In order to graduate from The College at Brockport Honors College, students must complete a Senior Honors Thesis Project (HON 490 / 3 cr.) with a grade of ‘B’ or higher. The Honors Thesis is the capstone experience of an Honors education. The thesis provides the opportunity for students, working closely with a faculty member, to define and produce a unique scholarly or creative product that demonstrates mastery of knowledge, skills and/or techniques associated with their chosen academic major(s). The thesis project also provides students with an opportunity to strengthen their analytical abilities, research and/or artistic techniques, and writing skills. By working closely with a faculty member in exploring a scholarly/creative problem, issue or idea in significant depth, Honors students develop a more sophisticated understanding of and/or experience with their field of study.

The Honors thesis usually explores a topic that is related to a student’s academic major, although it also may be informed by other interests and experiences. Students with double/triple majors (or a major plus a minor) may pursue a thesis that incorporates their majors (or their major(s) and minor), or they may choose to conduct their thesis in just one field of study. The topic selection itself should be a product of working one-on-one under the guidance of a faculty member(s) chosen by the student.

The Honors Senior Thesis Project provides excellent preparation for future graduate work and professional endeavors. Additionally, many Honors graduates have reported that the completion of their thesis, though demanding and challenging, was their most gratifying undergraduate experience.

The first step to embarking on the Honors Thesis project is for students to enroll in HON 395 ‘Junior Colloquium.’

**Junior Colloquium (HON 395) – 1 credit**

The required 1-credit S/U course ‘Junior Colloquium’ (HON 395) provides an orientation to advanced independent research and writing, and guides each student through the process of creating a thesis proposal, which must be signed and approved by both the student’s chosen Faculty Thesis Director and the Honors College Director.

*These guidelines are adapted from the Honors Programs at Syracuse University and SUNY Oswego, and are used here by permission.*
Students may enroll in HON 395 during the first or second semester of their junior year. Students may use an academic major course as a substitute for HON 395 (e.g., a research methods course) with advance approval from the Honors Director. In most cases, transfer students who enter Brockport as juniors should wait to enroll in HON 395 during their second semester at the College because it gives them an opportunity to get to know faculty in their major before planning the thesis. Ultimately, it is important to consult the Honors Director for advisement on the best time to enroll in HON 395, which will depend up a student’s timetable for graduation and his/her progress in academic major course work at Brockport.

The HON 395 seminar is conducted by the Honors College Director (or Associate Director) and meets for fifty-minutes per week during the semester. By the end of the course, students will understand the Honors thesis requirements and the time management, independent research, and writing process necessary for a successful thesis. They will also select a Faculty Thesis Director and develop a preliminary thesis proposal and timetable for completion. A grade of Satisfactory (S) in HON 395 is required before enrolling in HON 490 ‘Honors Senior Thesis Project.’

**Senior Honors Thesis (HON 490) – 3 credits**

Honors students are required to register for their thesis by enrolling in HON 490 (or an equivalent academic major course with approval from the Honors Director) during the fall or spring semester of the senior year. Students enrolled in HON 490 (or an approved substitute) are required to register their thesis with the Honors College Office by submitting a Thesis Registration Form, which includes a description of the proposed project and signature of approval by the Thesis Director. This form should be submitted during the semester prior to enrolling in the thesis course – or no later than the close of the first week of the semester in which the student is enrolled in HON 490 (or an approved substitute course).

If a student does not complete his/her thesis during the semester they enroll in HON 490, an ‘In Progress’ (PR) grade is assigned by the Faculty Thesis Director and the credits are awarded upon completion of the scholarly/creative product.

*An important note:* The Honors Thesis should be counted as part of the student’s normal course load, not as something extra. For example, a student who is pursuing a 15-credit semester should choose four courses plus HON 490. Students who treat their thesis project as a course overload (or who believe they can complete it in their spare time) are unlikely to complete the work in time for graduation (and often do not graduate in the Honors College). Students should consider the thesis project work as part of their regular course schedule. They should also keep in mind that completion of
the thesis will probably take longer and entail more work than they initially anticipated. Indeed, many students find that they require two semesters to successfully complete their thesis project. This is why it is important for students to begin work on the thesis project as early as possible.

