The Bryant University Honors Program

Handbook
A Message from the Director and Associate Director

On behalf of the Bryant University Honors Program, we are delighted you have chosen to join our community of scholars. We welcome you to engage and make the most out of your Honors Program experience.

For many years, Bryant has been graduating Honors students who have proven themselves to be exceptional - academically, personally, and professionally. Our program places emphasis on scholarship, service, self-awareness, and success.

The Honors Student Handbook is a summary of the rules, regulations, and requirements that are in effect for all Bryant University Honors Program students. It is an important publication for you to read and reference throughout your time as a member of the Honors Program. It outlines the benefits and responsibilities of being an Honors student, as well as the policies and protocols put forth by the Faculty Honors Council. The information contained in this handbook will serve as a helpful tool as you navigate the program during your four-year tenure at Bryant.

Thank you for joining the Bryant University Honors Program. We wish you success and look forward to working with you as a member of the Honors Program.

Edi Tebaldi, Ph.D.
Honors Program Director
Professor of Economics, Department of Economics

Susan Baran
Honors Program Associate Director
Senior Lecturer, Department of Communication

Updated January 2020
# Bryant University Honors Program

## Raising Standards of Excellence and Scholarship

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Welcome to The Bryant University Honors Program

I. Vision & Mission

Vision
The Honors Program vision fosters and facilitates a community of exceptional students through Scholarship, Service, Success, and Self-Awareness.

Mission
The Honors Program challenges students to expand their education and prepares them to make a difference in their future professions and in the world. A complement to their studies in their major and minor, the program encourages members to step out of their comfort zones and fully experience the interdisciplinary nature of learning. Members extend their education far beyond textbooks by taking part in a wide variety of experiences designed to explore subjects in greater detail.

Academic Excellence
Classroom and curricular rigor sets a higher standard for Honors students and prepares them for graduate study and career excellence.

Scholar-Mentor Relationships
World-tested mentors offer a wide range of support, including guidance, motivation, program knowledge, experience, and connections to key resources.

Cultural and Social Enrichment
Activities that spark creativity and drive innovation help students develop a broadened perspective and competitive advantage. Critical thinking and team building are emphasized.

Professional Development
Diverse learning opportunities, conferences, and project collaborations aid students in building a formal framework for earning academic and professional credentials.
II. What Sets Bryant’s Honors Program Apart?

Early Registration:
Register early for classes, ensuring that you are able to secure your first-choice courses. This privilege is entirely contingent upon students maintaining the required GPA and attending Co-curricular and Service Events throughout the year.

The Honors Living & Learning Community:
Surround yourself with a supportive community of dedicated high achievers committed to doing great things, as well as aiding and challenging one another.

Specially Designed Courses:
Delve into subjects in both business and the liberal arts in a more in-depth and comprehensive manner.

Honors Scholars Trip:
Travel as a group to a select destination to tour companies and network with Bryant alumni and other industry, government, and nonprofit leaders.

Research Support:
Financial support is available to conduct research and attend conferences. More information and the form to officially request support can be found in later sections.

Peer and Faculty Mentors:
Build relationships with juniors, seniors, and faculty members who will help you find your path and connect with vital resources.

Global Citizenry:
Earn credits by exploring other countries and fostering global citizenry through opportunities such as the Honors Sophomore International Experience and semester-long study abroad programs.

The Honors Thesis:
Conduct a comprehensive research project in a subject of your choosing, guided by a faculty mentor.
Honors Service Opportunities:
Learn how to make a difference in your community through teamwork, planning, and active engagement.

Speakers and Seminars:
Hear from and interact with a diverse range of speakers from a variety of fields.

III. General Policies
   A. Requirements
      1. GPA

Students must maintain a minimum cumulative Grade Point Average (GPA) of 3.40 to remain in the Honors Program. Failure to maintain the GPA requirement will result in removal from the program.

The student’s GPA is monitored every semester and decisions to remove underperforming students will be communicated by the end of each academic year. Students who are dismissed from the program due to low GPA can petition to be reinstated by submitting a formal request to the Honors Program Director.

      2. Courses

Honors Students must complete seven Honors classes, including Honors Research Methods and Thesis Proposal (HON 390) and the Honors Thesis (HON 490), for a total of 24 Honors credit hours. A variety of Honors courses are offered every semester, giving students options to fit their schedule. The Honors course requirements/electives for each year are listed in the next section of the handbook. Another option to fulfill course requirements is by contracting. Information about how to contract an Honors course can be found in the student section of the handbook.

In addition to traditional classes, the Honors Program also offers an Honors section of the Sophomore International Experience (SIE) and up to 3 credits for Study Abroad coursework. Details about the SIE and Study Abroad opportunities are explained in more detail in a later section.
3. Completion of the Honors Thesis

For students to graduate from Bryant University with the “Honors” distinction, they must complete the Honors Thesis (HON 490) along with course and other program requirements.

4. Co-curricular Activities

All Honors Students are expected to give back to their community and participate within the Honors Community throughout their time at Bryant. There are a variety of co-curricular and service events offered throughout the year for students to attend. Some of these options include, but are not limited to the following: Honors Scholars Thesis Presentations, Honors Speaker Series, Moving the Needle on Community Services, and select Student Honors Council Events.

First-year Honors Students are required to attend a minimum of six co-curricular and service events throughout the academic year. Sophomore, junior, and senior Honors Students are expected to attend a minimum of four events throughout the academic year. In addition to the minimum event requirements, first year through junior year Honors Students must attend at least one Honors Thesis Presentation each year.

In order to receive credit for attending the co-curricular and service events, students must check in on the [Corq app](#) on their smartphone with the Event Pass. Attendance for all Honors Program events will be tracked using this system and students will not be credited for attendance otherwise.

B. Petition to Join the Honors Program

All Bryant students who have completed at least one semester of coursework can petition to join the Honors Program. A membership petition must be submitted to Marcia Beaulieu, the Honors Program Coordinator, at mbeauli@bryant.edu and should include the following documents: 1) a cover letter explaining why you want to join the program; 2) your resume; and 3) your unofficial Bryant transcript. In addition, the candidate must ask two Bryant faculty to submit letters of recommendation via email to Ms. Beaulieu at mbeauli@bryant.edu.

