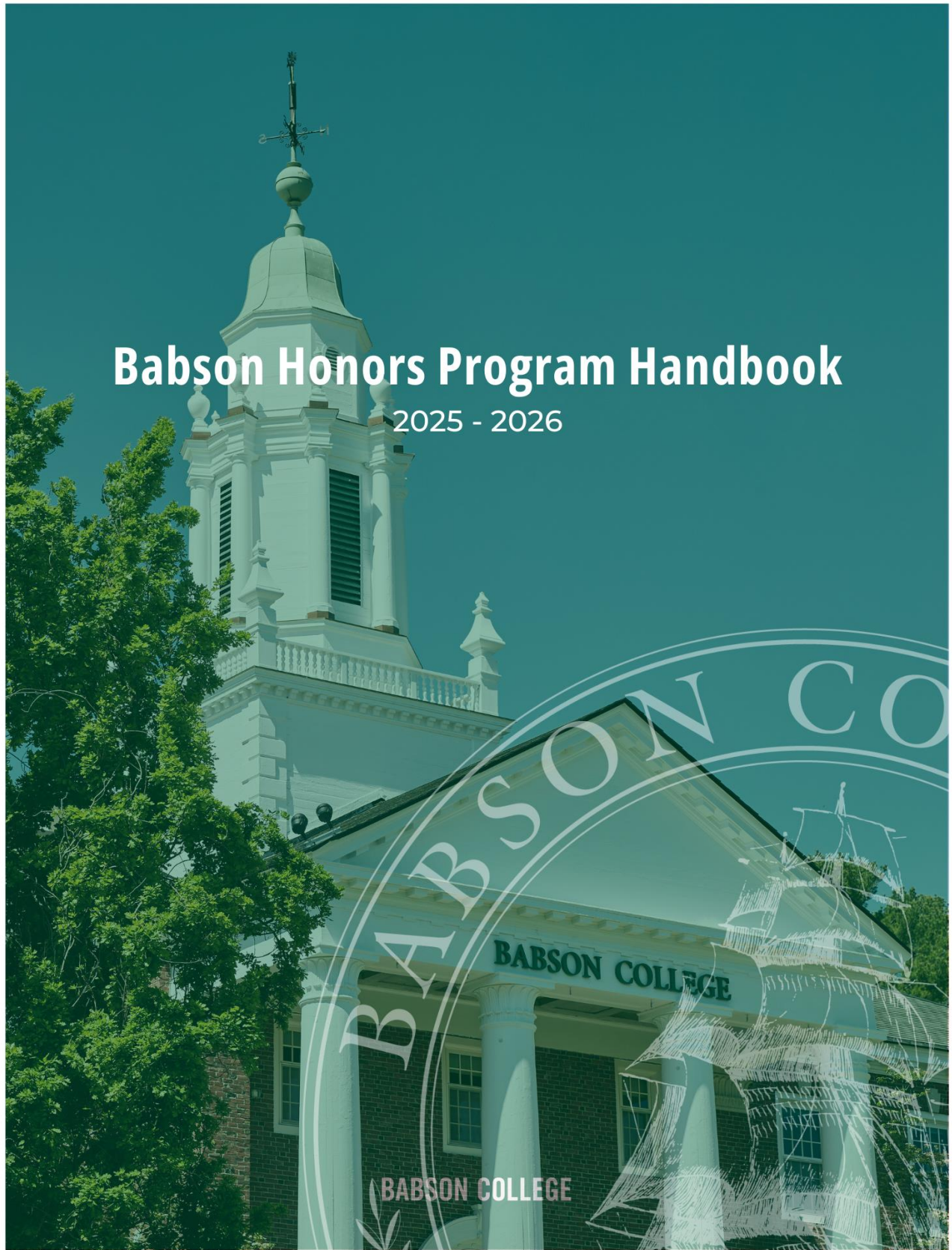


Babson Honors Program Handbook

2025 - 2026



Honors Program Handbook

TABLE OF CONTENTS Last Amended on 10/15/2025

1. Statement of Purpose	1
2. Admission to the Honors Program	1
3. Remaining in the Honors Program	1
4. Honors Program AI Policy	2
5. Honors Seminars	2
6. Cape Cod Retreat and City as Text Exploration	3
7. Attendance at Honors Program Events	3
8. Intellectual Citizenship Requirement	4
9. Year-By-Year Requirements and Events	4
10. Honors Proposal Process	4
11. The Honors Project	6
12. Graduation	10
13. Honors Program Administration	10
14. Appeal Policy	11
15. Appendix A – Code of Conduct	12
16. Appendix B – Honors Project Title Page	13

Honors Program Handbook

1. Statement of Purpose

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

2. Admission to the Honors Program

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

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

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

3. Remaining in the Honors Program

In order to remain in the Honors Program, students are required to:

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

4. Honors Program AI Policy

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

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

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

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

Acceptable Use Statement for Horn Library Resources:

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

Use of library resources is strictly subject to [Babson's Acceptable Use Policy](#).

5. Honors Seminars

All Honors students must enroll in and pass Honors Seminar I and Honors Seminar II. Students are required to take Honors Seminar I and Honors Seminar II in the spring semester following their admission to the Honors Program. Honors Seminar I will take place in the first 7 weeks of the semester followed by Honors Seminar II in the final 7 weeks of the semester.

Honors Seminars I and II cover research and proposal writing skills. The goal of Honors Seminar I is to introduce students to research methodologies and standards. The goal of Honors Seminar II is to design and write an Honors project proposal.

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

6. Cape Cod Retreat and City as Text Exploration

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