**Honors Thesis Project Timetable**

By preparing a thesis proposal as part of the ‘Junior Colloquium’ course, students will determine the focus of their thesis and chart a feasible plan for making progress over a sustained period of time. Unlike a conventional class paper or creative project, a thesis cannot be produced in one single effort, but rather requires gradual progress and sustained focus over the course of many months. Students should plan on initiating library and/or other relevant research by the start of the second semester of their junior year and strive to complete a first draft before the midpoint of the first semester of the senior year. Many students find it helpful to continue research and writing (or creative work) during the summer leading into the first semester of the senior year. Writing or creative work should begin no later than the start of the first semester of the senior year. Students should expect to prepare drafts of the thesis, with constructive feedback provided along the way from the Faculty Thesis Director, before submitting the final manuscript.

If the thesis is not completed during the semester s/he is enrolled in HON 490, the project (and course) may be extended for one more semester; however, the 3 credits will not be awarded until completion of the project (with a satisfactory grade of ‘B’ or higher required). Students must request permission from their Faculty Thesis Director and the Honors College Director in order to extend the thesis project for an additional semester. Because some students pursue more than one major and/or have competing demands during their senior year, variations of the timetable below may be necessary in consultation with the Faculty Thesis Director and Honors Director. It is critical that the student maintain regular communication with the Thesis Director throughout the entire thesis construction process.

*Example Honors Thesis Timetable:*

**First semester junior year:** Take ‘Junior Colloquium’ (HON 395)

**End of 1st semester junior year:** Select thesis director and prepare thesis proposal. Upon gaining approval from the thesis director, students submit the completed Thesis Registration Form and thesis proposal to the Honors Office. Begin library research.

**Second semester junior year:** Conduct in depth research and/or prepare materials for creative work.
**End of second semester junior year** (through start of first semester senior year, if necessary): Prepare detailed outline, followed by first draft. Register for HON 490 in the first semester of your senior year if you are on track to complete the thesis in that semester, or you may wait to enroll in it during the second semester senior year—even though it is critical that you make steady progress to complete the project in time for both graduation and public presentation (e.g. Scholars Day).

**No later than midpoint of the first semester senior year**: Submit first draft to your thesis director, followed by period of editing and revisions in response to recommendations made by your director. Submission of additional drafts may be necessary. *Students are responsible for informing the Honors College Office as early as possible about any changes to the project, including a change in the topic, title, or thesis director.*

**End of first semester senior year**: Submit final manuscript (if your thesis director has approved the revisions) or continue work into the second semester of senior year (with approval from your thesis director).

**Second semester senior year**: Present thesis at Scholars Day (held in April each year) or another scholarly forum. Upon receiving a grade from your thesis director, formally submit a PDF of the completed thesis with the required title page to the Honors College Office via ANGEL drop-box. (Instructions are provided in ANGEL.)