Incoming students who were not initially invited to join the Honors Program upon the admission offer to Bryant can petition to join the Honors Program prior to starting their studies. A membership petition must be submitted to Marcia Beaulieu, the Honors Program coordinator, at mbeauli@bryant.edu and include the following documents: 1) a cover letter explaining why you
want to join the program; 2) your resume; 3) your high school transcript; 4) a writing sample; and 5) two High School faculty references. Applications must be received at least 45 days before the start of the academic year at Bryant University.

C. Dismissal from the Honors Program

An Honors student can be dismissed under the following conditions:

- **Failure to Maintain GPA:** The student’s GPA requirement is monitored every semester and decisions to remove underperforming students will be communicated by the end of each academic year.

- **Failure to meet co-curricular activity requirements:** The co-curricular activities status is checked every semester and decisions to remove students who are not meeting co-curricular activity requirements will be communicated by the end of each academic year.

- **Lack of progress with Honors coursework:** By the end of the second semester of the junior year, Honors students must have completed 18 Honors credit hours.

- **Failure to submit an Honors Thesis proposal:** Honors students are required to start their Honors Thesis process in the Junior year and submit an Honors Thesis proposal by the end of the spring semester of the junior year.

- **Failure to complete an Honors Thesis:** Honors students are required to submit and present their Honors Thesis during the senior year.

- **Violation of any of Bryant’s academic and disciplinary policies, as determined in the Bryant University Undergraduate Student Handbook.**

D. Probation and Reinstatement to the Honors Program

Students on probation will lose privileges and must meet with the Honors Program Director to create a plan to address deficiencies that might have caused the probation status. The probation status will be lifted and privileges restored upon approval by the Program Director of a plan to meet program requirements and mitigate deficiencies. Failure to develop and secure approval of a plan will result in dismissal from the Honors Program.

Students who are dismissed may be reinstated by submitting a formal request to the Honors Program Director. The request must include a rationale for reinstatement and include a plan to address deficiencies that might have caused the dismissal. Students dismissed due to violations of Bryant academic and disciplinary policies must submit a reinstatement petition to the Faculty Honors Council.

Updated January 2020
I. Course and Co-Curricular Requirements by Year

### Bryant University Honors Program

#### Raising Standards of Excellence and Scholarship

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<th>First Years</th>
<th><strong>Fall Semester</strong></th>
<th><strong>Spring Semester</strong></th>
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<tr>
<td><strong>September</strong></td>
<td><strong>Attend the Honors Welcome Event</strong></td>
<td><strong>April</strong></td>
</tr>
<tr>
<td><strong>Honors Living and Learning Community: GFOB / GFCL</strong></td>
<td><strong>Honors Co-Curricular and Service Events (6)</strong></td>
<td><strong>June</strong></td>
</tr>
<tr>
<td><strong>Sophomores</strong></td>
<td><strong>Fall Semester</strong></td>
<td><strong>Spring Semester</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Honors Co-Curricular and Service Events (4)</strong></td>
<td><strong>April</strong></td>
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<td></td>
<td></td>
<td><strong>May</strong></td>
</tr>
<tr>
<td><strong>Juniors</strong></td>
<td><strong>Fall Semester</strong></td>
<td><strong>Spring Semester</strong></td>
</tr>
<tr>
<td><strong>November</strong></td>
<td><strong>T-Pitch</strong></td>
<td><strong>Early February</strong></td>
</tr>
<tr>
<td><strong>Honors Research Methods and Thesis Proposal (HON390)</strong></td>
<td><strong>1) Declaration of Intent</strong></td>
<td><strong>2) Prospectus</strong></td>
</tr>
<tr>
<td><strong>Honors Study Abroad</strong></td>
<td><strong>Honors Co-Curricular and Service Events (4)</strong></td>
<td><strong>May</strong></td>
</tr>
<tr>
<td><strong>Seniors</strong></td>
<td><strong>Fall Semester</strong></td>
<td><strong>Spring Semester</strong></td>
</tr>
<tr>
<td><strong>October</strong></td>
<td><strong>Honors Scholars Trip</strong></td>
<td><strong>Mid April</strong></td>
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<td><strong>Late April</strong></td>
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<td><strong>Early May</strong></td>
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</table>
| | | | **Honors Senior Thesis (HON490)**

II. Moving the Needle on Community Service

Meaningful community service not only changes and affects the world, it should also change the individual engaged in the process. Through a creative and innovative development of community service activities, we enable our students to create pathways of engagement both on and off campus and to build and practice the skills to plan, interact, and engage wherever they have identified a need to produce positive change.
Under the supervision of the Honors Program, students will own the process from ideation, through active engagement and evaluation to enable them to apply these lessons to countless challenges in their own lives, communities, and work environments in the future. They will be guided by themes such as critical thinking, financial and cultural literacies, and accountability.

All First Year Honors Students are required to work on their Moving the Needle initiative throughout the year, thereby helping those in the communities around them. This project, though it begins during students’ first year at Bryant, will continue to grow with them during their time at university.

III. Honors Courses

Listed below is a non-comprehensive list of Honors courses offered for students to earn Honors credit and reach the 21 Honors credit requirement before the completion of the Honors Thesis presentation.

A. Courses in the College of Business
   - GFOB 100: Honors Global Foundations of Organizations and Business
   - FIN 201: Honors Financial Management
   - MKT 201: Honors Global Dimensions of Marketing
   - ISA 203: Honors Business Information Technology and Analytics
   - ACG 203: Honors Principles of Financial Accounting
   - ACG 204: Honors Principles of Managerial Accounting
   - MGT 203: Honors Management for Organizational Leadership
   - LGLS 211: Honors Legal Environment of Business
   - BUS 400: Honors Business Policy

B. Courses in the College of Arts and Sciences
   - GFCL 100: Honors Global Foundations of Character and Leadership
   - WRIT 106: Honors Writing Workshop
   - MATH 110: Honors Mathematical Analysis
   - ECO 113: Honors Microeconomics
   - ECO 114: Honors Macroeconomics
   - LCS 121: Honors Introduction to Literary Studies
   - COM 204: Honors: The Process of Communication
   - LCS 243: Honors: The Anthropology of Globalization

Updated January 2020
C. Courses for the Honors Thesis
- HON 390: Honors Research Methods and Thesis Proposal
- HON 490: Senior Honors Thesis

IV. Request for Research Support

Financial support is available to assist Honors Students with their research and data collection, as well as to attend conferences. There is a $1,000 limit for travel and/or conference support, but approval for other aspects of research support is at the discretion of the Honors Program Director. If you are looking for research support, please fill out the Request for Research Support form and send it to the Honors Program Director (honorsdirector@bryant.edu). The form, along with all other Honors Program forms, is available on Engaged in the Documents section.

