The Honors College at UMass Lowell

Faculty Handbook

Challenge ~ Encourage ~ Celebrate
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Honors College Mission Statement

Our mission is to challenge, encourage, and celebrate undergraduate students who pursue a path of academic excellence on their way to becoming advanced scholars, working professionals, creative artists, and/or community leaders.
General Honors College Information

Included in this section:

- General Contact Information
- Honors Advisor List
- Entrance Requirements
- The Rules of the Honors College
- Frequently Asked Questions
Contact Information

Dean: Dr. Jim Canning  
James_Canning@uml.edu
O'Leary Library 124  
978-934-3633

Director: Elizabeth Donaghey  
Elizabeth_Donaghey@uml.edu
O'Leary 300E  
978-934-279

First Year Learning Communities  
Coordinator and Data Manager: Elizabeth Farmosa  
Elizabeth_Farmosa@uml.edu
O'Leary 122  
978-934-2798

Student Success Coordinator: Megan Hadley  
Megan_Hadley@uml.edu
O'Leary 300C  
978-934-5412

Transfer Coordinator and Advisor: Erin Maitland  
Erin_Maitland@uml.edu
O'Leary 300D  
978-934-5771

Administrative Assistant: Cathy Hadley  
Catherine_Hadley@uml.edu
O'Leary Suite 300  
978-934-2797

Honors Advisor: Misao Rogers  
Misao_Rogers@uml.edu
O'Leary 107

Honors Advisor: Sheila Jenkins  
Sheila_Jenkins@uml.edu

Honors Visiting Faculty and Thesis Coordinator: Rae Mansfield  
Rachel_Mansfield@uml.edu
O'Leary 300E

Honors Visiting Faculty: Julian Zabalbeascoa  
Julian_Zabalbeascoa@uml.edu
O'Leary 300E

Honors College Office  
University of Massachusetts Lowell
Honors College
O'Leary Library 3rd Flr  
978-934-2797
61 Wilder Street  
www.uml.edu/honors
Lowell, MA 01854
Honors Advisor List

In addition to their academic advisor, Honors students also have an Honors advisor based on their major. If a student has Honors questions, please refer them to their appropriate Honors Advisor. All students should meet with their advisor upon entering their Honors College.

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<tr>
<td>Biomedical</td>
<td>Rachel Mansfield</td>
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<td>Accounting</td>
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Entrance Requirements

To join the Honors College, students must first complete the Honors Membership Form (found in Appendix A: Honors Membership Form). *Please note that these criteria are subject to change. For current criteria, students are encouraged to speak with the Honors College.* Our specific criteria are listed below:

For a student to automatically qualify for entrance to the Honors College, they must meet the following requirements:

**Incoming Freshmen:**
Entrance requirements for incoming freshmen are based on a sliding scale. For the incoming FA16 class, to be eligible to Honors, incoming freshmen must meet at least one of the following criteria.*

- At least a **3.5 GPA** and a **minimum SAT score of 1220** (or 27 on the ACT)
- At least a **4.0** and a **minimum SAT score of 1180** (or 26 on the ACT)
- At least a **3.25 GPA** and a **minimum SAT score of 1300** (or 29 on the ACT)
- If applying to UMass Lowell under the NO TEST option: At least a **3.75 GPA**

*Please note – these criteria are subject to change between academic years.

**Incoming Transfers:**
To join the Honors College, incoming transfer students must have achieved a **cumulative 3.25 GPA previous institution.** (If they have attended multiple institutions, they must have earned a cum 3.25 GPA at their most recent institution.)

**Current Students:**
To join the Honors College, current UMass Lowell students must have achieved at least a **cumulative 3.25 GPA at UMass Lowell.**

**Please note:**
- If a student does not meet the entrance requirements but is still interested in joining, they are encouraged to speak with an Honors College Staff member. In some cases, it is possible that the Director and Dean will allow students to join still or be placed on a probationary semester. Interested students who do not automatically qualify will have to meet in person with someone in Honors to be considered.
- These entrance criteria only indicate that someone is eligible to join Honors. To officially join Honors, students must fill out the Honors College Membership Form. Incoming Freshmen and Transfers who qualify for Honors will be invited to join and sent the Membership Form. Current students interested in joining may fill out our Membership Form which can be found in our office (O’Leary 300) or by going to [www.uml.edu/honors](http://www.uml.edu/honors).
Incoming Transfers and Current Students interested in Honors must meet with an Honors Advisor as soon as possible to determine if it is feasible for them to complete Honors College requirements.
The Rules

(Last Updated: August 2016)

The Honors College at UMass Lowell is a campus-wide honors program. To graduate with a Commonwealth Honors designation the honors student must satisfy four CHP requirements.

They are:

- **CHP 1**: Earn a cumulative **3.25 grade point average**.
- **CHP 2**: Successfully complete the 8 Honors course requirements, the H1 – H8. These are not designed to be extra courses, but just different courses.
- **CHP 3**: Complete and submit at least one approved **Enrichment requirement** (E1) for each semester active in the Honors College.
- **CHP 4**: Create and present either an **Honors Project or an Honors Thesis**.

**The H1 – H8 Honors Course Requirements**

All Honors students must fulfill eight honors course requirements, H1 – H8. For most students, these are **not extra courses**, but different versions of courses that will satisfy credits necessary for graduation. Dedicated honors courses are typically lower enrollment, more engaging, seminar-like classes. Please note that **students must earn a “B” or better in an honors course for it to fulfill an Honors requirement**.

*Deviations from any of the H1 – H8 honors requirements must be formally requested by submitting an Honors Petition for Exception which can be obtained from www.uml.edu/honors. The petition must be approved by the Dean of the Honors College.*

The H1 through H8 Honors Course Requirements are:

- **H1**: Take HONR.1100 First Year Seminar in Honors (FYSH). This course also satisfies an Arts and Humanities (AH) general education course requirement.
- **H2**: Take an honors section of ENGL.1020 – **College Writing II**.
- **H3**: Take **any dedicated honors course**. Honors Calculus I (MATH.1410), the honors section of Introduction to Sociology (SOCI.1020), and the honors section of Professional Communication (MKTG.2010) are three examples of dedicated honors courses.
- **H4**: Take either an **Honors general education course or an Honors Seminar**. Please note that that the H4 **cannot come from the same department as the H3**.
H5: Take either a dedicated honors course offered at the 3000/4000 level, augment any 300/400 level non-honors course with an honors-by-contract, or take any graduate course. Graduate courses have 5000 course numbers or higher.

H6: Take an Honors Seminar course. A complete list of approved honors seminars is given at www.uml.edu/honors. Honors seminar courses are 3000/4000 level approved honors courses that are low-enrollment, engaging, and seminar-like. The most common examples of Honors Seminars are HONR.3200 Special Topics in Honors, HONR.3300 Special Topics Arts & Humanities Perspective, and HONR.3400 Special Topics Social Science Perspectives.

H7, H8: Satisfying these two course requirements vary according to your chosen major. These courses typically serve as the foundation for either your Honors Project (3 or 6 credits) or your Honors Thesis (6 credits). There are many ways to meet these requirements. One way is for the student to twice enroll in a Directed Studies course within their major. Another way is to use a major’s existing and mandatory capstone project course(s). To learn more precisely how you would satisfy the H7 and the H8 within your major, please consult www.uml.edu/honors.