The Cape Cod retreat occurs in the spring semester following admission to the Honors Program and is a two-day, out-of-town event. This experience bridges the two Honors Seminars by helping students refine their research questions, explore methodological approaches, and receive interdisciplinary feedback from peers and faculty. It also supports community-building and prepares students to identify and connect with potential faculty advisors. Students will receive ample notice of the retreat date to ensure full participation.

7. Attendance at Honors Program Events

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

8. Intellectual Citizenship Requirement

Honors Program Students are required to fulfill an Intellectual Citizenship Requirement by attending a minimum of 4 academic or cultural events. Students are expected to sign up for a minimum of one event per semester that they are actively on campus. At the start of the semester an email will be sent to all Honors Program Students with a list of events that they can sign up for.

9. Year-By-Year Requirements and Events

Sophomore Fall:
<ul style="list-style-type: none">• Accepted to the Honors Program
Sophomore Spring:
<ul style="list-style-type: none">• City as Text Exploration• Honors Seminar I and Honors Seminar II• Cape Cod Retreat (overnight)

<p>Junior Year:</p> <ul style="list-style-type: none"> • Option 1: Study Abroad, no Honors Program requirements • Option 2: Remain on campus and focus on your other graduation requirements • Option 3: Enroll in your Honors Project
<p>Senior Year:</p> <ul style="list-style-type: none"> • If you have not already, complete both semesters of your Honors Project • Attend the Senior Presentations and Banquet

All-Class Requirements and Events

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

10. Honors Proposal Process

The professor for Seminar II will lay out the proposal process, and suggest strategies for identifying a topic, finding an advisor, conducting a literature search, and writing the proposal. The final assignment in Seminar II will be the completion of the Honors project proposal: the contract between the student, advisor, and Honors Council that details the course of study, work schedule, and intended outcome for the project. If the student’s initial idea changes substantially after the proposal is approved, the proposal needs to be rewritten and approved by the advisor and Honors Council liaisons.

Please Note: Proposals that need to be rewritten must be submitted and approved by the end of the first week of the semester that the project is starting. They should be submitted using the same link you submitted your first proposal along with an email to your advisor(s) and the Honors Program Faculty Director and Associate Director.