**Types of Thesis Projects**

First and foremost, an Honors thesis requires *the creation of a scholarly or creative product*. It involves substantial research and writing aimed at describing and analyzing an issue, problem or idea. Preparing a thesis is different from writing a typical research paper (or creative work equivalent) in that it is a more substantial piece of work, both in terms of effort and length. Note that the thesis length and scope must be determined in consultation with the Faculty Thesis Director, and it should be appropriate to the field of study and the topic. As a general guideline, it is reasonable to expect an undergraduate thesis to be approximately 35-40 pages in length; however, variations depend on the type of thesis. For example, a creative project produced by a Dance major might entail the choreography and performance of a dance (submitted via digital file) along with a 15-page written description of the creative process, including an explanation of the sources that were consulted and the artistic choices that were made in order to produce a desired outcome or to convey a particular message.
Second, the thesis *makes a contribution to or extends the already existing literature or approaches to the topic*—that is, it tackles a problem (or part of a problem) that others have not yet addressed directly or adequately, or it approaches the problem or creative effort in an innovative way. A thesis is an *original* work. Library research that determines what other scholars or artists have said and done is an essential first step, but the Honors thesis goes beyond this to include a student’s own insights and ideas—applying his or her own creative and critical thinking skills. A thesis is often based on the student’s interpretation of original or *primary* research materials. In other words, an Honors thesis is distinguished from a typical research paper by the necessity that it extends beyond what others have written, performed or exhibited. It demands that a student think critically about the topic at hand, bring his or her own ideas to bear on the topic, and reflect on the topic in his or her own way. However, an Honors thesis is not a Masters thesis or a PhD dissertation; rather, the Honors thesis is a large research or creative project that can be pursued successfully over the course of approximately two semesters (depending on the extent of advance planning required and the nature of the project) as part of a normal undergraduate course load. The Honors thesis should demonstrate the highest undergraduate standards of excellence in its ideas, methodology, accuracy, clarity, reasoning, and written and oral presentation.

Students in majors such as Theatre, Studio Art, Dance and English/Creative Writing may choose a medium appropriate to their major. For example, an Art student might create an exhibition of original works, a Theatre major might write and/or direct a play, and a Creative Writing major might write a collection of short stories or a novel. Although such projects can serve as the basis of a thesis, they are not a thesis in and of themselves. To be acceptable as an Honors thesis, a creative work must be accompanied by a written analysis, which includes (but is not limited to) a reflective critique of the exhibition, performance, story, script, etc., addressing such questions as why the student took the approach s/he did, why s/he selected the particular work or works to be performed, what s/he would do differently (or the same) next time, and so on. Final submission of a creative thesis must include an appropriate record of the project, such as an electronic portfolio, audio-video file, CD, or manuscript.

Another type of thesis leads to the creation of a problem-solving product. Examples of this type of thesis, which may be completed in any academic major, include the development and implementation of educational materials or a training program, the preparation of a public awareness campaign, the design of an advertising campaign, the creation of a computer program or a Web site, or an extensive study for a community or business client. Again, such a thesis must include a written analysis and appropriate documentation of sources, in addition to the problem-solving product.
Whichever type of thesis a student chooses, it is essential that s/he select a topic that will sustain interest over a lengthy period of time. A topic that does not engage the student will quickly become a boring and onerous, a task unpleasant to both the student and Faculty Thesis Director—a task that is likely to be avoided and result in failure to complete.

**Faculty Thesis Directors**

The Honors thesis must be closely guided by a Faculty Thesis Director. An ideal time for students to select their thesis director is during the junior year. Any full-time member of The College at Brockport faculty may serve as an Honors Faculty Thesis Director. For example, a student writing about the development of Zen Buddhism in Japan might find a thesis director in the Philosophy Department or the History Department, depending on their academic major. Note that the final grade for the thesis project is assigned by the Faculty Thesis Director and reported to the Honors College Office.

Each student is expected to work closely with his or her director in every phase of the thesis construction process, from developing initial ideas, to conducting the research or creative process, to writing the thesis or creating the final product. The director offers feedback throughout the process, reads drafts of the thesis, and monitors the student’s progress. *The student is responsible for initiating and maintaining regular contact with their director.* Typically, an Honors thesis evolves through a series of revisions. The student should give the director ample time to read and comment on each draft or stage of the project. Students should anticipate that their director will have recommendations to be acted on, including changes and revisions to be incorporated into the final manuscript or production. Students are expected to address any suggestions for revision made by their Faculty Thesis Director—and recognize that their director does not have to accept the thesis until s/he is satisfied with the student’s work. Creating a thesis is not an assignment that the student simply hands in at the end of the semester and receives a grade for; it is an ongoing, collaborative process between the student and the faculty mentor.