The Enrichment Requirement (E1)

For each semester you are enrolled as an Honors student, you must fulfill what is referred to as the E1 Requirement. Completing the E1 requires two things. First, you need to attend or participate in an enrichment event that is reasonably considered outside of your major. This is generally a university sponsored event and it cannot be a class requirement. Second, you must fill out and submit an E1 form with the corresponding response paper within two weeks of the event. When filling out the E1 form, you will be asked to describe and reflect upon the event you attended. If necessary, it is possible to attend a cultural, scholarly, or service-learning event off-campus, but you should first obtain approval from the honors E1 Coordinator.

The Honors Project or the Honor Thesis

The Honors Project or Honors Thesis is the capstone of the Honors student experience, and Honors students must complete an Honors Project or Thesis to graduate as a Commonwealth Honors Scholar. Working on either an Honors Project or an Honors Thesis is one way for UMass Lowell students to grab hold of a learning experience that truly engages them. This is an opportunity to become creative and pursue a topic for 6 months to a year (one or two semesters). Honors students will be able to choose their own faculty mentor to work with the individual student, or team of students, through this process. Honors Projects and Honors Theses are varied. An Honors Project pursues either a solution to an applied problem or the creation of an artifact, such as an artistic display or scientific project. An Honors Thesis strives to create new knowledge. A student’s Honors Project or your Honors Thesis will culminate in a final document and an individual presentation. The document will be put on high-quality paper, hard-bound, and then placed into the Honors Thesis archives.
Frequently Asked Questions

General questions

What exactly is the Honors College?
The Honors College at UMass Lowell is a 24-credit (8 course) experience for high achieving undergraduate students of all majors. The Honors College is designed to offer an enriching experience that focuses on honing a student’s research, critical thinking, critical analysis, and critical writing skills through our requirements and encouraging excellence through their student years and into their future.

What are the benefits of being an Honors student?
There are several benefits to being an Honors Student at UMass Lowell, including:
- Small class sizes in dedicated Honors courses
- The opportunity to live in dedicated Honors Housing
- Preferential class registration for current students
- Scholarship Opportunities
- Fellowship Opportunities
- Working one-on-one with faculty members on independent research
- Dedicated study space in the Honors Office

What are the benefits of graduating as an Honors Scholar?
The skills developed by Honors students help them as they advance through their education or as they enter the workforce.

In applying and attending grad school, the independent research Honors students conduct as part of their Honors Thesis or Project is in line with the level of research or creative work experience that graduate schools love to see, as well as preparing them for the level of work expected of graduate students, giving Honors students a leg-up against the competition.

The critical thinking, analysis, writing, and organizational skills emphasized by our College will prepare Honors students looking to find a job or internships after college. Honors students will also have honed their public speaking and confidence skills, ideal for the working world, through the presentations that will be required of them through their courses and research.

How many students at UMass Lowell are in the Honors College?
Currently, approximately 10% of the UMass Lowell full-time undergraduate students are enrolled in the Honors College.

Is there an extra cost to enroll in the Honors College?
No, there is no extra cost or fee associated with joining or being a member in the Honors College.

Is there dedicated housing for Honors students?
Yes. Starting in Fall 2017, Honors students will have the option for dedicated Honors Housing in University Suites. Both under- and upper-classmen in honors will have the option to live in USuites. Please note, however, that Honors Housing is on a first come, first served basis. Additionally, please be aware that the pricing for University Suites is different than traditional ResHall prices. Any questions about Honors Housing or Housing in general can be directed to the Office of ResLife.
Are there study abroad opportunities for Honors students?
The Honors College has hosted a few different study abroad opportunities over the past couple years, and we do hope to plan more study abroad trips for Honors students in the future as well.
For more information on Study Abroad opportunities, students can refer to the Study Abroad office.

Are there scholarships available for Honors students?
We offer scholarships for current freshmen, sophomores, and juniors in good standing with the Honors College. We offer both traditional scholarships that will be applied to a student’s bill, as well as study abroad scholarships to help cover the cost of a study abroad trip.
Applications for the Honors Fellows Scholarships are made available during the Spring semester. However, we do not have scholarships available for incoming students.

Are there fellowship opportunities for Honors students?
Yes. At this point in time, we have two different Fellowship Programs for Honors students. The Honors Student Fellowship awards a student $1,000 for 100 hours of research or creative work conducted alongside a faculty mentor. This Fellows Program also includes the Honors Student Library Curator program, where students will work side-by-side with a librarian on campus.

Questions about joining/staying in the Honors College

What are the requirements to join Honors?
An incoming freshman must meet at least one of the following criteria to be invited to Honors.
- High school GPA of at least 3.5 and at least a 1220 on the SATs (27 on the ACT)
- High school GPA of at least 4.0 and at least a 1180 on the SATs (26 on the ACT)
- High school GPA of at least 3.25 and at least a 1300 on the SATs (29 on the ACT)
Incoming Transfer must have earned at least a 3.25 cumulative GPA from their previous college or university to join Honors.
Current students at UMass Lowell must have at least a 3.25 cumulative GPA to join the Honors College.

I am an incoming student but do not meet the invitation criteria. Can I still join/apply?
Students who are interested in the Honors College but do not meet the invitation criteria are still encouraged to apply. They can fill out our Membership Form and send that to our office along with an unofficial transcript of their previous institution. Our staff will review your application and inform you of our decision.

What is the GPA requirement to stay in Honors?
Students must maintain a cumulative GPA of 3.25 to remain in good standing with the Honors College.

What if my GPA falls below the 3.25?
If an Honors student’s cumulative GPA falls below 3.25 but is still above a 3.0, they will be placed on probation. Honors students on probation are still active in Honors, but we will monitor your GPA and semester performance. If the student’s GPA is not at least a 3.25 after a semester of probation, they will be removed from the Honors College.
If an Honors student’s cumulative GPA falls below a 3.0, they will automatically be removed from Honors.
Students who are concerned about their GPA or have questions about their probation status or removal are encouraged to speak with their Honors advisor.
What if I want to leave the Honors College?
Students can leave the Honors College at any time. Just inform our staff that you wish to be removed from the Honors College.

Do I have to join Honors before I start classes at UML / Can I join as a current student?
Current students can certainly still join Honors. As long as they have earned at least a cumulative 3.25 GPA, they are eligible to join. We encourage interested students to join before their junior year, as it becomes difficult to complete the Honors requirements the further a student progresses in their undergraduate career. Current students can speak with an Honors advisor before joining to see what Honors courses they will need to take, and whether or not it will mean adding extra courses to their schedule.

Can I join Honors if I am a part-time student/online student/graduate student.
No, the Honors College is only for full-time, day-school undergraduate students.

Questions about Classes and Requirements for Honors students

How many Honors Courses do I need to take?
To graduate out of the Honors College, students need to complete 8 required courses outlined as H1 – H8. These courses consist as a mix of general education courses all students are required to complete, as well as courses in a student’s major. For more information on the specifics of Honors courses, please refer to the “Course Requirements”

What if I have transfer credit?
Depending on how much transfer credit a student has, we will waive certain Honors requirements.
If a student transfers in with at least 30 credits, we will waive the H1 requirement.
If a student transfers in with at least 60 credits or an Associate’s Degree, we will waive the H1 and the H2 requirements.

