

**Muriel A. Howard Honors Program**  
**Student Handbook**  
**2025-2026**



**Welcome** Honors students – both those returning and those entering the Program for the first time this year! We are proud and excited to have you as members of our community and hope you take advantage of all the opportunities we offer! The 2025-26 Honors Program theme is “Let Curiosity Lead,” and you’ll engage with this idea across a variety of Honors events, speakers, and classroom discussions throughout the year. If you ever have a question, a concern, or just want to say hello, we are always here to support you in South Wing 330. Here’s to a fantastic academic year!

- Dr. Maggie Herb, *Honors Program Director*



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# Mission & Values

## Mission Statement:

The Muriel A. Howard Honors Program cultivates deep, innovative thinking and prepares our diverse population of students for a life of intellectual inquiry as active thoughtful citizens both locally and globally. Our students realize their potential through enhanced opportunities and high expectations for academic and social engagement.

## Our Program Believes In:

**Diversity** in lived experiences, socioeconomic realities, cultural backgrounds, and personal identities. We celebrate difference.

**Connection** with peers, our campus community, and our vibrant city. We are involved on campus, we give back and pay forward, and we make strong connections with the workforce and the needs of our larger community. We build life-long relationships and foster a sense of belonging.

**Opportunity** for all students, no matter their background and experience. Our program provides an excellent education in our small, interactive, and unique classes. We offer leadership, mentoring, and networking opportunities and partner with on-campus and off-campus entities that expand those opportunities.

**High Standards** academically and personally. We encourage, support, and expect superlative behavioral and ethical standards.

## We Accomplish This With:

1. Our excellent team of faculty and staff who focus on the well-being and development of each student by providing exciting seminar-style courses, co-curricular activities, community building, and wellness programming.
2. Our commitment to leadership, service, and personal development.
3. The vibrant, urban location, which provides our students with unique opportunities for individual and professional exploration and growth.
4. Our emphasis on applied learning through service, research and creative projects, internships, and global engagement.



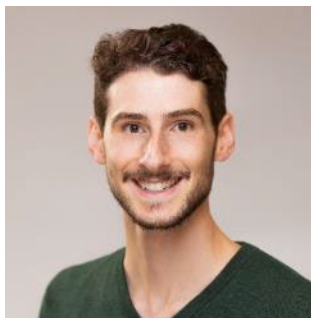
## Staff Team



**Dr. Maggie Herb** | Director  
herbmm@buffalostate.edu

Dr. Maggie Herb (she/her) joined Buffalo State in 2016. She is Associate Professor of English and served as Director of the Writing Center for eight years. She serves as Vice-President of the International Writing Centers Association as well as Co-Director of the Western New York Writing Project. Dr. Herb became Director of the Muriel A. Howard Honors Program in 2025 and teaches the HON444 Senior Seminar. She hopes you'll stop by her office this semester to chat, eat candy, and show her pictures of your pets.

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**Matt Baran** | Assistant Director  
baranmj@buffalostate.edu

Matt Baran (he/him) joined Buffalo State in 2021. His primary focus is on student engagement and leadership within the Honors Program. He instructs the HON111 First-Year Seminar course to incoming Honors students each Fall as well as HON189 The Queen City: Understanding Place in Buffalo, NY in the Spring. In 2022, he launched the Honors Leaders peer mentoring program. Look out for Matt's weekly email announcements to stay up to date on all the exciting things going on!

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**Elizabeth Stevens** | Honors Academic Adviser  
stevens@buffalostate.edu

Elizabeth Stevens (she/her) is the assigned professional academic adviser for all first-year Muriel A. Howard Honors students. She communicates with freshmen over the summer and registers them for their first semester of classes for the fall. During the academic year and summer, she advises students academically for classes and is available for guidance with academic issues and any obstacles that may hinder student success. Ms. Stevens has worked at Buffalo State since 1999.

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**Mark Brumby** | Administrative Assistant  
brumbymr@buffalostate.edu

Mark Brumby (he/him) joined Buffalo State in 2015. He worked in the Civic and Community Engagement Office for ten years and now serves as the Administrative Assistant for the Honors Program. He supports a variety of daily and administrative functions within the Honors Program Office.