Often, it is easier for a student to choose a Faculty Thesis Director than it is to select a thesis topic. A student should choose his or her director by taking into consideration both the faculty members’ expertise and the potential for a supportive working relationship. One of the most rewarding features of the Honors thesis project is the collaboration with one’s chosen director. Students should consider asking a faculty member whose course(s) has been of special interest and importance to them, or whose field of specialization coincides with their own interests. Students should not feel reluctant to approach a faculty member about thesis supervision and should realize that faculty enjoy working with
students who share their scholarly or creative interests. A strong student-director relationship is crucial to producing a thesis that both the student and the faculty members can take pride in.

Honors students should expect to meet with their thesis director on a regular basis (at least once every two weeks, sometimes once a week, depending upon the stage of thesis development) from the time they agree on a thesis topic until the work is completed. The purpose of these meetings is for the student to ask questions and seek advice and for the director to give direction and encouragement. The student is responsible for initiating and maintaining contact with their director. The director should take an active role in the process by offering ideas, helping the student refine and focus her or his interests into a feasible thesis project, working with the student to develop a realistic strategy and timetable, and providing resources, analysis, critique, and expertise to ensure the work’s successful completion. (Students should note that faculty members are likely to be most supportive of students who keep their appointments and do the work they agreed to do. Students who neglect these things may find themselves having to find another director.)

**Selecting a Thesis Topic**

Ideally, the thesis topic will be something that interests the student already, perhaps an extension of something they’ve learned in a previous course or something they’ve read. When students have an idea for a project that interests them, they should find a Faculty Thesis Director with an interest and expertise in that particular topic area. Still, some students find it difficult to choose a topic. In this circumstance, it is useful for the student to approach a faculty member whose course interested them and work together on exploring possible topics.

A thesis topic should be neither too broad, nor too narrow. A topic that is too broad, such as ‘Juvenile Delinquency,’ is simply not feasible. What about juvenile delinquency? Juvenile delinquency where? In what context? Likewise, a topic that is too narrow may not yield enough results for a meaningful analysis. Students need to work with their faculty director to refine their topic and research question so that the thesis will result in a thoughtful, credible, high-quality work within the timeframe leading to graduation.

**Research and Creative Techniques**

Students will usually employ a method of study that is appropriate to their particular field of study. For example, a student in the sciences might conduct a project based on laboratory research; a student in the humanities might rely on library research; a student in the social sciences might conduct survey
research, a case study, or content analysis; and, a student in the fine or performing arts might develop a creative work. No particular approach is required; the method of research is determined by the student in consultation with his or her Faculty Thesis Director.

*Human Subjects Review:* In order to assure that the rights of the subjects are protected, College policy requires that students conducting research that involves human subjects obtain approval from the College’s Institutional Review Board (IRB) before initiating the research. Research on human subjects includes actual testing as well as written surveys and interviews. The IRB Committee will require completion of an online tutorial and submission of a description of the research, who the subjects are, the potential benefits and risks to the subjects, and how the subjects will be used in the research. See [http://www.brockport.edu/irb/forms.html](http://www.brockport.edu/irb/forms.html) for guidelines and applications for Institutional Review Board Committee approval. Of course, the Faculty Thesis Director should provide assistance with completing the IRB research review process.

*Animal Subjects Review:* College policy and state and federal law require that students conducting research that involves (non-human) animals must obtain approval from the College’s Animal Subjects in Research Committee. The Committee requires a formal application procedure for all such projects. Please be aware that each academic department within the College is licensed only for research on specific animal species. Therefore, students wishing to pursue thesis projects involving animals must use the designated species according to departmental major guidelines. It is imperative that students seeking to use animals in their thesis project consult with their thesis director and gain approval from the appropriate College official before initiating the research.