What if I am a transfer student and took Honors courses through another college’s Honors Program or College?
If you took Honors courses at your previous college, then those courses may very well transfer into the H1-H8! You can check with your Honors Advisor, and they will let you know how that affects your course requirements for our Honors College.

What if I already have credit for College Writing II (the H2 requirement)?
If a student has credit for College Writing II by the time they join Honors, they will not be required to take it again at the Honors level. Instead, the H2 requirement can be replaced by an Honors level Arts & Humanities or Social Science gen ed.
Please note that this exception is only for students who have received credit for College Writing II prior to joining Honors. This includes having transfer credit for CWII, test credit for CWII, or taking CWII as a current student before joining the Honors College.

What is the difference between Honors courses and Non-Honors courses?
Honors sections of courses are effectively enhanced versions of their non-honors counterparts. They will still cover all the material the non-Honors version does, but instructors will often go into more detail about the subjects covered.
Honors courses are not quantity-based, i.e. not necessarily more work.
They are not designed to focus on more work for the sake of work, but rather the quality of the type of work done. Honors sections are smaller, so there is more of a focus on enriching discussions. Additionally, honors courses focus on honing a student’s critical thinking, analysis, and writing skills.

What is an Honors-by-Contract?
An Honors-by-Contract (HbC) is a vehicle that takes a non-Honors course to the Honors level by adding a “contract” piece to the existing syllabus. Students must work with the instructor to modify the course syllabus, establish extra meeting times, and ultimately make
a presentation on their independent work. *Honors Students are only allowed to use one HbC to count toward their Honors requirements to be use on a 3xxx/4xxx level course. The HbC can only be used toward the H5 requirement.*

**Will all my classes be Honors classes?**
No. Honors students are required to take 8 Honors courses (the H1 – H8), so only 24 of the minimum 120 credits a student needs to graduate will be at the Honors level. However, students are welcome to take more than the eight required honors courses if they are so inclined.

**Do I have to take extra classes to fulfill my Honors course requirements?**
For the majority of students, Honors does not mean extra courses, but rather enhanced, honors-versions of their normal required courses. *However,* if a student joins Honors after matriculation and has a substantial amount of test credit and/or transfer credit, a student may need an extra class to satisfy the H1 – H8 course requirements. The Honors Advisors will create a Program of Study with new Honors students when they meet, which will outline how a student can satisfy the Honors course requirements, and whether or not they will have to take extra courses. If you have questions, please contact the Honors Office/your Honors Advisor.

**How big are the Honors classes?/How many students are allowed to enroll in an Honors Course?**
On average, Honors courses are capped at 19 students per section.

**What is the difference between an Honors Thesis and an Honors Project?**
The Honors thesis or Honors Project satisfy same graduation requirement for Honors, but the difference is just the type of work the student is doing. An Honors Thesis is more in line with a traditional research paper, where a student addresses a question with the thesis through extensive, independent research that culminates into a long-form, written document. An Honors Project, on the other hand, seeks to create something new, and may consist of things like
A student may choose to do an Honors Thesis or Project depending on their preference or major, and may very well do something that is in-between a thesis and project.

**What is an E1?**
The E1 is an enrichment requirement students must complete once a semester. Honors students must attend an event or function on campus that is outside of their major that is academically, socially, or culturally enriching in some manner, and then submit a corresponding response paper. Honors students must complete and submit one E1 a semester. Students will be notified about upcoming events, but are also encouraged to seek out their own events. Questions about the E1 requirement or what qualifies as an E1 can be directed to Megan Hadley, the E1 coordinator.
Being an Honors Faculty Member

Included in this section:

- Teaching an Honors Course
- Learning Outcomes for Honors Courses
- Honors-by-Contract
  - Honors-by-Contract examples
Teaching an Honors Course

By teaching an Honors course, you are saying that you want work with highly motivated students and encourage them to delve deeper into topics covered in the course, as well as inspire them to expand their breadth and depth of their knowledge.

If you are interested in teaching a departmental honors course (an honors section of an existing course within a department) faculty should talk with the department chair or college dean.

If you are interested in designing and teaching an Honors Seminar, faculty are encouraged to discuss their ideas with the Honors College Dean. However, it is important that faculty also discuss this option with their departmental chair. There is no guarantee that departments will grant a course release for teaching an Honors Seminar, and it is entirely up to a faculty’s department to grant clearance to teach an honors seminar, or any other honors course.
Learning Outcomes for Honors Courses

As defined by the National Collegiate Honors Council

Source: http://nchchonors.org/faculty-directors/honors-course-design/

Every Honors instructor is different and every Honors course is different. Still, there do seem to be some characteristics that are common to many, if not most, Honors courses. Below are some guidelines that you may find helpful. In the words of one Honors faculty member, the finest instructors are those who are "willing to share the responsibility for teaching and learning with their students. The key to a successful Honors program is not the intelligence of the student or the subject matter of the course, but the attitude and approach of the instructor."

Objectives
Most Honors courses will have the following five objectives, or some variation:

1. To help students develop effective written communication skills (including the ability to make effective use of the information and ideas they learn);
2. To help students develop effective oral communication skills (while recognizing that not all students are comfortable talking a lot in class);
3. To help students develop their ability to analyze and synthesize a broad range of material;
4. To help students understand how scholars think about problems, formulate hypotheses, research those problems, and draw conclusions about them; and to help students understand how creative artists approach the creative process and produce an original work;
5. To help students become more independent and critical thinkers, demonstrating the ability to use knowledge and logic when discussing an issue or an idea, while considering the consequences of their ideas, for themselves, for others, and for society.

Let us consider each of these briefly.

Developing written communication skills
Discussion and writing are the hallmarks of Honors classes. Students become better writers (Objective 1) by using writing, both in class and out, as a means to express their ideas. Therefore, Honors courses should emphasize papers and essays, not multiple-choice exams, and emphasize ideas and active learning over information and lectures.

How Honors faculty choose to help students develop written communication skills will depend on the discipline and on the instructor’s individual views about teaching and learning. Instructors can help students develop written skills through traditional writing assignments or through other methods such as journals, creative writing, reports, critiques, reviews, in-class writing, or the use of writing as a preliminary to discussion of issues. (In fact, the latter works extremely well to stimulate discussion. Students who have written something ahead of time are more willing to share their ideas and are less likely to talk off the top their heads in class.)

Developing oral communication skills
Students become better speakers (Objective 2) by participating in class discussion and, where appropriate, by leading class discussion. Therefore, Honors program courses should be discussion-oriented rather than
lectures. Students benefit most from discussion when they are given the topic several days in advance and are asked to prepare their responses in writing ahead of time. The instructor might wish to provide some background to inform the discussion, which can then be used as a springboard to other ideas.