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# Honors Program Requirements

## Incoming First-Year Students

1. Complete at least 17 total credits of Honors coursework
  - HON111 Introduction to Honors (1 credit)
  - Choose five 3-credit Honors seminar courses from below:
    - HON101 Humanities Seminar
    - HON102 Natural Sciences & Scientific Reasoning Seminar
    - HON103/106 The Arts Seminar
    - HON104 US History & Civic Engagement Seminar (can only be taken once)
    - HON201/209 World History & Global Awareness Seminar
    - HON202 Social Sciences Seminar
    - HON303 Diversity: Equity, Inclusion, and Social Justice Seminar
    - HON189/389 Special Seminar (does not fulfill General Education)
    - Honors Enhanced Course (can only be taken once)
  - HON444 Senior Seminar (1 credit)
2. Maintain 3.3 cumulative GPA
3. Complete an Applied Learning Experience (typically a component of most majors)

To remain in Honors, HON111 must be taken during the first fall semester, HON444 must be taken in one of the last two semesters, and Honors seminars may be taken any semester but must be completed by graduation.

## Continuing and Transfer Students

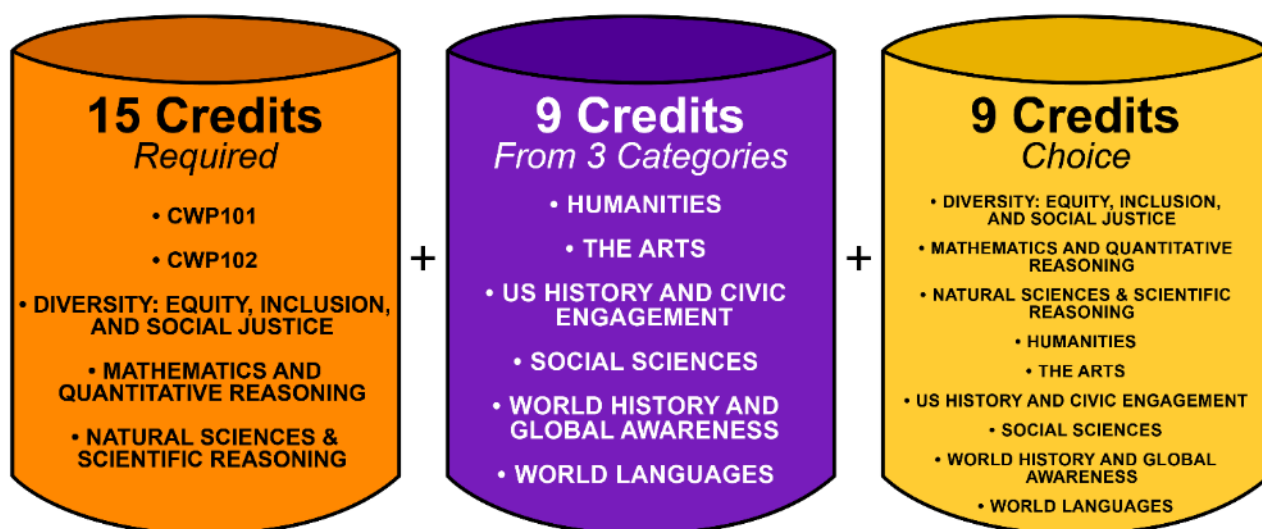
1. Complete at least 7 total credits of Honors coursework
  - Choose at least two 3-credit Honors seminar courses from below:
    - HON101 Humanities Seminar
    - HON102 Natural Sciences & Scientific Reasoning Seminar
    - HON103/106 The Arts Seminar
    - HON104 US History & Civic Engagement Seminar (can only be taken once)
    - HON201/209 World History & Global Awareness Seminar
    - HON202 Social Sciences Seminar
    - HON303 Diversity: Equity, Inclusion, and Social Justice Seminar
    - HON189/389 Special Seminar (does not fulfill General Education)
    - Honors Enhanced Course (can only be taken once)
  - HON444 Senior Seminar (1 credit)
2. Maintain 3.3 cumulative GPA
3. Complete an Applied Learning Experience (typically a component of most majors)

To remain in Honors, HON444 must be taken in one of the last two semesters and Honors seminars may be taken any semester but must be completed by graduation. Some transfer and continuing students will take additional Honors seminars when their schedules allow.