V. Honors Sophomore International Experience (SIE) and Study Abroad

The Honors Program of Bryant University is committed to educational enrichment and fostering global citizenship by offering support and opportunities for students to earn honors credit during their Sophomore International Experience (SIE) and/or semester-long study abroad programs at leading institutions of higher education.

Honors Sophomore International Experience (SIE)
Sophomore Honors Students will have the opportunity to apply for Honors SIE. There will be one Honors-designated SIE available each year, and 30 students will be selected based on an application process. The Honors SIE will have a more scholarly focus in comparison to traditional SIE opportunities, including lectures and visits to universities while visiting a country. It will also include business visits and time to explore the visited countries. Honors students may qualify for a travel award that can be used to defer the costs of the SIE.
Study Abroad Policy for Honors Students

Bryant University Honors students who pursue study abroad coursework at Dublin City University (DCU) in Ireland, Strathclyde University in Scotland, Birmingham University in England, and the University of Konstanz in Germany can request that up to 3 credits of coursework be post-contracted as Honors coursework.

Students will (1) submit to the Bryant University Study Abroad Office their transcript for validation and grade conversation and (2) upload on the Blackboard website of the Honors Program office a study abroad portfolio describing their experience, community engagement, and scholarship activities beyond the classroom during their study abroad. The grade assessment from the Study Abroad Office together with the study abroad portfolio will be reviewed by the Honors Program and a decision to grant (or not) Honors credit will be issued.

VI. Honors Scholars Trip

The Honors Scholars Trip is one of the many benefits given to seniors who are part of the Honors Program and in the process of completing their Honors Theses. For a nominal deposit fee, students receive the opportunity to go to cities such as San Francisco, Washington DC, and Chicago. These trips include business engagement and presentations, visits to museums, universities and non-profits, sightseeing, and alumni gatherings.

VII. HON 390: Honors Research Methods and Thesis Proposal

This course introduces students to the process of preparing an Honors thesis proposal and research methods that can be applied to social sciences, business, humanities, and creative arts disciplines. Students will work in a multidisciplinary environment and learn and practice how to define research objectives, explore alternative methodologies, and consider the nature of disciplines and the importance of interdisciplinarity in scholarly inquiry. Students are also required to identify a thesis advisor to work with throughout the semester to prepare and present their senior thesis project.

HON 390 is assigned three (3) credit hours and counts as a Liberal Arts Elective.
VIII. HON 490: Senior Honor Thesis

A. HON 490 Registration

HON 490 is assigned three (3) credit hours. Members will be permitted to register for this course in the fall or spring of their Senior year after the successful completion of the seven honors courses (21 credits) and the attainment of senior status (classification code 07-08).

Honors students receiving approval for their Thesis Proposal (i.e., approval at Review 3; see Thesis Review Process information below) will be registered for the Honors Thesis (HON490). Students who wish to graduate in December rather than May will be registered for HON490 for the fall semester of their Senior year. Members with only six completed honors classes should consult the Honors Program Director and their assigned Academic Advisor to develop the needed senior year Honors coursework.

B. Applying for Department Credit

You must determine where you need to apply the three (3) hour credits for HON490 course. The Honors Program allows you to apply these three (3) credits in either your academic concentration, minor, or elective areas. This decision depends on what credits you need to graduate and how much flexibility you have in making this decision and should be carefully discussed with your Academic Advisor. In order to do this, students must have approval from the department from which they wish to receive credit for the course. The Faculty Advisor must be a member of the Department from which the student is requesting credit.

C. Credits for an Honors Thesis: Guiding Principles

The following guiding principles are for situations when students wish to enroll in any (i.e., course or directed study) Capstone course in a specific discipline, in addition to enrolling in HON490 (i.e., complete an Honors Thesis).

1. Different Faculty Advisors are recommended. Faculty Advisors for HON490 and a discipline-specific Capstone Course (e.g., Economics Capstone Course) should not be the same people. As students begin HON490 in their Junior year, they will already have chosen a Faculty Advisor for HON490 by the time they wish to enroll in the discipline-specific Capstone course. If they plan to enroll in a discipline-specific Capstone course, they must
determine who will instruct that discipline-specific Capstone course and, if possible, choose a Faculty Advisor who is not teaching it.

If the instructor for the discipline-specific Capstone course is not known at the time the Honors Thesis Faculty Advisor is chosen, and it later turns that the discipline-specific Capstone instructor is the same person as the previously selected HON490 Faculty Advisor, it is recommended that a replacement Faculty Advisor for the HON490 Thesis be sought (preferably the Editorial Reviewer). The replacement Faculty Advisor for the Honors Thesis must be approved by the Honors Director, as was the case for the original Faculty Advisor.

2. **Different output is required for an Honors Thesis and a Capstone Project.** We believe that learning how to have projects build on one another is an important research skill. It is appropriate, then, that an Honors Thesis and a Capstone project be conducted in the same discipline. It is important, however, that the output of the two projects is different and that the output of each of the projects is worthy of 3 course credits.

3. **Department Chair approval required.** Department Chairs approve an Honors Thesis as being worthy of credit within their respective Departments. This approval is given at the Final Proposal stage. Department Chairs will also be asked to approve Honors Thesis and discipline-specific Capstones for credit in their department at the time a student makes a Formal Declaration of Intention to Complete an Honors Thesis. It is understood that the Department Chair will only sign off on the Thesis projects when criteria 1 & 2 above are satisfied.

**D. The Honors Thesis**

The Honors Thesis Project can be conducted in one of three areas: a Traditional Research Thesis, a Creative Project, or a Problem-solving Project. The type of scholarly project approach you will choose will depend on your research discipline, subject research area, and Faculty Advisor’s scholarly interests. Please discuss this type of project approach carefully with your Faculty Advisor.