**Developing the ability to analyze, to synthesize, and to understand scholarly work**

Students develop the ability to think about a broad range of ideas (Objective 3) and come to understand how scholars and artists work (Objective 4) by reading and responding to primary source material, by exploring issues and problems in depth rather than quickly and superficially, and by being carefully exposed to and guided through the methods of many disciplines. Therefore, Honors courses should try to explore with students the questions and methods common to all intellectual endeavors and those that differentiate the disciplines, to give students real-world, hands-on problems to explore, and to help them understand the place of intellectual pursuit in the greater society.

The use of primary sources allows students to develop their own interpretations instead of relying on someone else’s. Cross-disciplinary readings are especially valuable, in that they give students the opportunity to synthesize ideas. But primary sources are not necessarily limited to published texts or original documents. They can, for example, be the students’ own experiences, the results of surveys or questionnaires, works of art or music, films, videos, and the like. What is important is that students have an opportunity to be engaged by primary material.

Exploring issues and problems in depth may mean that the course covers less material than conventional courses. In many courses, the amount of material covered is less important than the way the material is handled. Students need to learn to see the broad implications of each issue, as well as learning to analyze and synthesize the material. In this way, students will be able to apply what they have learned to other situations.

**Helping students become independent and critical thinkers**

Students become independent thinkers and critical thinkers (Objective 5) by working independently, yet under the guidance of responsive teachers. Therefore, an Honors course should give students a great deal of opportunity to think, write, and produce on their own (and in collaboration with their classmates) - as with papers and projects - and should give their work on-going feedback and encouragement. Honors courses should help students learn how to utilize their ideas in a broader social context - by helping them understand the origins, consequences, and principles underlying their ideas.

Honors courses should also create a classroom environment that is open to many perspectives and points of view, where students are encouraged to take intellectual risks and feel safe doing so, where they learn to respect each other (although not necessarily each others’ ideas), and where they are taught to consider both the immediate and long term consequences of their own ideas.

When students become active learners through direct involvement with an issue, they develop attitudes and habits which may make them more active in the intellectual and cultural life of the community. It also makes them more aware of the political and social realities of that community.

But for students to become truly active participants in their learning, they must become intellectual risk-takers. Therefore, Honors instructors themselves should be willing to take risks - to teach in a different manner, to be open to challenges from students, to be willing to let the classroom discussion roam freely yet fruitfully.
While Honors courses need to help students develop intellectually, instructors also need to hold them responsible for meeting the course requirements. Honors students may be brighter than the average student - more intellectually skeptical and (usually) highly motivated - but they are not necessarily better organized, better informed, or better prepared for their classes. Just like other students, they need to learn good work habits. Still, it would be unfair to hold them to a higher standard in this regard; most are, after all, 18 to 21 years old. Also, when designing an Honors course, it is important to remember that Honors courses are not meant to have more work for the sake of more work or harder work for the sake of harder work. The amount of work and its difficulty should serve a legitimate pedagogical purpose.
The Honors-By-Contract

An Honors-by-Contract is a means for Honors Students to meet one of their honors course requirements by turning an upper-level, non-honors course into an honors course. More specifically, an Honors-by-Contract is an agreement between honors students, a faculty member, and the honors college where the student agrees to take on additional honors level work to thereby receive honors credit. The extra work the student complete is designed to add to the richness of the course and the material covered. The additional component is meant to be a semester-long endeavor, as opposed to a one time paper or extra questions on a test. The Honors-by-Contract portion can be considered akin to a mini-Directed Study. Accordingly, faculty members and students are expected to meet outside of class at regular intervals through the semester. The frequency and nature of these meetings will be determined by the faculty member and students.

As the end of the semester approaches, students must complete a mandatory presentation to finalize the honors credits they will receive for the course. These presentations are typically between 10-15 minutes long, with time for question and answers at the end, that reflects the extra work the student has completed.

To initiate an Honors-by-Contract

- A student must approach a faculty member and inquire as to whether or not the instructor is willing to agree to an Honors-by-Contract. It is at the instructor’s discretion to accept the Honors-by-Contract or not.
  - If the instructor agrees, they will then need to work with the student to determine what the honors component will be. Some examples of Honors-by-Contract are provided in the following section. From there, the faculty member will then create an addendum to the existing course syllabus for the honors student to reflect the additional work. The instructor will need to adjust the grading scale on their syllabus to incorporate the new, additionally Honors assignment(s) the student will need to complete. How the honors piece and the grading scale is changed for the student is entirely up to the instructor.
  - The student will then present the instructor with the Honors-by-Contract form for the appropriate signature. Students must then submit the completed Honors-by-Contract form, a copy of the original course syllabus, and a copy of either a revised syllabus or description of the honors component to the Honors Office by the fourth Friday of the semester.

Completing an Honors-by-Contract

- Students should meet with their faculty member as determined earlier and make progress on their honors work with the class.
- Near the end of the semester, students must complete a 10-15 minute presentation (allowing another 5 – 10 minutes after for questions and answers) about the work they did for their Honors-by-Contract. Students will need to determine with their faculty how this presentation will occur. Students may give their honors presentation in-class if that is agreeable with the instructor. Otherwise, the Honors College will reserve a couple of days to
host Honors-by-Contract presentations outside of the classroom. Faculty are encouraged to attend their student’s presentation if it is outside the classroom, but are not absolutely required to.

- Students completing Honors-by-Contracts will be notified of the presentation options closer to the end of the semester. **Upon completion of the presentation, Honors students must submit the “Honors by Contract Presentation” form with their instructor’s signature to signify that they have successfully completed the Honors-by-Contract**
Honors-by-Contract Examples

*Please note:* All of these examples include work done by the Honors student in addition to all texts and assignments included in the course’s original syllabus. In every case, whether the description explicitly mentions it or not, students also completed a presentation, either in-class or outside, on their honors work for the course. *Please also note* that these are just a few examples and faculty should by no means feel restricted to following these models. They are meant as guidance or to otherwise help generate ideas for those who may be unfamiliar with the Honors-by-Contract option.

**Disabilities and Literature Honors-by-Contract**

**Objectives:**
- To expand the understanding of Disability in Literature through both additional texts and the creation of lesson plans for teaching the texts.
- In addition to all materials on the “regular” syllabus, student will complete the following

**By October 15**
- Read Lucy Grealy’s *Autobiography of a Face*
- Take notes while reading and meet with Professor to discuss the book and how to move towards a lesson plan.

**By November 15**
- Read Ann Prachett’s *Truth and Beauty*
- Take notes while reading and meet with Professor to discuss the book and how to move towards a lesson plan.

**By December 10**
- Complete any needed secondary research into print, online, or alternate sources.
- Create a lesson plan for teaching the material of one or both texts. Student and faculty will meet to discuss specific audience/age level for teaching, as well as final format of the lesson plan.

**Healthcare Systems Honors-by-Contract**

The honors student will enhance and expand their understanding of the course objectives by researching advanced aspects of the health care delivery system. This will include understanding the concept of the “integrated delivery system” (IDS) in health care and the concept of the “accountable care organization” in particular.

Subject matter will include financing, payment processes and strategies for successful operations in this relatively new model of coordinated care. Learning objectives will be met through a paper describing the measurable results achieved by a successful IDS provider, interaction with a local entity (lessons learned through experience) and a presentation of findings to the class.
The Responsible Chemist Honors-by-Contract

Students working in the chemical industry must apply their work to what they have learned in class, written in a paper. This class is teaching the student about ethics and how to be part of a lab team, as well as a researcher for a company. This paper should show the parallels of their field work and the course material.