**Organizing an Honors Thesis**

Typically, an Honors thesis is organized with the following distinct sections:

1. Title Page (use the template provided by the Honors College in ANGEL)
2. Abstract
3. Table of Contents
4. Acknowledgments
5. Thesis Body
6. Footnotes/Endnotes (in accordance with standard style of documentation)
7. Bibliography or Works Cited
8. Appendices (if applicable)
The core of every Honors thesis is the thesis body, which presents the student’s research or creative work. The format for the body of the thesis should follow the conventions of the student’s academic discipline. For a research-based thesis, the body will generally include a statement of the problem, a survey of the existing literature, the student’s argument (or hypothesis), a description of the methodology employed, the student’s findings, and his or her conclusions. Often the conclusion will include remarks on opportunities for future study or extension of the research. In a traditional research thesis, the body of the text generally averages 35-40 pages. In some disciplines, however, such as the natural sciences or mathematics, the thesis body may be shorter; in others, such as the humanities or social sciences, it may be longer.

For a thesis based on a creative project, the student’s creation must be described in a detailed essay, usually preceding the work itself (in print or electronic form). The essay should describe the medium of creative expression, discuss why the student chose this particular medium (including the advantages and disadvantages of the medium), and the particular subject or central idea. It should also describe in detail the process and influences that led to the creation and a reflective critique of the student’s success in reaching his or her creative goals. In other words, the reader should learn exactly what the student accomplished, the reasoning for the creative choices that were made by the student, the quality of the final creative product (in the student’s opinion), and what he or she would do the same or differently if they were to pursue the project again (or if they had the opportunity to develop it further). Students should also demonstrate their familiarity with similar works in their creative field by discussing the broader historical and/or cultural context of the creative work. As with a traditional research-based thesis, the format of the body should follow the conventions of the student’s discipline. Regardless of the medium in which the body of the thesis is produced (electronic, multimedia, print, etc.), the student must provide a record of the work completed (e.g. a manuscript, video, photographs).

All Honors students are expected to use a form of bibliographic and footnote/endnote citation that is required by their discipline. The Thesis Director will provide students with guidance on the appropriate citation format.

**Oral Presentation of the Thesis**

Honors students are required to present their thesis in a scholarly public forum, such as Scholars Day, the Diversity Conference, the National Conference on Undergraduate Research (NCUR), a discipline-specific conference, or a department-sponsored research forum. In some cases, it is appropriate to present the thesis as a work-in-progress—that is, the student may have the research, data analysis and
conclusions completed but lack a final written manuscript or creative product at the time of the oral presentation.

*Students are responsible for informing the Honors College Office of the venue and date of their oral presentation prior to graduation.*

**Thesis Grade**

The thesis is assigned a letter grade by the Faculty Thesis Director. A student must earn a ‘B’ or higher on their thesis in order to graduate in the Honors College. If the student does not complete the thesis by the end of the semester in which he or she is registered for HON 490, the student will receive a ‘PR’ (in progress) grade. *The Faculty Thesis Director is responsible for informing the Honors College Office that the student should receive a ‘PR.’* Once the thesis has been completed and submitted to the Honors College Office and a letter grade has been submitted by the Thesis Director, the ‘PR’ will be replaced with the appropriate grade and the credits will be awarded. Unlike an ‘I’ (Incomplete) grade, only the final thesis grade appears on the academic transcript.

**Submission of the Thesis to the Honors College Office**

Once the thesis is complete—that is, fully revised to the satisfaction of the student and the thesis director—it is the student’s responsibility to attach the Title Page and submit the thesis to the Honors College Office. (A template for the title page can be found in the Honors College content section in ANGEL). A PDF electronic copy of the final thesis, including the title page, must be submitted to the Honors College using the Honors Thesis drop-box provided in ANGEL. *Again, it is the student’s responsibility to submit their thesis to the Honors College in preparation for graduation.* The Honors Director will then examine the thesis to ensure that it is complete and submit the grade assigned by the Thesis Director to the Registration & Records Office, thereby certifying that the student has completed the capstone experience of the Honors College.