**Traditional Research Thesis:**
Following a traditional model, one type of project is a written compilation of work that adds to the knowledge in the field. In terms of substance, a Thesis is more than a brief research paper in terms of scope, depth, and contribution. It may address a problem or issue that has not been adequately addressed in the research literature or has not been addressed from the particular perspective proposed by the Honors Thesis Candidate. The Thesis extends the research
completed by others to include the member’s own creative and critical thinking. The candidate must demonstrate a commitment to scholarship in the final product. The Thesis, at the undergraduate level does not necessarily need to present an original contribution to the knowledge base of a discipline. However, it should be a well-developed and creative application of existing ideas using alternative methodologies, theories, concepts, or populations.

Creative Media and Arts Project
For members interested in certain academic disciplines, a more appropriate project may be an original production or performance. For example, members majoring in Management with a focus on operations may choose to develop a prototype production system. Students majoring in Information Systems and Analytics may develop a piece of software designed to solve a particular business problem. Students with a concentration or minor in Communication may choose to complete a project in the form of a video documentary. Students with an interest in Literature and Cultural Studies may choose to write original poetry. These types of projects would be accompanied by an explanatory essay of at least ten pages that documents the origins of the project and its contribution.

Problem Solving Project
Problem-solving projects require members to evaluate and respond to a particular problem or situation. A wide variety of options would fit with this approach. For example, in the area of marketing, a problem-solving project problem might be focused on evaluating the current image of a product or service and developing a marketing campaign to enhance that image for a client organization in the community. Such projects also might include: developing an accounting system and training program for a small business; developing and implementing a public awareness program; developing and delivering an education or training program for a particular constituency. Business plans, consulting studies and operations analyses are examples that could provide the basis of this alternative.

Framework for the Honors Thesis: The area of concentration of the Thesis may affect how the document is structured. The table below provides a basic structure, but the Faculty Advisor and the Student can determine how to best organize and present their Honors Thesis Project.
<table>
<thead>
<tr>
<th>Motivate the project</th>
<th>Business</th>
<th>Sciences</th>
<th>Creative and Applied Arts</th>
<th>Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarize previous work in this area</td>
<td>Literature Review</td>
<td>Literature Review</td>
<td>Influences: Which artistic schools of thought influence the direction of the project - influences based on aesthetics, genre, and theme?</td>
<td>Literature review: How have scholars researched this topic? Identify the major schools of thoughts.</td>
</tr>
<tr>
<td>Frame project goals. What questions will be answered. What will this project do that is new or better? How will we know when the goals have been met?</td>
<td>State testable hypotheses</td>
<td>State testable hypotheses and/or the space of themes and methods to explore.</td>
<td>Creative Originality: What is original and unique in this project? Is it a unique medium, theme, presentation? Does the project question past or current thoughts on the subject, challenging those positions and raising new insights?</td>
<td>Working thesis: Identify the major purpose and goals of this project. Is this project original and unique? Does the project question and/or enhance the standard literature on the subject. Does it raise new questions and insights?</td>
</tr>
<tr>
<td>Explain the process to be followed</td>
<td>Methodology</td>
<td>Materials and Methods</td>
<td>Artistic Process Statement: What will be the steps of the creative process, including attention to drafting, experimentation, and revision?</td>
<td>Methodology: What primary sources will you consult? Do you intend to amplify your sources with other methods of research such as oral interviews? Other possibilities?</td>
</tr>
<tr>
<td>Do the project</td>
<td>Empirical or theoretical core of the work</td>
<td>Empirical or theoretical core of the work</td>
<td>Completion of Project: Determine How the project will present a recognizable beginning, middle, and end. Project should have a coherent message throughout --- visually and in written form.</td>
<td>Interpret your evidence. Specifically, how have you interpreted your evidence? How does this expand our knowledge of the subject that you have researched?</td>
</tr>
<tr>
<td>Interpret results and reflect on the outcome. Connect result to previous work. Consider the goals and the process with respect to the outcome.</td>
<td>Conclusions/Discussion</td>
<td>Conclusions/Discussion</td>
<td>Address motivation, artistic influences, artistic process, and results. Critique of work.</td>
<td>Conclusion. Construct argument with clear evidence which substantiates your thesis.</td>
</tr>
<tr>
<td>Report/present on the outcome.</td>
<td>Final presentation and paper; directions for future work</td>
<td>Final presentation and paper; directions for future work</td>
<td>Present the project: stage the project in a case of performance, display at an installation in the case of artistic mediums, present a reading in the case of poetry and fiction. Submit a final document</td>
<td>Final presentation of the paper and discussion. Identify directions for further inquiry</td>
</tr>
</tbody>
</table>
E. CITI Certification and Human Subjects Review

CITI
Honors students are required to complete the CITI Human Subject Access and Certification module titled “Social and Behavioral Responsible Conduct of Research.”

To register for CITI, go to: https://about.citiprogram.org/en/homepage/. Click “Register” and type/select “Bryant University” from the list of universities/colleges. Follow the instructions to select the course “Social and Behavioral Responsible Conduct of Research.”

Upon completing the course you will receive certification. Forward an electronic copy of the certificate to the Honors Program office.

IRB
Any activities included in an Honors Thesis Project that may have an impact on human subjects must be reviewed and approved by the Bryant University Internal Review Board (IRB) to ensure that the rights of subjects are protected. This requirement is necessary under federal law. The forms to submit a proposal to the Bryant IRB can be found at http://my.bryant.edu/portal/irb/proposal.htm. Activities subject to the review process include testing, written surveys and personal interviews under University sponsorship.

If your project includes these types of activities, discuss the situation with your Faculty Advisor and contact the IRB Chair for additional information. While these individuals can provide the assistance on this task, it is the member’s responsibility to allow ample time in the schedule to complete this review. Usually, the IRB review should be done soon after the submission of the student’s Thesis Proposal.

Under no circumstances should data gathering begin until an approval is received from the IRB committee.