Engineering and Ethics Honors-by-Contract

If you are enrolled in this course as “Honors-by-Contract,” you will also have to complete a final paper in addition to the usual course requirements.

The paper must be 10-15 pages (double-spaced) on a topic that related to the course material. The honors paper is designed to give you the opportunity to pursue a topic from class in more depth than we will have time to do in class, and to give you additional experience in philosophical writing and research. The research for the paper should extend beyond the required course readings, and you will be required to have a separate bibliography listing at least five sources in addition to any assigned readings that are relevant to the topic. Your final paper is due electronically by 11:59PM the day of the final exam. You will be required to meet with me formally several times during the semester in addition to any meetings or check-ins to discuss the content of your research).

Required Meetings for Honors By Contract

- First Meeting (Before Deadline for Honors Application): We will discuss the requirements of the honors project and consider possible research topics.
- Second Meeting (One-Two Weeks From First Meeting): You will propose a topic and we will discuss a tentative bibliography.
- Third Meeting (Mid-semester): You will prepare a tentative outline for the paper which we will discuss and refine at the meeting. This outline should include a formal statement of your proposed thesis.
- Fourth Meeting (By the Last Week of Class at the Latest): We will meet to discuss a draft of your paper. Because all philosophy papers require several drafts, you can expect to leave with several suggestions for revisions or refinements.
- Fifth Meeting (During Finals Week): We will go over your final draft and to talk about how to continue your research independently (if desired).

Global Music in the Classroom Honors-by-Contract

During class time in April, student will lead a one hour interactive lesson. This lesson will cover music from a particular country or region of the student’s choosing. This country or region is not one that will be covered in class at all. Student will provide all materials necessary, and lead group activities, following a lesson plan also constructed by the student.
Sound Synthesis I Honors-by-Contract

To complete Honors by Contract, student will construct an analog synthesizer, the requirements for which are as follows:

1. The synthesizer must be constructed by hand and cannot come as pre-assembled modules

2. Sound synthesis should be achieved through subtractive, additive, amplitude modulation, or frequency modulation.

3. There must be a form of pitch control (whether it be through MIDI, infrared, or any other external controller) as well as volume or gain control.

4. The electronic components of the synthesizer must be soldered on a breadboard and housed completely within a case of some sort.
The Honors Thesis/Project

Included in this section:

- The Honors Thesis/Project Process and Responsibilities of an Honors Mentor
- Being a Committee Member
- Important Deadlines
- Honors Thesis & Project Direction
The Honors Thesis/Project Process and Responsibilities of an Honors Mentor

The steps below are a summary of what students will need to do from the time they initiate their thesis/project through the point they submit their finalized documents to the Honors College. While the onus is on the honors student to assure they meet all of the requirements, this section will outline some of the responsibilities of an Honors Mentor as well as certain expectations for the student.

Generally speaking, students will follow timeline of events/milestones below when working on their Honors Thesis/Project. Please note some of these steps are time sensitive, particularly around when certain forms are due to the Honors Office. Specific dates are identified each semester, but the general deadlines are explained below and can also be found in the Important Deadlines section.

1. Identify a topic
2. Locate an Honors Mentor
3. Complete Honors Mentor Form (Submitted in the semester before the student begins their project or thesis).
4. Register for the appropriate course
5. Brainstorm and begin preliminary research
6. Identify committee members
7. Create a draft of thesis proposal to share with Mentor and Committee Members
8. Complete and submit the signed Honors Thesis/Project Proposal form with proposal
9. Continue with research and planning
10. Begin writing thesis or creating project
11. Complete draft for mentor and committee to review and give feedback
12. Revise
13. Complete final draft/project
14. Presentation
15. Submit Honors Thesis/Project Completion Form along with Thesis/Project supporting materials

Identifying a topic and locating an Honors Mentor

It will be up to the student to approach you to ask if you will be their Honors Mentor. They should discuss their thesis/project with you during the semester before they intend to begin their Honors Thesis or Project. At this point, students should have some idea of the broader topic into which they want to delve into. They may need some help working out the kinks and deciding the finer details, but it is crucial that they at least have a general idea.

Completing the Honors Mentor Form

After talking with the student, if you agree to be their Honors Mentor, you will have to sign the “Honors Mentor Form.” This declares that the student intends to begin their thesis or project, and also that you have made a commitment to the student to be their mentor. The student must turn in the completed and signed Mentor Form back to the Honors Office.
If you do not feel comfortable making the commitment to serve as a student’s Honors Mentor, you can always suggest one of your colleagues as a potential Honors Mentor. You can also volunteer to serve as a member of the student’s Honors Thesis/Project committee. For more information about serving as an Honors Committee Member, see the following section: Being a Committee Member.

Register for the Appropriate Course

The next step is to make sure the student registers for the appropriate course to receive credit for their Honors Thesis/Project both with the Honors College and with their department (if their Thesis/Project is based in their major department). Their thesis/project must be attached to a course the student is enrolled in while conducting their work, and credit cannot be granted retroactively. This course varies by department, i.e. Engineers typically use their Capstone, Nursing typically uses the Community Health Project, and other majors may use Independent or Directed Studies. If they are unsure of exactly what course to register for, they may inquire with the Honors Office. For most theses and projects, the process will span across two semesters, so students will either need to sign up for the same course again (in the case of Directed Studies), or some equivalent to their first-semester course. If you, as the Honors Mentor, are responsible as the instructor for the course, you will be responsible for grading the student.

Brainstorm and Preliminary Research

Now it is time for your student to begin working. In the summer or winter intersession before they begin their thesis/project course, students should be encouraged to brainstorm further and do a cursory review of the literature on their topic. This way, when the first semester has begun, they will have a solid understanding of their thesis or project topic. As a mentor, your student will look to you to help them filter their ideas and make sure they have clear direction. Narrowing down ideas and researching can get overwhelming for students, and they will rely on your skills and knowledge to keep them calm and on track. You will want to establish regular meetings to check on their progress.

Identifying a Committee Member(s)

Early into that first semester, your student will need find another faculty member to serve on their committee. Students need to have at least one committee member (two is preferred) who will help support the student. Generally, they act as a second reader to thesis or project and help with feedback and reviewing. Their role is significantly less involved than a faculty mentor. It is up to the student to create their committee, but they may look to you for advice or suggestions.

Draft a proposal and submit the Honors Thesis/Project Proposal Form

With the committee assembled, the student must now create their Thesis/Project Proposal. Honor students are required to submit a completed and signed Honors Thesis/Project Proposal Form to the Honors Office (prior to the start of the registration period) for approval by the Dean. This will outline the purpose of their thesis or project and the nature of their research, as well as create a timeline in which they’ve set smaller, manageable deadlines for themselves. As the Honors Mentor, you should work with the student as they draft and revise their proposal, as well as help them establish their timeline. The committee member(s) should also review the proposal before it is submitted.
**Continue with Research and Begin Writing/Creation**

After the proposal has been submitted, students should continue to work and research following their established timeline. They will be notified once the Dean has reviewed their proposal. In this stage, students will be doing their independent work, but will still rely on you for guidance and feedback. It is crucial that you check in with your student regularly during the drafting process to assure they are making adequate progress.