## General Education at Buffalo State

The Honors curriculum primarily enhances the Buffalo State General Education requirements. The structure of the GE23 is 33 total credits divided as shown here:

### General Education 2023 (GE 23) 33 Credits Total



Most Honors courses may be taken twice if the topic is different for that General Education area. For example, HON101 Humanities Seminar: Mock Trial with Dr. Ben-Merre and HON101 Humanities Seminar: Dylan: Six Decades of Nobel Lyrics with Dr. Guiati are both allowed because they are different instructors and different topics. **HON104 and the use of the Honors Enhanced Course are each only allowed one time.**

### A Special Note about "E" Repeats

When a student receives a grade of C- or below, they are allowed to retake a course to improve their grade. This is especially important with "E" grades. **Honors courses may only be taken for a better grade if the topic and instructor are the same as the first time a student took the class.** For example, if a student received an "E" in HON101 Humanities Seminar: Mock Trial with Dr. Ben-Merre they are not allowed to take HON101 Humanities Seminar: Dylan: Six Decades of Nobel Lyrics with Dr. Guiati to improve their grade.

## Honors Benefits

**Priority Course Registration** – Build an ideal class schedule earlier than the general student population.

**Honors Seminar Courses** – Unique courses with small class size led by excellent faculty. These courses satisfy Honors requirements as well as General Education requirements!

**Housing** – Live in the Honors Academic Residential Community in the beautiful Bishop Hall residence.

**Events** – Exclusive Honors events, workshops, and programs all year long with a majority FREE for Honors students.

**Access to the Honors Hub** – Program space, snack stop, and Honors Leaders office.

**Access to the Academic Suite** – Two study rooms with computers and FREE PRINTING, plus one larger meeting room.

**Leadership, Peer Mentoring, and Internship Opportunities** – Serve as an Honors Leader, Honors Ambassador, or an Honors Intern.

**Scholarships** – Honors-specific scholarship available as well access to the Honors Endowed Enhancement Fund to support academic experiences.

**Advising** – Dedicated Honors Academic Adviser for all first-year students.

**Recognition** – On transcript and at commencement upon completion of program.







# Honors ARC

**Bishop Hall**



Honors students can live and learn in Bishop Hall. Renovated in 2018, the residence hall features a modern interior and provides easy access to all centrally located buildings on campus.

## **Bishop Hall Features Include:**

- Double occupancy rooms furnished with beds, dressers, and desks
- Private, individual bathrooms and showers
- Study rooms, lounge spaces, and free laundry facilities on each floor
- First floor dynamic classroom for Honors classes, seminars, and special events
- Computer lab and Wi-Fi access
- Communal kitchen space



## **Did you know?**

Many Honors students serve as Resident Assistants (RAs) or Community Assistants (CAs) and receive FREE room and board! Look out for the application mid-year.

# Events

## About Honors Events

One of the great perks of being in the Honors Program is access to dozens of exclusive events throughout the year. Honors Events range from large scale dinners to small art workshops and span many different interest areas, so there is something for everyone! The best part? **Nearly all Honors Events are FREE for students!** Attending Honors Events is a wonderful way to make connections with others in the Honors community – including students, staff, and faculty – and helps students make the most of their Honors experience at Buffalo State.

## How Do I Find Out About Honors Events?

- 1) Join our **Bengal Connect** organization page! This is the best way to browse all our upcoming events and RSVP when required. Sign in to [bengalconnect.com](http://bengalconnect.com), join “Muriel A. Howard Honors Program” and once approved, you will be able to view all events.
- 2) **Weekly Email Announcements** are another easy way to stay in the loop! At the start of each week during the semester, all Honors students receive an email containing a snapshot of upcoming events, reminders, and other relevant opportunities.  
  
Contact Matt Baran at [baranmj@buffalostate.edu](mailto:baranmj@buffalostate.edu) if you would like to submit an event or content to announce the following week.
- 3) When you visit the **Honors Hub or Academic Suite**, look out for flyers posted about upcoming events as well as the whiteboard calendars on the walls.
- 4) Follow **@BuffStateHonors** on Instagram or **Buffalo State Honors Program** on Facebook for posts about upcoming events!





## Event Highlights from 2024-2025



Honors BBQ



Ice Skating



Ice Cream Social



Honors Halloween



Honoring Honors



# Honors Leaders Peer Mentoring Program

## About Honors Leaders

Returning Honors students can apply to serve as Honors Leaders and support first-year Honors students throughout their fall semester. Honors Leaders understand the variety of challenges and opportunities incoming students might encounter academically, socially, mentally, physically, and more. They help their mentees make connections, navigate campus resources, and feel like they truly belong at Buffalo State.