F. The People Involved in an Honors Thesis

Faculty Advisor
All Bryant full-time faculty (tenured, tenure-track, senior lecturers or lecturers) can serve as advisors and reviewers. Lecturers and senior lecturers will seek the approval of the department chair before making a commitment to the student to serve as the student’s Honors Thesis advisor.
Adjunct instructors are not eligible to serve in this role. There are instances where exceptions to
the policy regarding eligible faculty may be made by the Director of the Honors Program.
Exceptions will only be considered if the respective Department Chair is in agreement with the
faculty member being given the opportunity to serve as an advisor to Honors Thesis.

HON490 is a long and intensive project, thus students are encouraged to select a Faculty Advisor
as soon as possible, preferably before their T-Pitch (Review 1 of the Thesis Project (see Thesis
Review Process below). Information about Faculty members can be obtained on Bryant
University Academic Departments’ websites.

The selection of the Faculty Advisor is a critical choice. Honors Thesis Candidates should
choose a Faculty Advisor by considering the faculty member’s expertise as well as the potential
for a close working relationship as the Thesis will require frequent interaction with the Faculty
Advisor. As the type and objective of the Thesis become more known, individuals should begin
to consider the selection of a Faculty Advisor during their junior year. It is typical, although not
required, for members to ask a faculty member whose course was of special interest or
importance to the member or whose area of specialization coincides with the member’s interests.
Students should not be reluctant to approach faculty about project supervision. Supervising an
Honors Thesis is an honor and privilege for the faculty member, not a burden.

Faculty Advisors will meet on a regular basis with the Honors Thesis candidate until the work is
complete. The frequency of these meetings will be determined by the Faculty Advisor and the
student based on the requirements of the Thesis. It is recommended that these meetings occur
weekly, and should be no less frequently than once a month. The purpose of these meetings is for
the member to ask questions, seek guidance, and receive feedback. The Faculty Advisor's role is
to provide direction and encouragement to the student. Whatever the agreed upon meeting
schedule is, it is important that the student communicate frequently with Faculty Advisor. More
communication is better than less about the student’s work.

Early in the project, the most critical task for the Faculty Advisor is to assist the student in
refining the scope and focus of the study into a "reasonable and achievable" Thesis while
developing a strategy and timetable for successfully completing the effort. The Faculty Advisor
reviews drafts and progress on the project as well as provides detailed feedback. Typically, a
Thesis will require a series of revisions. The member is expected to provide the Faculty Advisor
with ample time to read, review, and comment on each revision. Likewise, the Faculty Advisor is
expected to provide feedback as expeditiously as possible to the student.
Editorial Reviewer
The Editorial Reviewer is selected by the student and Faculty Advisor. The Editorial Reviewer typically becomes involved in the project when significant deliverables (reports, simulations, video, etc.) are available. However, the Editorial Reviewer can become involved earlier, at the option of the member. While the Editorial Reviewer’s responsibility is not as significant as the Faculty Advisor, the member should provide ample time for the Editorial Reviewer to read, view and comment on all stages of the project effort. Only members of the University community are eligible to serve as an Editorial Reviewer. Editorial Reviewers however, do not need to be knowledgeable in the discipline in which the Thesis is completed. Therefore, Editorial Reviewers do not need to be Faculty Members and may include Librarians or Writing Center employees.

Librarian
During the Junior Thesis Workshops you will be assigned to a reference librarian. Library personnel serve as exceptional resources to assist students with research materials, sources, and data research. As one of your first steps in preparing your Thesis, you should establish an early and continuing relationship with the librarian as an additional resource to help you. Please contact Laura Kohl, Director of Library Services, (lkohl@bryant.edu) if you have not been assigned a librarian at the Junior Thesis Workshops.

Honors Thesis Writing Coach
Each Honors Thesis candidate will be provided access to an Honors Writing Coach. The Writing Coach serves as an additional resource to help Honors students succeed in completing their Thesis. The Writing Coach will be available to help each candidate with the writing and presentation of the project, as well as with motivational issues that may arise during the Thesis process. The Writing Coach, along with the program librarians, will hold workshops during the fall and spring semesters to provide additional assistance to Thesis candidates. Both the Writing Coach and assigned librarian will act as additional support on a Candidate’s Thesis team. However, they are not intended to be a substitute for the primary relationship between Faculty Advisors and their students.

Faculty Honors Council Members
The 12-member Faculty Honors Council consists of at least five faculty members from the College of Arts and Science and five faculty members from the College of Business, as well as the Associate Provost. The Faculty University Honors Council is charged with reviewing and approving all Honors Thesis projects. The goal of this Review Process is to provide developmental feedback that will assist students in strengthening their work. The goal is not to approve or reject proposals and projects; rather, it is to strengthen them so they reflect the
appropriate challenge and rigor required to merit designation as an Honors Thesis at Bryant University.

G. Manuscript Progress Reviews

In order to ensure that positive and consistent progress is occurring, students will be required to submit a series of progress reviews. The schedule of these progress reviews will be determined between the Faculty Advisor and the Honors student.

Senior Honors candidates who fail to substantiate significant progress will not be registered for HON 490 for their final semester of academic work. If prior to the Formal Thesis Presentation (Review 6 below) the member fails to show progress toward completion of the Honors Thesis, one of two options will occur: a) conversion to a directed study, or b) withdrawal from the Program.

- Conversion of the HON 490 into a directed study for the department assigned. The Honors Thesis course will be dropped and a directed study will be added (assigned to the same faculty advisor). The member will also be withdrawn from the Program. For example: An HON 490 course assigned to the marketing department will be “converted” to MKT497.
- Withdrawal from the HON 490 course and withdrawal from the Program.

In these situations, the member will be notified in writing by the Program Director. The directed study will require formal University approval using approved procedures.

H. Thesis Review Process

The Faculty University Honors Council is charged with reviewing and approving all Honors Theses as they progress from T-Pitch through to the completed Thesis following the review process below.

1. T-Pitch (Review 1)
   a. The T-Pitch is held in the Junior year.
   b. Thesis idea is proposed to Faculty Honors Council Members at the T-Pitch event.
   c. Students receive verbal feedback from Honors Faculty Council members and other faculty members.
2. Prospectus (Review 2)
   a. The Prospectus is developed with guidance from the Faculty Advisor.
   b. Prospectuses are reviewed by Faculty Honors Council members and written feedback is provided to the student by the Director of the Honors Program.
   c. Students may be asked to provide additional information or make revisions to their project Prospectus for Review 3.