**Honors College Graduation Requirements**

*In sum, in order to meet the Honors College requirements for graduation, each student must:*

- Earn at least a ‘B’ letter grade in HON 490 ‘Honors Senior Thesis Project’ (or approved substitute course)
- Present his/her thesis in a public forum such as Scholars Day or another academic forum
• Complete all Honors course requirements: Those who enter the Honors College as freshmen must complete both Track I & II, while those who start at the midpoint of their undergraduate education (or transfers) must complete Track II.
• Earn a cumulative GPA of 3.25

Frequently Asked Questions About the Honors Thesis

What discipline should my thesis be in?
Most students pursue a thesis that is directly related to their academic major (or one of their majors, if they have a double or triple major). Students with more than one major (or minors) sometimes manage to combine the disciplinary areas in shaping their thesis topic, but this is not a requirement. Students should avoid choosing a topic that they have little or no prior academic experience with.

How do I find a thesis topic?
Again, select something that interests you. Maybe you did some work that captured your interest in an earlier course. Maybe a professor said something to you that grabbed your interest. Whichever it is, strive to choose a topic that really interests you, something you will feel motivated to explore in depth over a sustained period of time.

What do I do if I can’t come up with a topic that interests me?
Find a professor whose work interests you or whose class interests (or interested) you—or a professor that you can envision having a good working relationship with. Ask her or him if they would be willing to serve as your Thesis Director, but also tell her/him that you need help coming up with topic ideas. Most will be willing to collaborate with the student, but they won’t hand you a topic. They’ll work with you to come up with an appropriate one that matches your goals, interests and abilities.

What do I do first—find a thesis director or a topic?
There isn’t one answer to this question. If you have an idea for a topic, find a director that has an expertise on the topic. If you want to work with a particular director, work with him or her to develop a topic. Check department websites for descriptions of professors’ scholarly or creative expertise.

When should I start thinking about my thesis?
Ideally, you should start working on your thesis—not just thinking about it—during the first semester of your junior year. ‘Working on’ means settling on a topic and a Faculty Thesis Director. If you wait
until your senior year to initiate the thesis project, it will be extremely difficult to complete the thesis in time for graduation.

Do I have to register for HON 490?
Yes, your Honors Thesis has to be registered as a course; it cannot simply be an informal arrangement between you and your thesis director. You must sign up for HON 490 ‘Senior Honors Thesis’ (or an equivalent course approved by the Honors College Director). Take HON 490 during the semester in which you will likely complete your thesis, the fall or spring semester of your senior year. You also must have completed HON 395 ‘Junior Colloquium’ (or an approved equivalent) prior to enrolling in HON 490. HON 395 is a 1-credit course that facilitates with the early stages of the thesis project, including development of the thesis proposal and research plan.

When do I take HON 395?
Contact the Honors Director for advisement on the best time for you to enroll in HON 395. Enrolling in HON 395 during the first semester of the junior year is preferable if your senior year will include student-teaching, clinical work, an internship, or study abroad. Most transfer students take HON 395 their second semester at Brockport because it allows them some time to get to know the academic major curriculum and faculty before initiating plans for their senior thesis project.

What if I can’t take HON 395 during the first semester of my junior year because of other obligations?
Consult with the Honors Director on other options. For example, if you know well ahead of time that you’re going to study abroad during the first semester of the junior year, you could take HON 395 in the second semester, or, if necessary, the first semester of your senior year. HON 395 is offered both the fall and spring semesters in order to accommodate a variety of student schedules.

How many credits do I earn for the Honors thesis (HON 490)?
You earn 3 credits for successfully completing the Honors thesis.

Is there a minimum thesis grade required to graduate in the Honors College?
Yes, a letter grade of ‘B’ or higher is required for successful completion of the Honors College curriculum.