**Complete a draft, Get Feedback from Committee, Revise, and Final Draft**

Once they have completed their draft, you will need to review their materials and provide feedback. Additionally, the student’s committee member(s) should also critique the draft. Ultimately, a thesis or project will likely go through multiple revisions before it is totally finished, so this process may repeat a couple times before the student completes their final draft.

**Presentation and Submitting Final Materials**

Now that the Honors Project or Thesis is crafted, your student must present their work in a public setting. Where and how a student presents will depend on what you and your mentee decide. Some will use larger research symposiums, while other students will present in a smaller, more intimate setting. You, as the Honors Mentor, will need to attend your mentee’s presentation, along with their committee member(s). Otherwise, it is up to you and the student whether or not the presentation is smaller and closed, or open to others. Additionally, the method of presentation will vary – some will read their paper, others will present with a multimedia element, others may require a demonstration or exhibition—whatever method best suits the thesis or project. When you and your student have decided where they will present, they must notify the Honors Office. A representative from Honors will attend the presentation. The Honors Mentor and the Committee Member(s) must be present during the student’s presentation.

By this point, everything should be wrapping up. You may request have your mentee undergo a final round of minor edits before it is submitted to the Honors Office. Once everything is done, students must submit the final copy of their Thesis or Honors Project to the Honors Office. If it is a thesis, the materials submitted will consist of the formal paper. For an Honors Project, students can submit project materials along with an artist’s statement. In addition to their thesis or project materials, students will need to submit a completed and signed “Thesis/Project Completion Form” (see Appendix C3: Thesis/Project Completion Form) to the Honors Office. Their documentation will also need to include a properly formatted and appropriately signed cover page, which can be found in Appendix C4: Thesis/Project Cover Page Format.

If you have any further questions about the Honors Thesis or Project process, please feel free to contact the Honors Office. We are located in O’Leary Library, Suite 300 and can be reached by emailing honors@uml.edu or by calling us at 978-934-2797.

We thank you for your time and service to our Honors students. The Honors Thesis/Project is an experience we believe to be of incredible value to undergrads in line with our mission to “challenge, encourage, and celebrate” our students. Were it not for your expertise, support, and dedication to our students, this experience would not be possible.
Being a Committee Member

Along with a student’s Honors Mentor, a committee member is a crucial faculty advisor to a student as they craft their Honors Thesis or Project. Unlike Honors Mentors, the role of committee members is considerably less involved. However, they still compromise the strong support system a student needs when undertaking this endeavor.

Committee Members will effectively act as a second reader to a student’s work. They will rely on you as a member of their committee to give them feedback and constructive criticism on their work. Additionally, you may have expertise in area related to their topic.

If you agree to be a committee member on an honors student’s thesis/project, they will need to obtain your signature on their Honors Thesis/Project Proposal Form. Committee Members must also be present during an Honors Student’s defense. While it is referred to as a defense, a student’s presentation is not meant to bear the same weight of a graduate defense. This is a practice in defending their work. In the general spirit of the role of an Honors student’s committee, your role will be supportive.

However, it is important to keep in mind that the Honors Thesis or Project is not a graduate level project. These students are still undergraduates, and this may feel like an overwhelming process for many of these students as they unlikely to have ever completed a project of this scale before. Accordingly, this process is stressful for students, and they will rely on your support and encouragement in their efforts to complete their Honors Thesis/Project.
Important Deadlines

Please note that this section just includes the deadlines. For more information on what these deadlines mean and any materials students must submit are, please see the above sections. For the appropriate forms, please refer to the contents of Appendix C.

The Honors Mentor Form (Appendix C1: Honors Mentor Form)

Deadline

Prior to a student earning 84+ cumulative credits / prior to starting thesis/project work. The mentor form must then be reviewed and approved by the Honors College Dean, and the student will be informed by email that it has either been approved or a request to amend their mentor form.

What should be included with the Mentor Form

If students will have earned 84 or more credits at the end of the current semester, they must file their mentor form regardless of whether or not they plan to begin their thesis/project in the following semester. The mentor form provides instructions on what students should do in the case that they have 84 or more credits but no mentor.

If a student has a mentor, the mentor form must include the mentor’s signature. This signature signifies that the faculty member is making a commitment to act as the students honor’s mentor for their honors thesis/project. If the faculty member acting as the mentor is a full-time faculty member, students only need to submit the signed and completed mentor form. If the faculty member is not full-time, we generally ask that students submit the faculty’s CV with the mentor form. If an adjunct faculty member is interested in working with an honors student for their thesis/project, we ask that the student discuss it with the Honors College first.

Thesis/Project Proposal Form (Appendix C2: Thesis/Project Proposal Form)

Deadline:

The week prior to the start of registration (exact date will vary by semester – students should check with the Honors College for the specific deadline). This proposal must then be reviewed and approved by the Honors College Dean, and the student will be informed by email that it has either been approved or a request to amend their proposal.

What should be included with the Thesis/Project Proposal Form?

✔ The completed Honors Thesis/Project proposal form, including the signature of the Honors Mentor, as well as the declaration and signature of a committee member.
✓ A Proposal for their Thesis/Project, which should be at least two pages and include their intended topic and how they plan to complete it.
✓ A one-page timeline of when the student intends to complete various aspects of their thesis/project (e.g. research completed, outline, draft, final copy, etc.)

**Thesis/Project Completion Form** (Appendix C3: Thesis/Project Completion Form)

**Deadline:**

By Reading Day, unless granted a special exception. This may only be submitted after a student has presented and defended their thesis/project.

**What should be included with the Thesis/Project Completion Form?**

✓ The completed Thesis/Project completion form, with the signature of the Honors Mentor, Committee member(s), and the student.
✓ Their appropriate Thesis/Project documentation.
✓ A properly formatted and signed cover page for their thesis/project documentation (see Appendix C4: Thesis/Project Cover Page Format).
Honors Thesis & Project Direction

As defined by the National Collegiate Honors Council

Source: http://nchchonors.org/faculty-directors/honors-thesis-project-direction/

The subsequent information comes from the National Collegiate Honors Council. This explanation speaks more to the spirit of being an Honors Mentor to a student working on their Honors Thesis/Project. In the section following this, we will explain the expectations the UMass Lowell Honors College sets for faculty acting as Honors Mentors regarding more specific responsibilities of both the faculty and the student.

Honors students are bright and intellectually curious, and many write pretty well. By the time they begin an Honors thesis or project, most are also well-motivated. But most of them have never done a major project like a thesis before. Students who complete the thesis say that it’s the most rewarding experience of their academic lives - and the scariest. They’re scared because they don’t think they’re prepared for it, because they can’t imagine any academic project that takes this much time, because they’ve never done original research or creative work before, because they have no experience working closely with faculty, because they’ve never had to be this thorough and meticulous before, because they’ve never been taken this seriously before, because they know it’s a tremendous amount of work, and because the amount of work is almost unimaginable to them.

In addition, while some students are good at budgeting their time and meeting deadlines, many aren’t so good. And most of them really understand or appreciate how much time and effort a thesis will take. In short, they need all the support and guidance that faculty can give them. They’re capable of doing outstanding work, but they need help and prodding along the way.