3. Proposal (Review 3)
   a. Students submit the written Proposal with updates based on feedback from the Faculty Honors Council and their Faculty Advisor on their Prospectus.
   b. Faculty Honors Council members review the Proposals and written feedback is provided to the student. Students will meet with their Faculty Advisor to discuss the Faculty Honors Council’s feedback and how to address it going forward in their research.
   c. In some instances, the Faculty Honors Council may require students to revise and resubmit their Proposal if it has not met the minimum requirements of rigor and challenge expected of an Honors Thesis. These revisions must be completed no later than the first week of December (October for December grads).

4. Meeting with Writing Coach (Review 4)
   a. Students will meet with the Writing Coach to assess writing progress. A summary of this meeting will be sent to the Honors Director to highlight student advancement or potential areas of concern.
   b. Faculty Advisors will report on student progress to the Director.

5. Thesis Presentation Practice Session (Review 5)
   a. Students informally present their Thesis at a practice session.
   b. Practice sessions are held approximately 2 weeks prior to the Thesis presentation.
   c. Faculty Honors Council Members and other faculty members will provide verbal feedback to students following the presentation. The purpose of this feedback is to identify areas of concern that need to be addressed for the successful completion of the Thesis.

6. Formal Thesis Presentation at Celebration of Academic Excellence and Innovation (Review 6)
   a. Students formally present their Thesis at the Celebration of Academic Excellence and Innovation, held in April (December grads will present their Theses in December).
   b. Faculty Honors Council Members and the Honors Director may provide additional development feedback, if needed, based on the student’s formal Honors Thesis public presentation.

*Important: Students enrolled in HON 390 will complete steps 1 - 3 above as part of the course requirement.*

Updated January 2020
IX. Annual Honors Banquet Awards

The following awards are presented to students and faculty who have demonstrated outstanding commitment to the Honors Program, and the recipients are recognized at the annual Honors banquet in April. All nominations for these awards are due on March 31st. Self-nominations are encouraged.

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<tr>
<th>Award</th>
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<th>Recognition</th>
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<td>This award will be presented annually to an Honors Student who is preparing or has completed an Honors Thesis. Preference is given to students who have provided leadership to a nonprofit organization and who have a significant overseas educational experience.</td>
<td>Plaque $1,000 cash prize</td>
</tr>
<tr>
<td>Provost Honors Scholar Award</td>
<td>This award will be given to a senior who has exhibited outstanding scholarship in the Honors Program. This includes academic achievements such as advanced research, workshop and/or conference participation, and quality of the Senior Thesis. The student will possess a dominating presence in the program in terms of being academically exceptional and highly engaged in the overall program.</td>
<td>Plaque $1,000 cash prize</td>
</tr>
<tr>
<td>Honors Faculty Mentorship Award</td>
<td>This award will be given to a faculty member who has gone above and beyond as an Honors thesis advisor. The recipient will be someone who has consistently demonstrated a dedication to the program and to its students through guidance, mentorship, and the importance they place on advancing scholarship among Bryant Honors students. This is an individual who is highly respected for their unwavering attention to students and their contribution to exceptional student outcomes.</td>
<td>Plaque</td>
</tr>
<tr>
<td>Honors Outstanding Services</td>
<td>This award will be given to a staff member or student council member who has been an integral part of the day-to-day operations of the Bryant Honors Program. This person is someone who has worked tirelessly to assist the staff in organizational and promotional tasks, idea execution, and overall program development. They will have proven themselves an invaluable member of the program with respect to its foundational and operational needs.</td>
<td>Plaque $500 cash prize</td>
</tr>
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</table>
X. Contracting Honors Courses

A. Purpose and Philosophy

The objective of the Honors Program is to cultivate an environment with honors members “raising the bar” for themselves and creating a unique environment. The philosophy for contracting courses is not to increase the load for the student, but instead create an opportunity for students to focus their efforts on an "honors-based" goal and a specific objective, not simply fulfilling a program requirement. Honors courses should accept the notion of "challenge with a purpose." It is suggested that a contracted course should be considered in situations which will define a set of course deliverables that will:

- lead to increased knowledge and experience for personal and professional development, including career and graduate school placement, or;
- begin compiling knowledge or research for the Senior Honors Thesis.

All Honors contracts must be submitted for approval by the third week of classes during the semester in which you plan to contract the course.

B. Grading Criteria

In consultation with the Honors student, the faculty member must document in a revised syllabus the additional requirements and deliverables that the honors member must fulfill in order to complete the contracted class.

The “Honors-level” deliverable work must denote at least thirty percent of the final grade calculation. The grading criteria must be quantifiable in nature (defined in either point or percentage of total grade). The syllabus for the Honors Contract Course must be submitted by the Instructor through Banner. The difference between the syllabus for the regular students and the Honors student(s) should be clearly evident on the syllabus that is submitted.

C. Honors Contract Process

**Step 1:** You must review the Honors Contract Course Guidelines above to understand what is required of you when contracting a class. Once you have reviewed all materials regarding contracting, it is strongly recommended that a preliminary discussion is conducted with your Faculty Supervisor.

Updated January 2020
Step 2: You must then initiate the contract process by making an appointment with your Academic Advisor. Your academic advisor will walk you through the process and send you an email to begin the process.

Step 3: Make an appointment with your faculty instructor (any full time member of the faculty, e.g. Professor, Associate Professor, Assistant Professor, and Lecturers) to discuss the rationale for how the course will meet the Honors contract criteria. Ensure the Faculty Member has a copy of this document and understands how to prepare the syllabus.

Step 4: You should now click on the link that was sent to you by email to begin the online process. Please make sure your pop-ups are enabled or the process will not work.

Step 5: Click on Read Instructions and read the information that is opened up in your new browser. Once you have completed reading the instructions you may exit the browser and the window will update with a new prompt.

Step 6: The new window will take you to a screen that looks like Step 5. You must now click the box next to “I have read and understand the instructions”, which confirms that you have viewed the instructions and are ready to continue the contract process.