### Program Goals:

- 1) Help ease the transition to college for first-year Honors students
- 2) Provide leadership and mentoring experience for returning Honors students
- 3) Foster a sense of community across class years within the Honors Program

## Position Overview

Honors Leaders attend an off-campus training retreat as well as periodic meetings throughout the semester to build the skills necessary to be successful peer mentors. They communicate with mentees and visit HON111, coordinate opportunities for their group, and provide one-on-one support as needed during office hours. Additionally, each Honors Leader plans and facilitates their own Honors event with support from the Honors staff team.

Honors Leaders receive a **\$600 stipend** for their service and gain extensive leadership and mentoring experience.

## Apply to Serve as an Honors Leader



Applications and interviews occur each Spring for Honors students to serve in the following fall semester. Applicants must be in good standing in the Honors Program and must have completed at least one full semester at Buffalo State.

Contact Matt Baran, Assistant Director, for more information about Honors Leaders.



## Meet the 2025 Honors Leaders



Noah Adams



Cadence Aguilar



Eric Barron



Brookelynn Bender



Max Blum



Anna Borrelli



Veronica Cohen



Jamie Ervolina



Isabella Ferguson



Asher Freudenhammer-  
Glass



Sofika Hudak



Joshua Lundin



Brianna Reid



Jessie Ricotta



Calista Robillard



Abigail Rockcastle



Kevin Thompson



Glasha Zinenko

# Scholarships

## Honors-Specific Scholarships

**Honors Scholarship** – A small number of incoming first-year are eligible for an Honors Scholarship. Students offered these scholarships are identified during the admissions process by the Admissions team. Criteria for these scholarships vary each year but include consideration of high school or transfer GPA, strength of high school or college schedule, letters of recommendation (HS students), credits available to take Honors courses (transfer students), service to community and school, and other criteria that help determine a strong, well-rounded student. This scholarship is renewable for up to eight semesters. Renewal is contingent on remaining in good standing in the Honors Program (see p. 20).

**Muriel A. Howard Honors Leadership Scholarship** – Each year the Honors Advisory Board and staff team select a scholarship student to serve as the President of the Honors Program. This student participates on the Honors Advisory Board, the College Foundation Board and is expected to attend the main Honors events as the Honors President. In return, this student receives a Muriel A. Howard Leadership Scholarship for that year. Factors considered in selection of the Honors Leadership Scholar include senior status in Honors, previous scholarship recipient, active engagement with the Honors Program, and dependability.

## Additional Scholarship Opportunities

All Honors students are encouraged to complete and submit a General Application via the [Campus Application Portal for Scholarship](#) (CAPS) each year. Once the General Application is completed, students are auto-matched to scholarships that they immediately qualify for – no further action is required. Some scholarships require additional information so follow the recommendations on the CAPS website to find all available opportunities. Be sure to check for new scholarship opportunities during the fall and spring application cycles. Fall applications are open February-April and spring scholarships are open October-January. Every semester, scholarship money goes unclaimed for lack of student applications!

## Honors Enhancement Fund

The **Honors Endowed Enhancement Fund** is used to provide financial support to Muriel A. Howard Honors Program students who wish to participate in opportunities that will enhance their academic experience.

Examples of Enhancement Fund support include:

- Participating in an overseas, national, regional, or local study experience
- Participating in a volunteer experience such as Alternative Break
- Conducting research or creative works related to academic major
- Participating in a professional conference or meeting
- Hosting speakers including honorariums, travel, housing, meals, and receptions
- Undertaking an internship or other applied learning experience

Funding of up to \$1,000 may be requested, with an average award of ~\$400.

*All funding requests must follow the **policies and procedures of Financial Management for Foundation Accounts**. If the expense includes travel, housing, meals, registration fees, or costs incurred as a result of travel, the expenses must fall within the **guidelines of the Foundation Travel Policy**.*

Preference is that the Honors Program directly purchase materials for the student or reimburse a student for expenses incurred. Faculty or staff members may also apply for Enhancement funds to reimburse preapproved costs paid on behalf of Honors students.

Application deadlines for 2025-2026 are September 26 and November 28, 2025, and February 27 and May 29, 2026. The Honors Director will notify the student or faculty/staff member whether the application is approved. Students and faculty members applying for Enhancement Funds should be prepared to provide receipts for expenses being funded. For questions about the fund, email [honors@buffalostate.edu](mailto:honors@buffalostate.edu). The application is found at <https://honors.buffalostate.edu/honors-enhancement-fund>.