Some faculty members may feel that bright students can do an Honors thesis or project more-or-less on their own, coming up with their own topic, their own research approach, their own analysis - rather like graduate students. But it’s important to remember that these aren’t grad students; they don’t have the training or the time to do a mini-Master’s. To create and complete an Honors thesis or project, they need a lot of help from their faculty advisors. Students and faculty need to work closely together, developing ideas, during the research or creative process, and writing the thesis. The thesis must be an ongoing, collaborative process between the student and his or her advisors. There are some guidelines that the faculty advisor can use to make the thesis or project experience beneficial for all involved:

1. Be Helpful
2. Be Proactive
3. Be Demanding
4. Be Collaborative
5. Be Supportive

While all these guidelines are useful throughout the entire process, each seems to be most applicable during a different stage in the process, so they’re listed here in the order they’re most likely to be needed.

Be Helpful

At the earliest stage of the thesis process, students are exploring ideas, developing a topic. Some will have good ideas that are simply too broad to be studyable, like, “I want to study crime.”
Some will have focused ideas that would be great for a Master’s thesis or a Doctoral dissertation, but not doable as an undergraduate thesis or project. Some students will have an area of interest but no topic and no idea how to approach the area. And some students will have no real idea at all. (Maybe they took a course from an instructor and found it interesting, so they decided to approach that instructor.)

At this stage, it’s tempting for a potential advisor to say, "Sure, I’m willing to work with you. Think about what you want to study and come back when you have some ideas.” Faculty should resist this temptation, because students need a lot of help during this formative stage. They need help to transform a vague interest into a doable project. They need help to fashion testable hypotheses or working questions. They need help to translate their hypotheses or questions into a realistic research plan or project schedule. They need help - advice, guidance - with their review of the literature and their actual project and their drafts. Why? Because they’ve never done anything like this before. Work closely with them and help them turn their ideas into an excellent undergraduate thesis.

**Be Proactive**

Again, the temptation for busy faculty is to tell students to go away and come back when they have something to show. But busy students tend to put off work that doesn’t have a definite due date. So thesis work - work that they have the least experience with and need the most help with - tends to get put aside. Since they have no work to show, they don’t make another appointment. Then, since they haven’t come to see their advisor, the downward spiral continues.

Students say that they’re most likely to do their thesis work when they have regularly-scheduled appointments with their faculty advisors. Students who are given specific tasks to accomplish at regularly-scheduled meetings will almost certainly complete their theses on time. Students left to their own devices frequently let things slide and wind up trying to complete their theses past graduation, over the Summer or into the next Fall semester, an unpleasant experience for everyone.

Students should never to leave their advisor’s office without scheduling another appointment, but they don’t always do this on their own. So, it’s important for an advisor to be proactive: to make regular appointments with the advisee, once a week or once every two weeks, depending on their progress. If they don’t show up for an appointment without letting the advisor know in advance, the student should call the advisor and reschedule. (Part of the thesis experience involves learning to budget time, to work with advisors, and to be responsible.) If they show up unprepared, the advisor should reschedule and take whatever steps necessary to ensure that they’re prepared next time. Advisors need to be proactive.

**Be Demanding**

To continue with the above thought, it’s tempting to let students slide, especially when they’re bright and the faculty member is overloaded. "I know I said I’d have a hypothesis for you today, but I’ve been real busy. I mean, I’ll get my thesis done before I graduate." Advisors should be reasonable but also be demanding. Insist on regular appointments. Insist that the student do the work that was agreed upon. And insist that the work be high quality. Do not settle for sloppy, incomplete, or badly-written work - even if the student gives the strongest assurance that it will all be better in the end. Generally, what you see now is what you get later.

At the same time, advisors should remember that these are not graduate students and this is not a Master’s thesis. What faculty should expect is undergraduate work of the highest quality, and our students rely on us for help, prodding, and on-the-job training to achieve that.
Be Collaborative

Students should be told right from the start that an Honors thesis or project is a collaboration between the student and the advisors. They should know that they cannot simply hand something to an advisor and say, "Here it is. Grade me." But it is important to recognize that this is the model they’re used to. The professor gives an assignment, the student does the work and hands it in, the professor delivers a grade. It is part of the thesis advisor’s job to show students a collaborative model, to work closely with them at every stage of the thesis process, to make the thesis a collaboration between student and faculty.

In some Honors programs and colleges, students have more than one advisor for their thesis or project. In these cases, a thesis should also be a collaborative process between advisors. Advisors should work in whatever way will best enable the student to meet their expectations and his or her scholarly needs. For the sake of clarity, fairness, thoroughness, and consistency, thesis advisors should consult each other on a regular basis, to compare notes, to monitor progress.

Be Supportive

An Honors thesis or project is a long process - often tedious, sometimes mysterious, frequently overwhelming, always stressful. It’s easy for students to give up, to believe they don’t have what it takes or that there’s no way they can finish it all. That’s where advisors take on another role - that of pep-talk-giver. It’s important that advisors help students realize that we’ve been down this road ourselves and that we really do understand how they feel. This is the time to tell them that everyone who’s ever done this kind of work has felt the same things, that they are smart enough, that they can see it through to the end. An Honors thesis or project is a lot of pressure that non-Honors students don’t have. If we want them to do a good job, sometimes we have to help revive their flagging energy and outlook.
Appendix A: Honors Membership Form
Honors College Membership Form

Incoming freshmen and transfers to UMass Lowell may apply to the Honors College prior to matriculation. Current UMass Lowell Students may apply once they have completed at least one full semester at UMass Lowell.

Check one of these boxes:

☐ I am an incoming freshman.  ☐ I am an incoming transfer student.

☐ I am a current UMass Lowell student.

First Name: __________________________ Last Name: __________________________

Student ID Number: __________________________ Major: __________________________

Email Address: __________________________

Permanent Address: __________________________

City: __________________________ State: _____ Zip: ______________

Additional Required Material

Along with this form, students must submit an unofficial copy of their previous institution’s transcript (college, university, or high school).

Transfer and current UMass Lowell students must also develop an Honors College Program of Study by working with an Honors Advisor. This should be done prior to their first full semester as an Honors Student. Transfer students will not be officially admitted into the UMass Lowell Honors College until an approved Honors College Program of Study is defined.

Please mail this Membership Form to:

University of Massachusetts Lowell
Honors College – O’Leary Library 3rd floor
61 Wilder Street, Lowell, MA 01854-5146

Fax to: 978-934-2065
Email to: honors@uml.edu
Appendix B1: Honors-by-Contract Form
Honors-By-Contract

An Honors-By-Contract is an agreement between an honors student, an instructor, and the Honors College whereby the student agrees to take on additional honors level work as it pertains to the class. The extra work should add to the richness of the course and the material covered. It should not be simply doing more of the same (i.e., solve the even problems as well as the required odd ones). Both the student and the instructor should clearly understand what extra work is defined and both should understand its value. Honors-By-Contracts vary between and within disciplines. For more information about Honors-By-Contract see www.uml.edu.

Mandatory Presentation: Every Honors-by-Contract must have a presentation component. To earn honors credit, the student must submit a signed HBC Presentation Form. Students and faculty can decide whether they would like to schedule the presentation during class or during a presentation session hosted by the Honors College.