Who assigns the grade for my thesis?
The thesis project receives a letter grade, awarded by your Faculty Thesis Director. Thesis directors are expected to communicate their assigned letter grade directly to the Honors College Office.
How long should my thesis project be?
There is no set minimum or maximum length. Your thesis director will recommend a length that is appropriate for your particular field of study. Keep in mind that a thesis is a major undertaking, so it is reasonable to expect the body of a traditional scholarly thesis to be 40-50 pages. A creative thesis project (e.g. a choreographed dance, a painting exhibit, a novel) will typically take the form of the artistic work plus a 15-20 page description of the creative process.

How can I document a performance or exhibition as part of my thesis?
You can videotape your performance, or audiotape your recital. You can submit a portfolio of photographs of your art exhibition. A student in Computer Science can create an elaborate Web site for his or her thesis project, then download the code and screen shots as part of the body of his thesis. Each of these documenting materials must be part of your thesis, either as part of the body or in the Appendix. If you’re still uncertain about how to submit creative work, consult your thesis director and/or the Honors College Director.

Does the Honors Director have to approve my topic? Does she have any say in my thesis grade?
Yes and no. The Honors Director must approve the original thesis proposal, after you and your thesis director have signed the proposal. Once you submit the Thesis Registration Form and proposal, the Honors Director will review these items and contact you if there are any problems or concerns. The Faculty Thesis Director assigns a letter grade to your thesis project and reports it to the Honors College Office.

It sounds like my thesis director is really in charge of the project. How much say do I have?
While your thesis director is the person who assesses your work, it’s still your thesis project. If you’re uncomfortable with any suggestion s/he makes, if you think too much is being expected of you, if you don’t want to take your thesis in a direction s/he suggests, it is crucial that you discuss it at the earliest possible time. You won’t do your best work if your heart is not in it. By having an open discussion, you may be able to negotiate an approach that you can both agree to.

It’s one month into the spring semester of my senior year, and I’ve been working on this thesis for over a year now. But mostly I’ve been procrastinating. I’m bored with it, and I have so many other things to do before I graduate. What can I do?
Everyone who undertakes a large scholarly or creative project is likely to get bored with it at some point, feel stuck, or unmotivated. A year or more is a long time to think about the same topic! What do you do? First, find something non-academic to give yourself a break from thinking about your project. Play tennis, read mysteries, learn origami, take a yoga class. It’s impossible to intensely concentrate
on one task without taking a break from time to time. Second, reflect on whether your lifestyle is getting in the way of making steady progress—Are you getting enough sleep so that you don’t feel tired during the day? Are you spending too much time socializing or participating extracurricular activities at the expense of your thesis? Can you adjust your weekly schedule? Third, return the focus to your thesis—again and again. If you’re feeling overwhelmed, divide the project into smaller, more manageable parts or tasks so that you can devote attention to one piece at a time (rather than thinking about the enormity of the thesis in is entirety). If you have a habit of procrastinating, add some discipline to your daily schedule: commit yourself to spending at least 30 minutes - 1 hour per day (or a certain block of time each week) on your thesis project. Find an Honors thesis writing buddy and work together in addressing shared problems or challenges. Of course, don’t hesitate to let your thesis director and/or the Honors Director know that you need some extra support in overcoming a lack of motivation. The longer you wait to address the lack of progress or motivation, the more difficult (and more stressful) it will be for you to get back on track.

_Hurray! I’ve finished writing my thesis, and my director has approved the final manuscript! Now what?_

Remind your director that s/he needs to inform the Honors College Office of your grade. Download the thesis Title Page template from ANGEL, and prepare a PDF file(s) of your thesis. Submit it to the Honors Thesis Drop-box, following the instructions provided in ANGEL.

_Will it say ‘Honors College’ on my diploma?_

No. Your diploma doesn’t even have your major on it. But don’t mistake a diploma for a transcript. Your diploma has no official status; it’s just a nice piece of paper that you can frame and hang on a wall. Your academic transcript is your official college record. It’s what prospective employers and graduate schools want to inspect. It’s a record of all your classes, your grades, your overall GPA, your major(s), and so on. It will say ‘Honors College’ and that’s where it really counts.