### Eligibility:

- Funding may be requested to support current Honors students in good standing and enrolled at Buffalo State.
- Funding may be requested for experiences occurring within the academic year or following summer.
- Funding may only be requested for experiences or opportunities permitted by the Enhancement Fund Agreement. See above for examples.

### **The Honors Fund Allocation Committee will evaluate applications based on the following criteria:**

1. The purpose and scope of the funding request is well-defined.
2. The opportunity directly enhances the student's academic experience.
3. The request is adequately supported with information verifying the opportunity.
4. The budget is reasonable and completed to an appropriate level of detail.
5. Other funding sources are listed.

## Advisement

**First-year students** are all assigned to Ms. Elizabeth Stevens, the Honors Academic Adviser. Ms. Stevens registers students for classes over the summer. Starting in the Fall semester, some students will also be assigned a faculty adviser in their major. When it is time to be advised and register for Spring semester classes, students will either see Ms. Stevens OR their faculty adviser. Students will receive a PIN at their advisement appointment that is required to register for classes.

### Registration for Classes

All Honors students have **priority registration**, which means they get to register for classes on the first day registration opens. Priority registration ensures that students are given the best chance possible of getting their preferred schedule. It is the responsibility of the student to promptly meet with their adviser and receive their unique PIN before registration opens - otherwise they may risk registering late and seats fill up fast!

**Spring 2026 Registration opens at 6:00am on November 5, 2025.**

**Fall 2026 Registration opens at 6:00am on April 8, 2026.**

### Advising Appointments

Honors students should use the Bengal Success Portal to make an appointment with Ms. Stevens to register for classes, or whenever there are concerns that are affecting academic performance. Please reach out for assistance before it is too late to resolve the situation.

Every semester, Ms. Stevens offers **drop-in advising hours** where no appointment is necessary. Drop-in advising is open to all Honors students, no matter what class level. Hours for drop-in advising will be announced each semester.

### \*Honors Courses and Pass/Fail Grades\*

It is strongly recommended that students do not take Honors courses Pass/Fail (P/F). Although the course would still count towards the General Education category it fulfills, if a student chooses to P/F an Honors course, it no longer counts as fulfilling an Honors requirement.



## Honors Enhanced Course

The Muriel A. Howard Honors Program Enhanced Course is designed to allow students to receive Honors credit for a non-Honors class at the 300-level or above. This option is available to students who transfer in many general education credits or whose program of study fulfills most of their general education courses. Students are limited to one enhanced course and only with the approval of the Director of the Muriel A. Howard Honors Program.

With this option, the Honors student “enhances” the course for Honors credit by proposing alternative or additional activities to those listed by the instructor in the course syllabus. These activities should allow the student to emulate the experience of an Honors course and should augment the course activities, not simply add to them. The proposed activities must be approved by the instructor and the Director of the Muriel A. Howard Honors Program. Honors credit is given at the end of the semester once the student has satisfactorily completed the activities described in the Honors Course Enhancement application and grades have posted. The student should provide a copy of the Honors-level assignment or a description of the final project to the Honors Program.

The Honors Course Enhancement proposal must include 1) how the plan of study differs from the activities or assignments planned for the non-Honors course and 2) the grading basis for this new activity or assignment. They are due by the 15<sup>th</sup> class day of the semester.

### **Plan of Study:**

Honors-caliber study should include higher-order or more complex work that complements or augments the non-Honors course. Examples of assignments may include: more extensively analyzed and researched papers or presentations than the non-Honors expectation; an extensive portfolio of responses to reading, listening, viewing or experiential assignments; a significant annotated bibliography or a literature review; a more advanced artistic creation. Examples of avenues for students and faculty to enrich the class at large may include: a presentation of the research conducted; tutoring; organizing a field trip for the class; showing a film and moderating a discussion; leading a discussion on a pertinent topic or book; guiding a lesson or assignment.

### **Grading Basis:**

The Honors student and the supporting faculty member should discuss and describe how the Enhanced Course work will affect the grading policy described in the non-Honors syllabus. For example:

- My Honors enhancement will not affect my course grade. If I do not complete the Honors enhancement work, I will not receive Honors credit.
- My Honors enhancement work will count for X% of my course grade, with the other grade categories reduced proportionally.
- The Honors versions of my class assignments will be weighted the same as described in the syllabus but will be evaluated with a higher standard as described in my plan of study.