Proposal Format

The proposal consists of the following:

- Completed proposal approval sheet with checklist and student and faculty signatures
- Title page
- Abstract: one-paragraph summary of the project with directly stated research question
- Identification of the faculty advisor and explanation of the relevance of the advisor to the project
- Detailed summary of existing scholarship (3-4 pages)
- Detailed analysis of existing scholarship (3-4 pages)
- Statement of the research question and formal hypothesis emerging from the analysis of existing scholarship
- Explanation of the research methodology and process
- Annotated bibliography

- Description of deliverable and its format (e.g., graphs, survey results, any creative component)
- A detailed timeline of research schedule and deliverables

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

Selecting an Advisor

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

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

Final Proposal Approval and Credit Allocation

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

All students must submit an approved proposal when they complete Honors Seminar II. Students who have not submitted an approved proposal by the end of May will not be able to continue in the program. Please refer to the process above if you must resubmit your proposal due to a significant change in your project.

11. The Honors Project

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

Scheduling the Honors Project

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

Types of Honors Projects

Scholarly Honors Project

A scholarly Honors project enables students to explore a meaningful research question or problem within any academic discipline. These projects may take the form of traditional research, case studies, applied investigations, or conceptual/theoretical inquiries. The chosen approach should be grounded in the norms of the student's field and reflect intellectual rigor and originality.

While each project may differ in format and scope, all scholarly Honors projects are expected to demonstrate the following:

- **Scholarly integration** of existing literature, research, or theory
- **Methodological transparency** or clear use of a theoretical or analytical framework
- **Original contribution** to the field through new insights, analysis, or synthesis

Human Subjects Research:

Any project involving human participants (e.g., surveys, interviews, experiments) requires Institutional Review Board (IRB) approval prior to data collection. Students are expected to consult with their advisor to ensure ethical compliance and initiate the IRB process as needed.

Scholarly Project with a Creative Component

A scholarly project with a creative component combines original artistic work with critical academic inquiry. These projects may span a wide range of creative disciplines, including—but not limited to—fiction, poetry, visual arts, music, film, photography, performance, and digital media. The project must include both a creative output and a scholarly component that frames, informs, and reflects on the creative work.

This type of project allows students to explore and express complex ideas through artistic forms, while also engaging deeply with academic literature, theory, or artistic traditions.

All creative Honors projects must include:

- **Generation of original artistic work** that is intentional, conceptually grounded, and technically developed
- **Scholarly integration**, demonstrating an understanding of the artistic influences, contexts, and frameworks that inform the work

- **Critical reflection and analysis** that articulates how the work contributes to or dialogues with a broader artistic or intellectual tradition

Creative projects must result in both:

1. A completed artistic product or body of work
2. A substantial critical paper (see *Final Project Requirements*) that includes research, analysis, and thoughtful reflection on the creative process and its disciplinary context

Final Project Requirements

All students must submit a final project paper that demonstrates their intellectual and/or creative contributions and meets the expectations of the Honors Program. The structure of the paper may vary depending on discipline, but all papers must include the following core components:

Required Sections (for All Disciplines)

1. **Title Page**
Project title, student name, faculty advisor(s), date, department or program
2. **Abstract** (150–300 words)
Summary of the research question or creative goal, methodology, key findings or output, and contribution
3. **Introduction**
Introduces the topic, research question, or creative objective; frames its significance and expected contribution
4. **Literature Review**
A synthesis of relevant scholarship, theory, or artistic influences; positions the student’s work in the existing academic or creative conversation
 - *Recommended minimum: 10 scholarly sources*
5. **Methodology or Analytical Framework**
Description of how the research or creative process was conducted; includes data sources, design, justification, and ethical considerations as applicable.
 - *For humanities or creative fields, this section may include interpretive strategies or reflective creative approaches*
6. **Results / Project Outcomes**
Presentation of findings, insights, or creative work; may include tables, data visuals, textual analysis, or samples of creative output
7. **Analysis and Discussion**
Interpretation of outcomes in the context of literature or artistic traditions; highlights implications, contributions, and limitations
8. **Conclusion**
Recaps major findings or outcomes; reflects on the overall process and identifies directions for future inquiry

9. References / Works Cited

Full list of all cited works, using a standard citation style appropriate to the discipline (APA, MLA, Chicago, etc.)