Step 7: You will now enter the rationale that has been discussed by you and your faculty supervisor during your initial meeting. After adding in the rationale, an email is generated to your faculty supervisor which will have the option to edit the honors contract rationale and if necessary, work with you to update it.
Step 8: Once your faculty supervisor approves the rationale and has attached an appropriate syllabus, your contract will be sent to the Honors Director for approval. Once approved you will receive an email to notify you that it has been approved. In order to receive credit for the contracted course you must complete the tasks described in the syllabus. At the end of the semester your Faculty Instructor and Honors Program Director will electronically sign off that you have completed the contract.

XI. Student Honors Council Overview

A. Application Process

Student Honors Council applications are sent out during the fall semester and are open to first year and second year students. Applicants will submit the required information through the application, which can be found in the Documents section on Engaged. After submitting a completed application, the applicant will then be invited to interview with a member of the Student Honors Council leadership team. Decisions regarding Honors Council applications are made as soon as possible during the fall semester in order for new students to become involved and engaged within their committees early on in the semester.

B. General Member Expectations

General members are expected to:

1. Attend and participate in weekly meetings for the council, unless an excused absence is noted 
2. Attend all events hosted by their committee (eg. members of the social events committee should attend all social events) 
3. Attend three events hosted by any other committee each academic year 
4. Volunteer at annual events hosted by the Honors Program, such as helping with registration at the Honors Thesis Presentations and the Honors Thanksgiving Dinner 

C. Structure of the Student Honors Council

The Student Honors Council is overseen by the President and the Vice President, who are responsible for running the weekly meetings as well as being the liaison between the Student Honors Council and the Honors Program Office. The Student Honors Council is made up of four committees: Community Service, Professional Development, Social Events, and Peer Mentoring. Each of the four committees is run by a committee chair selected at the end of the spring
semester prior to the next academic year. The descriptions for each committee can be seen below.

- **Community Service**: Works with the Associate Director of the Honors Program to plan and execute “Moving the Needle” community service events for Honors First Year students.
- **Professional Development**: Helps the Associate Director of the Honors Program plan and execute the “Honors Speaker Series” events along with planning events to help Honors students further their professional careers.
- **Social Events**: Plans activities and outings for Honors students to attend.
- **Peer Mentoring**: Organizes events specifically for Honors peer mentors to foster relationships with Honors First Year students.

Each committee is composed of the committee chair, a marketing chair, and general members. Listed below are the responsibilities for each of the leadership positions on the Student Honors Council.

<table>
<thead>
<tr>
<th>Position</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>Abide by General Member Expectations as well as:</td>
</tr>
<tr>
<td></td>
<td>- Preside over the council</td>
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<td></td>
<td>- Oversee the Honors Council weekly meetings</td>
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<td></td>
<td>- Attend weekly meetings with the Honors Program Staff</td>
</tr>
<tr>
<td>Vice President</td>
<td>Abide by General Member Expectations as well as:</td>
</tr>
<tr>
<td></td>
<td>- Coordinate social media posters with the Marketing Chair of each committee</td>
</tr>
<tr>
<td></td>
<td>- Oversee the Honors Council weekly meetings in the President’s absence</td>
</tr>
<tr>
<td></td>
<td>- Attend weekly meetings with the Honors Program Staff</td>
</tr>
<tr>
<td>Committee Chair</td>
<td>Abide by General Member Expectations as well as:</td>
</tr>
<tr>
<td></td>
<td>- Coordinate your committee’s events with the Honors Program Office</td>
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<tr>
<td></td>
<td>- Be the main contact for your committee’s events</td>
</tr>
<tr>
<td></td>
<td>- Track your committee members’ attendance at events</td>
</tr>
<tr>
<td>Marketing Chair</td>
<td>Abide by General Member Expectations as well as:</td>
</tr>
<tr>
<td></td>
<td>- Design posters for your respective committee</td>
</tr>
<tr>
<td></td>
<td>- Coordinate advertising for your committee’s events with the Vice President</td>
</tr>
</tbody>
</table>

*Updated January 2020*
Faculty

I. Contracting Honors Courses

A. Purpose and Philosophy

The objective of the Honors Program is to cultivate an environment with honors members “raising the bar” for themselves and creating a unique environment. The philosophy for contracting courses is *not to increase the load* for the student, but instead create an opportunity for students to focus their efforts on an "honors-based" goal and a specific objective, not simply fulfilling a program requirement. Honors courses should accept the notion of "challenge with a purpose." It is suggested that a contracted course should be considered in situations which will define a set of course deliverables that will:

- lead to increased knowledge and experience for personal and professional development including career and graduate school placement, or;
- begin compiling knowledge or research for the Senior Honors Thesis.

B. Eligibility

Only full-time faculty members (tenured, tenure-track, and lecturers) are eligible to sponsor an Honors contract course. Adjunct instructors are not eligible to contract honors courses. There are instances where exceptions to the policy regarding eligible faculty may be made by the Director of the Honors Program. Exceptions will be considered only if the respective Department Chair is in agreement with the faculty member being given the opportunity to contract an Honors course.

C. Grading Criteria

In consultation with the Honors student, the faculty member must document in a revised syllabus the additional requirements and deliverables that the Honors Member must fulfill in order to complete the contracted class.

The “Honors-level” deliverable work must denote at least thirty percent of the final grade calculation. The grading criteria must be quantifiable in nature (defined in either point or percentage of total grade). The syllabus for the Honors Contract Course must be submitted by the
The difference between the syllabus for the regular students and the Honors student(s) should clearly evident on the syllabus that is submitted.

D. Examples of Honors Contract Syllabi

Click here for examples of Honors Contract Syllabi:
https://engaged.bryant.edu/organization/honors-program/documents

E. Honors Contract Process

It is the student’s responsibility to meet with the Faculty member to discuss contracting the class for Honors credit and begin the process with their Academic Advisor. Once the Academic Advisor begins the process, the Faculty member will receive an email indicating the student’s intent to contract an Honors course. The Faculty Supervisor will have access to the system to start the application process by clicking the “Click to Process Application” found in the email, or by going to Banner Self Service and manually entering the application.

Step 1: Receive an email indicating the student’s intent to contract an Honors course. The Faculty Supervisor can start the application process by clicking the “Click to Process Application” found in the email or by going to Banner Self Service and manually entering the application.