## Applied Learning Experience

Each student in the Honors Program is expected to complete a significant Applied Learning Experience. Usually this will be fulfilled in their department of study during junior or senior year. If not, the Honors Director will work with the student to determine a project or experience to complete. Examples of Applied Learning Experiences can include:

**Credit-Bearing and Non-Credit Internships:** Student participates in an agreed-upon, short-term, supervised workplace activity which may be related to their major field or area of interest. The work can be full or part time, on- or off-campus, paid or unpaid. Some institutions offer both credit and non-credit bearing internships. Internships integrate classroom knowledge and theory with practical application and skills developed in professional or community settings.

**Clinically Rich Practice:** Teacher candidates participate in a range of diverse school and community-based activities that connect theory and practice through reflection to develop the skills, knowledge, and dispositions necessary to become effective educators.

**Service-Learning:** A credit-bearing educational strategy that integrates meaningful community service that meets identified community need with instruction and reflection to enrich the learning experience and strengthen communities.

**Community Service and/or Civic Engagement:** Volunteerism and community service performed by students for community benefit. This service can be but is not necessarily integrated with a particular program of study. This may include significant structured projects, fund-raising events, or individual volunteerism. Civic engagement includes educating students as global citizens.

**Creative Works:** A capstone, senior project, performance, or other creative work that occurs as an experience for a student in an accredited class, a course of study or program.

**Undergraduate Research:** An inquiry or investigation conducted by an undergraduate student that advances our knowledge and makes an original intellectual or creative contribution to the discipline. Research includes scholarly and creative activities and both the student and the mentor have a vested interest in the research/scholarly/creative experience. The four characteristics of undergraduate research include: mentorship, originality, acceptability, and dissemination.

**International and Domestic Travel/Exchange & Study Away:** An instructional program delivered in either an overseas location or domestic location. Often the program is delivered as a semester-long or intersession sequence of courses, the content of which is enhanced by the location of instruction, by distinctive historic or cultural features available in the location, or by a unique approach to the subject matter that is specific to the locale. Exchanges are often conducted by individual students traveling independently to a location that has been pre-approved by their home institution, and where they determine their specific course of study in collaboration with home and host institution faculty.

**Clinical Placement–Credit Bearing:** A period of practical/field experience in health care and community agencies with faculty supervision focusing on individual patients/clients or groups reflecting diverse settings, across the lifespan. Emphasis is on mastering theoretical concepts, improving skill competency, and developing clinical reasoning skills with a focus on evidence-based practice.

**Practicum:** A period of practical or field experience undertaken in academic, professional or community settings/agencies/organizations as part of an academic course of study. This approach is grounded in application and practice of theoretical/technical concepts/skills and cultural competency relevant to the course of study or to a profession.

**Entrepreneurship (program, class, project):** Students in an entrepreneurship program develop a broad-based entrepreneurial skill relevant to any organization – start-up, established, and for and not-for-profit agency, organization, community, or industry. Entrepreneurship involves consistently thinking and acting in ways designed to uncover new opportunities that are then applied to provide value.

### **Criteria for Approved Applied Learning Experiences: (*SUNY Definitions*)**

**The Activity is Structured, Intentional and Authentic** - All parties must be clear from the outset why this specific experience was chosen as the approach to the learning, and intentional about defining the knowledge that should result from it. The activity needs to be a structured experience with a formal process, which includes a course syllabus or learning contract between parties (students, faculty, and other supervisors as appropriate) and/or defined assessable learning outcomes. Roles and responsibilities must be clearly defined. Faculty and site supervisors (as appropriate) are expected to take the lead in ensuring both the quality of the learning experience and of the work produced. The applied learning activity should have hands-on and/or real-world context and should be designed in concert with those who will be affected by or use it, or in response to a real situation.

**The Activity Requires Preparation, Orientation and Training** - Participants and mentors must ensure that students enter the experience with sufficient background and foundational education, as well as a plan to support a successful outcome. The training and plan should include learning expectations and be referred to (and potentially updated) on an ongoing basis by all parties.