10. Appendices (if applicable)

Supplementary materials such as survey tools, transcripts, codebooks, additional images, or extended examples

Minimum Standards Across All Projects

All final projects, regardless of discipline, must demonstrate:

- **Scholarly Integration:** Engagement with and contribution to relevant literature or creative traditions
- **Methodological or Analytical Rigor:** Clear, justified approach to inquiry or artistic expression
- **Original Contribution:** Insight, innovation, or creative advancement within the field
- **Coherent and Polished Writing:** Strong organization, clear expression, and consistent formatting
- **Length Expectations:**
 - Scholarly research project: ~40–60 pages
 - Creative project: ~25–35 pages of writing plus artistic work

Credits for Honors Projects

The project receives four credits per semester for a total of eight credits. Credits are allocated by the Director for either advanced liberal arts (ALA) electives or advanced management (AM) electives. Students are awarded credits in one or the other area based on the advisor's division and the topic of their project.

Students who undertake honors projects in Arts and Humanities or History and Society may be eligible for Advanced Seminar (46XX) credits, subject to the approval of the appropriate Division Chair. In order to receive 46XX credit, the student must receive written approval from both their advisor and their advisors Division Chair. That written approval must be forwarded to the Associate Director of the Honors Program.

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

Honors students will be registered for their project by the Associate Director of the Honors Program prior to the start of the semester that they are working on their project.

Concentrations

The Honors project credits may count toward concentrations. The appropriate division faculty in charge of concentrations will need to approve the allocation of those credits. Students who would like to explore the possibility of having all or part of their honors project credits count toward a concentration should contact their Academic Advisor and the Division Chair to begin the process. Once written approval has been received by the appropriate concentration faculty member, send this confirmation to the Associate Director of the Honors Program for confirmation.

Role of the Honors Council Liaisons and Faculty Advisors

Each Honors student is assigned two faculty liaisons from the Honors Council. The liaison provides program-level oversight of the student's progress, meets with the student and their advisor at two key points during the year, and evaluates the final project. Liaisons help ensure that the student's work meets Honors standards for contribution and feasibility, and supports the project's success through structured check-ins and thoughtful feedback. Students should view their liaison as a mentor and partner in ensuring their project stays aligned with Honors expectations.

Each Honors student selects a faculty advisor to guide them throughout their year-long project. The advisor serves as the student's primary mentor and plays a central role in helping shape the direction, depth, and quality of the work. Advisors bring disciplinary expertise and help students refine their research questions or creative goals, offering feedback on content, structure, and methods.

Students are expected to meet with their advisor regularly—typically on a weekly basis—to ensure consistent progress. Advisors do not complete work for students but are essential collaborators in the process, offering guidance, setting expectations, and helping students stay on track.

Advisors also attend two formal meetings during the year with the student and an assigned Honors Council liaison. These meetings are designed to review progress, assess feasibility, and confirm that the project meets Honors standards.

At the end of the project, advisors help evaluate the final work and provide input on whether it meets the criteria for Honors designation.

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

Honors Project Interim Meetings and Deliverables

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

The second meeting will take place at the start of the second semester of the project between the student, faculty advisor(s), and their Honors Council liaisons. The status of the project and its expected progress will be discussed in this interim meeting. Students are responsible for setting up the meetings no later than the date set by the Honors Council.

