluding books, printing, and binding) may petition the Honors Council for funding assistance, subject to availability. The student should write to the Associate Director with a detailed budget and explanation of the request. If approved, the student is required to present receipts of their expenses for purposes of reimbursement.

Honors Proposal and Project Due Dates
Due dates will be strictly adhered to for both the Honors proposal and the Honors project.

Honors Project Grades
Students will receive a grade for their Honors projects at the end of each semester of work. The grade is given by the advisor; Honors Council liaisons do not participate in awarding the grade, although in both semesters they need to approve the project for it to move forward. In the first semester, students will be assessed on the quality and quantity of their completed research and written work, adherence to their proposal and timeline, and potential to finish the project. At the end of the first semester, if the project receives a B+ or above from the advisor, and approval by the Honors Council liaisons, students will be registered for the second semester of the project. If the grade is below a B+, credits for the first semester of work will be converted to independent study credits. In that case, the students will no longer continue with the honors project or as members of the Honors Program. The second semester of work must also receive a B+ or above from the advisor in order to be passed on to the Honors Council liaisons for consideration as an Honors project. If the liaisons then approve the project, it is accepted for Honors credit. In both semesters, students must adhere to deadlines (for the first deliverable, completion of the project, etc.) and meet all other requirements set forth in this handbook in order to have their project considered for Honors credit.

Honors Project Presentations and Banquet
The Honors project presentations and banquet are the culmination of the Honors Program experience. The presentations and banquet are scheduled for late afternoon and evening at the end of the academic year. The presentations are a communal, public celebration of intellectual life and scholarly enquiry. In individual display areas, seniors present their

findings and projects to fellow Babson students, faculty, and administrators. Presentations may include PowerPoint material, graphs, table displays, bibliographic sources, etc. The presentation booths are set up for drop-in visitors for approximately two hours. Following the presentations there is a celebratory reception and dinner with students, their Honors project advisors, Honors Council members, and a limited number of students' family and friends. All seniors participate in the Honors project presentations as a way of sharing their research with, and acknowledging their place within, the academic community of the College.

11. Graduation
In order to graduate with Honors, seniors must have fulfilled all of the requirements of the Honors Program outlined above, including completion of an approved Honors project. Further, they must have at least a 3.4 cumulative GPA by the end of the senior year. Prior to graduation, all program participants' academic records are reviewed. If students do not achieve the requisite GPA at the time of graduation, they cannot be Honors Program graduates, even if they have successfully completed the Honors project. At graduation, Honors Program students march at the front of their class. They wear Babson Honors Program medallions and their diplomas reflect that they are Honors Program graduates, which is the highest honor bestowed upon a graduate from the College.

12. Honors Program Administration
The Honors Program is administered by a Faculty Director, an Associate Director, and the Honors Council, which consists of faculty from the various academic divisions. Members of the Honors Council select students for admission to the program, act as liaisons to the Honors project, join students at Honors Program activities and events, and set policy for the Program. Honors students are encouraged to contact the Director or Associate Director or any member of the Honors Council with questions, concerns, or ideas for new initiatives for the Honors Program.

> G. Shankar – Faculty Director, Honors Program, Babson 325, ext. 4470
> Sabrina Stehly – Associate Director, Honors Program, Hollister 211, ext. 4080
>
> *Honors Council*:
>
> Cristina Alberti – Accounting and Law
> Richard Bliss – Finance
> Eric Chan – Math and Science
> Eliana Crosina – Entrepreneurship
> Sarah Foster – Math and Science
> Leslie Garbarino – Accounting and Law
> Krista Hill-Cummings – Marketing
> Jon Hodge – Arts and Humanities
> Madeline Kneeland – Management
> Zhi Li – TOIM

Jason Mohaghegh – Arts and Humanities
Paul Schmitz – History and Society
G. Shankar – TOIM
Jason Wong – Economics

13. Appeal Policy

If Honors students have an exceptional situation that prevents them from meeting Honors Program requirements or policies (e.g., serious illness), they should meet with the Director and/or Associate Director to discuss the possibility of an appeal. Appeals are made by submitting a written petition to the Honors Council. The Council will consider the appeal and inform students of their decision. A probationary period may be granted based on the appeal and the specific terms and conditions of the probation will be outlined in writing. The following requirements and policies may not be appealed:

- The Code of Conduct policy.
- Enrollment in both seminars and attendance at the Cape Cod Retreat.
- Course grades.
- Residency requirement for two consecutive semesters while completing the Honors Project.

Appendix A

Babson College Honors Program
<u>**Code of Conduct**</u>

The Honors Program at Babson College provides an outstanding opportunity for students to further their academic and co-curricular development. Students who successfully complete the requirements of the Honors Program graduate with academic distinction, the highest honor bestowed on a graduate of the Undergraduate Program. The requirements and policies of the Honors Program are set forth in the Honors Program Handbook. Students who participate in the Honors Program are expected to be models of academic excellence and personal integrity in both curricular and co-curricular activities.

<u>**Members of the Honors Program are expected:**</u>
❑   To be aware of Honors Program policies and guidelines and take responsibility for the successful completion of program components.
❑   To show consistent interest and involvement in the Honors Program by attending events, hosting overnight students, meeting with program faculty and staff, etc.
         o   Mandatory events include:
             ▪   City as Text: January 24, 2025
             ▪   Overnight Cape Cod Retreat: March 28 – 29, 2025
❑   To RSVP promptly for Honors Program events and notify the Associate Director should their RSVP status change.

This Code of Conduct supplements the general rules and policies of Babson College. Students who violate this Code of Conduct, the Honors Code or other College rules or policies jeopardize their continued membership in the Honors Program. In cases of academic dishonesty, students found responsible by the Judicial Board or in administrative proceedings will be considered to have violated this Code of Conduct. If the academic infraction results in a student receiving an "F" for the course, probation or suspension, the student will be dismissed from the Honors Program. For non-academic infractions, students who are removed from campus housing, suspended or expelled from the College will be dismissed from the Honors Program. Membership in the Program is a privilege, not a right. Therefore, students will be held to a high standard of conduct commensurate with this privilege.

By my signature I acknowledge that I have read and understand the Honors Program Handbook and the Honors Program Code of Conduct. I agree to abide by the Honors Program Code of Conduct. I authorize both the Judicial Board and the Offices of Student and Campus Life to release information to the Honors Council regarding any violation of the Honor Code, any College policies or regulations, or this Code of Conduct.

_____
Signature

_____
Printed Name

_____
Date

Appendix B
Honors Project Title Page Format

<div align="center">

TITLE

by (your name)

Advisor(s)

Awarded (May or December, 20XX)

</div>

_____   _____
Prof. G. Shankar   Advisor Name