Step 2: Upload the Honors syllabus
When adding the syllabus you may either upload:

- An Honors syllabus version of the proposed Honors Contract Course clearly indicating the Honors content and grading.
- The standard course syllabus with a detailed addendum outlining the thirty percent difference between the regular course syllabus and the honors contract course.

Note: You will only be allowed to upload one document.
**Step 3:** Add the Honors Contract Rationale based on your discussion with the student.

**Step 4:** Agree to supervise the Honors Contract Course.
Step 5: By the end of the semester the Faculty Supervisor will receive an email from the Office of the Registrar to certify that the student fulfilled the Honors requirements. Faculty will click on the link for each student contracted for an Honors course and choose YES or NO to indicate fulfillment of Honors rationale. If YES is selected, the Registrar’s Office will add the Honors designation to the course. Grades should be submitted through Banner as usual.

Note: A “View” button has been added on the individual student detail screen so that you can view the syllabus that was uploaded by the faculty supervisor for the course for this student.

- If the person logged into the system is the faculty supervisor for the student, then the faculty supervisor will also see the “Delete Syllabus” option so they can delete the currently uploaded syllabus and then re-upload a new syllabus if needed. This can be done at any stage of the application.

- A “Cancel” button has been added on the student detail screen that only the Registrar’s Office will have access to when an application has a status of “S” so they can cancel the application for a particular CRN if they know that it is not moving forward with the process.
II. Faculty Advisor for the Honors Thesis

A. Eligibility

All Bryant full-time faculty (tenured, tenure-track, senior lecturers or lecturers) can serve as advisors and reviewers. Lecturers and senior lecturers will seek the approval of the department chair before making a commitment to the student to serve as the student’s Honors Thesis advisor.

Adjunct instructors are not eligible to serve in this role. There are instances where exceptions to the policy regarding eligible faculty may be made by the Director of the Honors Program. Exceptions will only be considered if the respective Department Chair is in agreement with the faculty member being given the opportunity to serve as an advisor to Honors Thesis.

B. Expectations

HON490 is a long and intensive project, thus students are encouraged to select a Faculty Advisor as soon as possible. It is typical, although not required, for students to ask a faculty member whose course was of special interest or importance to the member or whose area of specialization coincides with the member’s interests. Faculty Advisors will meet on a regular basis with the Honors Thesis candidate until the work is complete. The frequency of these meetings will be determined by the Faculty Advisor with the student based on the requirements of the Thesis. It is recommended that these meetings occur weekly, and should be no less frequently than once a month. The purpose of these meetings is for the member to ask questions, seek guidance, and receive feedback.

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Updated January 2020
Faculty Advisors are also expected to attend multiple events throughout the course of their students’ senior year. This includes the Thesis Practice Session, the Celebration of Academic Excellence and Innovation kickoff in April of the Spring semester and to introduce the student at the beginning of the Thesis Presentation, and the Honors Awards Banquet.

III. Editorial Reviewer for the Honors Thesis

A. Eligibility

Members of the University community are eligible to serve as an Editorial Reviewer. Editorial Reviewers however, do not need to be knowledgeable in the discipline in which the Thesis is completed. Therefore, Editorial Reviewers do not need to be Faculty Members and may include Librarians or Writing Center employees.

B. Expectations

Editorial Reviewers are selected by the student and Faculty Advisor. The Editorial Reviewer typically becomes involved in the project when significant deliverables (reports, simulations, video, etc.) are available. However, the Editorial Reviewer can become involved earlier, at the option of the member. While the Editorial Reviewer’s responsibility is not as significant as the Faculty Advisor, the member should provide ample time for the Editorial Reviewer to read, view, and comment on all stages of the project effort.

Editorial Reviewers are also expected to attend multiple events throughout the course of their students’ senior year. This includes the Thesis Practice Session, the Celebration of Academic Excellence and Innovation kickoff in April of the Spring semester, the student’s final Thesis Presentation, and the Honors Awards Banquet in the absence of the Faculty Advisor.

IV. Annual Honors Banquet Awards

The following awards are presented to students and faculty who have demonstrated outstanding commitment to the Honors Program, and the recipients are recognized at the annual Honors banquet in April. All nominations for these awards are due on March 31st. Self-nominations are encouraged.
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<td>Scholar Award</td>
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<td>Honors Faculty Mentorship</td>
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V. Faculty Honors Council Overview

The Faculty Honors Council reviews and makes recommendations to the Committee on University Organization related to the Bryant University Honors Program. This includes the following tasks:

- Review and make recommendations on admissions/entrance/retention requirements for undergraduate honors students;
- Review and make recommendations to Curriculum Committee regarding curriculum requirements for undergraduate honors students;
- Review Junior and Senior Honors Thesis Projects, T-Pitches, Prospectuses, Proposals and completed Thesis;
- Assist in ensuring that all involved in the Honors Program function as an Honors community;
- Provide support to the Director of the Honors Program in efforts to strengthen the Honors Program.
## 2019-2020 Membership

<table>
<thead>
<tr>
<th>Member</th>
<th>Title</th>
<th>Department</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alan Olinsky</td>
<td>Professor</td>
<td>Information Systems &amp; Analytics and Mathematics</td>
<td>Arts &amp; Sciences</td>
</tr>
<tr>
<td>Brian Blais</td>
<td>Professor</td>
<td>Science &amp; Technology</td>
<td>Arts &amp; Sciences</td>
</tr>
<tr>
<td>Charlie Cullinan</td>
<td>Professor</td>
<td>Accounting</td>
<td>Business</td>
</tr>
<tr>
<td>Dave Louton</td>
<td>Professor</td>
<td>Finance</td>
<td>Business</td>
</tr>
<tr>
<td>David Ketcham</td>
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<td>Terri Hasseler</td>
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<td>Laura Hayward</td>
<td>Associate Registrar</td>
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Resources

A. Honors Program Forms

All of the Honors Program forms listed below can be found on the Honors Program Engaged portal in the Documents section. Many of these forms are also available on Blackboard.

- Honors Council Application Form
- Request for Research Support
- Junior T-Pitch Instructions
- Declaration of Intent to Complete the Honors Thesis
- Honors Thesis Prospectus Forms and Instructions
- Project Summary Template Instructions and Examples
- Honors Thesis Proposal Outline and Approvals Form
- Digital Commons Depository Agreement

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