An Honors-By-Contract can only be used to satisfy the H5 honors course requirement. To fulfill the H5 honors course requirement, the contract must be associated with either a 3000 or 4000 level course. Contracts associated with 1000 or 2000 level courses are encouraged and they can be approved, but they will not satisfy any of the H1 – H8 honors course requirements. These will be extra honors experiences and they would be so noted on the transcript.

Step 1: Meet with the instructor and define what extra work will be done to make the course worthy of honors credit.

Step 2: Fill in this required information.

Name: ___________________________ Student ID: ___________________________
Email: ___________________________ Phone #: ___________________________
Major: ___________________________ Circle One: FR SO JR SR
Course Number and Name: ___________________________
Semester (circle one): Fall Spring Summer

Step 3: Obtain Signatures

Student: ___________________________ Date: ___________________________
Instructor: ___________________________ Date: ___________________________
Honors Office: ___________________________ Date: ___________________________

Step 4: Attach the course syllabus, which has been extended to include clearly identifiable honors level work.

Step 5: Honors-By-Contracts create an opportunity for the student and instructor to interact more frequently and directly during the semester. This interaction would occur outside of lecture, perhaps during office hours. Please identify the frequency and nature of such anticipated meetings between student and instructor over the course of the semester.

How frequently will you meet? ___________________________
What might these meetings entail? ___________________________

Note 1: This Honors-By-Contract form is due in the Honors Office by the fourth Friday of the semester.

Note 2: A student may drop an Honors-By-Contract on or before the fifth Wednesday of the semester. After that date, the only way to drop a contract is to drop the course completely.

Complete this form and return it to the Honors College Office on South Campus – O’Leary 300.
Appendix B2: Honors-by-Contract Presentation Form
Honors-By-Contract Presentation Form

Complete this form and return it to the Honors College Office on South Campus – O’Leary 300

To receive Honors credit for an Honors-by-Contract, a student must give an end of the semester presentation, fill out this form, and submit it to the Honors College Office.

The student listed below gave an HbC Presentation and should be awarded Honors Credit for the course:

Student Name: ___________________________  Student Signature: ___________________________

Faculty Name: ___________________________  Faculty Signature: ___________________________

Presentation Setting:  In-Class: ___________  Honors College: ___________

Other (Describe): ___________________________________________

Presentation Date: ______________________

Presentations are typically 15 minutes in length, but could last longer with questions and answers. Presentations should describe the additional work that was done to earn Honors-by-Contract credit.

Students and faculty can decide whether they would like to schedule the presentation during class or during a presentation session hosted by the Honors College.
Appendix C1: Honors Mentor Form
Honors Mentor Form

**Before** you complete 84 college credits you must file this form.

If you complete 84 or more credits and you do not submit this form into the Honors Office, you will be withdrawn from the UMass Lowell Honors College.

If you have not yet identified your Honors Mentor, please explain why and provide a date by which you will identify your mentor and re-submit this form. Please use the space below and back of this paper if necessary.

Name: ___________________________ UMS Number: ___________ Date: ___________

Semester and year you intend to graduate: ________________________________

Majors(s) and minors(s): ____________________________________________

Print the name of your Honors Mentor: ______________________________________

Honors Mentor Signature: _____________________________________________

Note: If your Honors Mentor is not a full-time faculty member at UMass Lowell, please attach their resume/vitae to this form.

I am going to complete a (check one):

- _____ 3-credit/6 month Honors Project (H8)
- _____ 6-credit/12 month Honors Project (H7 and H8)
- _____ 6-credit/12 month Honors Thesis (H7 and H8)

Approval Signature of Honors College Dean: ________________________________

Please complete this form and return it to the Honors Office on South in O’Leary 300 or the mailbox on North Campus in Southwick 308.

If you have any questions contact us at 978.934.2797 or email us at Honors@uml.edu.
Appendix C2: Thesis/Project Proposal Form
Honors Thesis/Project Proposal Form

This form and your proposal must be turned in to the Honors Office by the date specified by the Honors College the semester you start your research.

Student Name: ___________________________ UMS Number: ________________

Expected Semester and Year of Graduation: ________________________________

Email: ________________________________

Major(s): ________________________________

Honors Mentor: ________________________________

Committee member(s) (at least one): ________________________________

Indicate Semesters of Thesis/Project Research and Associated Course(s) Below

Duration of Project (check one):  □ 1 semester  □ 2 semesters

1st semester and course (indicate year):  FA ___  SP ___  Course: ________________________________

2nd semester and course (if applicable):  FA ___  SP ___  Course: ________________________________

Please attach a proposal as approved by your Faculty Advisor and Committee Member(s).
Proposal should be at least 2 pages with a 1 page timeline. (See Handbook.)

Student’s Signature: ________________________________ Date: ________________________________

________________________________________________________________________________________

By signing below, I endorse my approval for the attached proposal and I agree to my role as advisor or committee member for this student’s Honors Thesis/Project.

Faculty Advisor’s Signature: ________________________________ Date: ________________________________

Committee Member’s Signature: ________________________________ Date: ________________________________

Honors College Dean’s Signature: ________________________________ Date: ________________________________

Please complete this form and return it to the Honors College Office on South Campus in O’Leary 3rd Floor.
If you have any questions contact us at 978.934.2797 or email us at Honors@uml.edu.
Appendix C3: Thesis/Project Completion Form
Honors Thesis/Project Completion Form

Name: ____________________________ UMS Number: ____________________

Honors Mentor: ________________________

Committee Member(s): ____________________________

Thesis/Project Title: ____________________________

Date and Place of Public Presentation: ____________________________

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course (DEPT.XXXX.XXX)</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Do you consent for us to publically archive your Thesis/Project online? ______________

Do you want a bound copy of your Thesis/Project? (If yes, please provide address below) ______________

Mailing Address (post-graduation) ____________________________

Student's Signature: ____________________________ Date: ______________

I, ____________________________, certify that this student has satisfactorily completed his/her honors project and has given a public presentation on the date listed above.

Honors Mentor's Signature: ____________________________ Date: ______________

I, (committee member) ____________________________, certify that this student has satisfactorily completed their honors project and they have given a public presentation on the date listed above.

Committee Member(s) signature(s):

__________________________ Date: ______________

__________________________ Date: ______________

Please complete and return this form, along with a copy of your thesis, and signed title page to the Honors College Office (O’Leary 300) by the end of Reading Day.

Please complete this form and return it to the Honors College Office on South Campus in O’Leary 3rd Floor. If you have any questions contact us at 978.934.2797 or email us at Honors@uml.edu.
Appendix C4: Thesis/Project Cover Page Format
The Format of the Title Page for the Commonwealth Honors College Thesis

By
John Q. Doe

Submitted in partial fulfillment of the requirements of the Commonwealth Honors College
University of Massachusetts Lowell
(Year)

Honors Mentor: Professor Jane J. Smith, Department of English

____________________________  Date: ___________
Author’s Signature

____________________________  Date: ___________
Honors Mentor’s Signature

Signatures of Committee Members (at least one):

____________________________  Date: ___________

____________________________  Date: ___________