**The Activity Must Include Monitoring and Continuous Improvement** - Applied learning activities are dynamic. Therefore, all facilitators in the activity share responsibility for ensuring that the experience, as it is in process, continues to provide a rich learning environment and is meeting learning outcomes. Activities include a defined and flexible method for feedback related to learning outcomes and quality performance for all parties.

**The Activity Requires Structured Reflection and Acknowledgment** - There must be a structured opportunity for students to self-assess, analyze, and examine constructs/skills/insights from their experience and to evaluate the outcomes. Reflection should demonstrate the relevance of the experience to student learning, including the student's articulation of how the experience draws on and improves this learning and meets defined objectives. Post-experience learning should include a formal debriefing. All facilitators and students engaged in the experience should be included in the recognition of progress and accomplishment.

**The Activity Must be Assessed and Evaluated** - Outcomes and processes should be systematically documented with regard to initial intentions and quality outcomes. Students must receive appropriate and timely feedback from all facilitators.

## Honors Academic Standing

Students remain in good standing in the Muriel A. Howard Honors Program if they

- maintain a cumulative GPA of at least 3.3,\*
- complete HON111 in their first year (*incoming first-year students only*),
- are making good progress toward completing Honors seminars (good progress is *at least* one Honors seminar per year and *at least* four Honors seminars completed before the final year of the student's undergraduate degree program if five Honors courses are required),
- complete HON444 in one of the last two semesters of their degree program, and
- complete an Applied Learning Experience before graduating.

\*The Honors Program wants all students to succeed academically! If you do fall below the minimum cumulative GPA, we help guide you to academic resources. Students below a 2.5 cumulative GPA will be dismissed from the Honors Program at the end of the spring semester so that they may focus on non-honors courses. Those who achieve at least a 2.5 GPA but are below the 3.3 minimum cumulative GPA will be given one year to reach the GPA minimum before dismissal.

Scholarships depend on the associated scholarship agreement to be maintained. Honors Scholarship recipients will be reviewed each semester and given two semesters of probation to achieve the minimum cumulative GPA of 3.3 before losing their scholarship.

Dismissal due to Honors coursework:

Incoming first-year students who do not complete HON111 will be dismissed from the Honors Program. Graduating seniors who do not complete HON444 will have their Honors attribute removed before graduation and will not have the Muriel A. Howard Honors Program distinction on their transcript or in the Commencement Program as a member of the Honors Program. Students will also be dismissed if they do not take the required number of Honors seminar courses.

## Leaving the Honors Program

Students who would like to leave the Honors Program may do so at any time by contacting Dr. Herb (716-878-3371, [herbmm@buffalostate.edu](mailto:herbmm@buffalostate.edu), or [honors@buffalostate.edu](mailto:honors@buffalostate.edu)). The Honors attributes will be removed, and the student will lose all Honors privileges. Honors Scholarship recipients will no longer receive their scholarship if they choose to leave the Honors Program.



# Honors Advisory Board

## 2025-2026 Members

Matt Baran, Assistant Director, Honors Program  
Clairissa Breen, Associate Professor, Criminal Justice  
Kathryn Budin, Clinical Supervisor, Speech-Language Pathology  
Scott Burns, Associate Vice President for Development, Institutional Advancement  
Leigh Duffy, Associate Professor, Government, Planning & Philosophy  
Matthew Fincel, Honors Student President  
Jason Grinnell, Professor, Government, Planning & Philosophy  
Julie Henry, Professor, Elementary Education and Literacy  
Colleen Long, Scholarship Coordinator, Financial Aid  
Nigel Marriner, Interim Assistant Vice President for Student Success and Retention  
Amanda Marzolf, Executive Assistant to the Dean, School of Arts and Sciences  
Patrick McGovern, Associate Professor, Government, Planning & Philosophy  
Christian Ozolins, Assistant Director of Athletics/Completion Coach  
Lorna Perez, Associate Professor, English  
Amy Rockwell, First-Year Experience Librarian  
Adamu K. Shauku, Assistant Professor, Government, Planning & Philosophy  
Elizabeth Stevens, Senior Academic Adviser, Honors Program

The Honors Advisory Board assists with policy and process decisions for the Muriel A. Howard Honors Program and helps to disseminate information about the Program to campus. It meets at least once a semester and is comprised of faculty, staff, and Honors students.



# MURIEL A. HOWARD HONORS PROGRAM

BUFFALO STATE • The State University of New York

Effective for Honors Students  
entering August 2025 – July 2026