Students must provide the following to the advisor and liaisons:

- Completed Student Self-Assessment Form
- A one-paragraph abstract of their Honors project
- A copy of their original proposal
- 20-25 pages of writing (or, in the case of statistical or creative projects, an equivalent amount of work agreed upon by the student, advisor, and liaisons)

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

Honors Project Format

Honors projects should:

- Be double spaced and have numbered pages.
- Be thorough and consistent in their citation format, and use one of the standard styles (e.g. APA, MLA etc.).
- Include an appropriately formatted title page as **the top page** when the Honors project is bound. Please see Appendix D for a sample title page.
- Include a table of contents and an abstract.

The length of an Honors project is dependent on its scope. Most Honors projects are at least sixty pages in length. Students are encouraged to review projects from previous years (available in our digital repository via the Associate Director) to get a sense of the range of approaches and length. A final electronic PDF copy must be turned in to the Associate Director of the Honors Program by the assigned deadline. At that time, students are asked to sign a form granting permission for the Honors Program to release information regarding their project to members of the Babson community and to the press.

Honors Project Expenses

Students who incur project specific costs (excluding books, printing, and binding) may petition the Honors Council for funding assistance, subject to availability. Students must submit an online form detailing the items they require, the estimated budget, and an explanation for why it is needed for the project. If approved, the student is required to present receipts of their expenses for purposes of reimbursement.

Honors Proposal and Project Due Dates

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

Honors Project Grades

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

Honors Project Presentations and Banquet

The Honors project presentations and banquet are the culmination of the Honors Program experience. The presentations and banquet are scheduled for late afternoon and evening at the end of the academic year. The presentations are a communal, public celebration of intellectual life and scholarly enquiry. In individual display areas, seniors present their findings and projects to fellow Babson students, faculty, and administrators. Presentations may include PowerPoint material, graphs, table displays, bibliographic sources, etc. The presentation booths are set up for drop-in visitors for approximately two hours. Following the presentations there is a celebratory reception and dinner with students, their Honors project advisors, Honors Council members, and a limited number of students' family and friends. All seniors participate in the Honors project presentations as a way of sharing their research with, and acknowledging their place within, the academic community of the College.

12. Graduation

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

12. Honors Program Administration

The Honors Program is administered by a Faculty Director, an Associate Director, and the Honors Council, which consists of faculty from the various academic divisions. Members

of the Honors Council select students for admission to the program, act as liaisons to the Honors project, join students at Honors Program activities and events, and set policy for the Program. Honors students are encouraged to contact the Director or Associate Director or any member of the Honors Council with questions, concerns, or ideas for new initiatives for the Honors Program.

Krista Hill Cummings – Faculty Director, Honors Program, 211 Malloy,
khill@babson.edu

Sabrina Stehly – Associate Director, Honors Program, Hollister 211, ext. 4080

Honors Council:

Cristina Alberti – Accounting and Law

Richard Bliss – Finance

Vicky Zhu – Math and Science

Eliana Crosina – Entrepreneurship

Sarah Foster – Math and Science

Leslie Garbarino – Accounting and Law

Emily Griffin – OIM

Gary Ottley – Marketing

Jon Hodge – Arts and Humanities

Madeline Kneeland – Management

Zhi Li – OIM

Jason Mohaghegh – Arts and Humanities

Mariel Gruzko – History and Society

Jason Wong – Economics

14. Appeal Policy

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

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

Appendix A

Babson College Honors Program Code of Conduct

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

Members of the Honors Program are expected:

- ❑ To be aware of Honors Program policies and guidelines and take responsibility for the successful completion of program components.
- ❑ To show consistent interest and involvement in the Honors Program by attending events, hosting overnight students, meeting with program faculty and staff, etc.
 - Mandatory events include:
 - City as Text Friday January 23, 2026
 - Overnight Cape Cod Retreat Friday March 27, 2026 – Saturday March 28, 2026
- ❑ To RSVP promptly for Honors Program events and notify the Associate Director should their RSVP status change.

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

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

Signature

Printed Name

Date

Appendix B
Honors Project Title Page Format

TITLE

by (your name)

Advisor(s)

Awarded (May or December, 20XX)

Prof. K. Hill Cummings

Advisor Name