

DESCRIPTION OF
THE HOBART AND WILLIAM SMITH
HONORS PROGRAM

September 2011

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1. An Overview

The Honors Program at Hobart and William Smith Colleges makes possible the most sustained and sophisticated work available in our Colleges' curriculum. Qualified students may take two self-designed courses (designated "495") that concentrate on the same project and are sponsored by the same faculty adviser. In addition to the Honors project, which culminates in a research paper or its counterpart in the creative arts, Honors candidates take a Written Honors Examination in the Honors field and an Oral Honors Examination that covers both the Honors project and the Written Honors Examination. Each candidate has an Individual Honors Examination Committee consisting of two members of our Colleges' faculty and one outside specialist.

Typically, Honors Students undertake an Honors Project within a recognized major. Such majors include Departmental majors, majors within Interdisciplinary Programs, and Individual majors approved by the Committee on Individual Majors. Because of the high value that Hobart and William Smith Colleges places on creative scholarship and interdisciplinary work, students with a double major may also do a joint Honors Project which bridges Departments and/or Interdisciplinary Programs. Requests for exceptions to this policy must be directed to the Honors Committee.

Students who complete an Honors Project may receive Honors for their work. Students who do not receive Honors or who withdraw from the Program may receive course credit to the degree recommended by their advisers. Successful Honors students are listed in the Commencement Program, together with their advisers and the titles of their Honors projects. Their achievement is also recorded on their transcripts. Honors papers and their counterparts are catalogued and kept for reference in the Warren Hunting Smith Library. Each year both the Hobart and William Smith Student Handbooks list the preceding year's students in the Honors Program, adding to the data in the Commencement Program the names of the outside examiners.

The rationale behind this simple pattern is that sustained work on a project of a student's own choosing, with constantly available advice from a specialist, has educational benefits and personal gratifications which cannot be duplicated in regular, semester-length courses, however enterprising the student. High among the values sought in addition to the ability to work independently and reliably are creativity in scholarly projects as well as in the arts; a superior academic and operational command of a major field; a recognition of the significance of specialization in relation to larger contexts; and ease in communicating insights coherently, in written and spoken language, correct and free from jargon.

The Program has maintained itself for over one hundred years with only minor adjustments despite curricular changes, some of them radical. The reasons seem to be that its challenge is sound and realistic; its provisions are flexible but not shapeless; and its inclusion of outside examiners reinforces faculty and student standards of professionalism.

2. Relation of the Honors Program to the Faculty

The Honors Program's vitality, even its existence, depends on the voluntary initiative of the faculty. No extra remuneration or released time is given to Honors advisers, and the faculty who serve as examiners of Honors candidates do so *pro honoris causa*. Typically, approximately half of the teaching faculty are involved. Participation by Departments and Programs varies, depending on the quality of student majors, the incidence of faculty leaves, and competing academic pressures. Notwithstanding heavy committee work and the demands of innovative team-teaching, the faculty's continued commitment to the Honors Program is impressive. A record of faculty contribution to Honors work is kept and used in decisions concerning tenure and promotion. The Colleges' administration also is supportive, budgeting funds for modest honoraria for the outside examiners, providing considerable secretarial help, and in many other ways evidencing active, sympathetic cooperation.

The establishing and maintaining of standards in Honors work is the responsibility of the faculty, reflecting practices in the Departments and Programs in which they teach. In effect, Honors advisers determine qualifications for admission to Honors work and the substance of Honors study. Field examiners assist the Honors advisers in formulation of the Honors written examination, and chair the candidate's Individual Honors Examination Committee in evaluating the Honors work.

3. The Faculty Committee on the Honors Program

This standing committee consists of four faculty with representation from every division and one Hobart and one William Smith student named by their respective student governments. One member of the Committee will be a faculty member from the Academic Affairs Committee. Whenever this member does not fulfill the requirement for divisional representation, the Honors Committee will have five members. They and the chairperson are nominated by the committee on the Honors Program and must be approved by the Committee on Academic Affairs. The faculty members serve staggered three-year terms.

The role of this committee is administrative and advisory. It (1) maintains regulations about the Honors Program which have been approved by the Committee on Academic Affairs; (2) considers questions which those involved in the Program bring before it; (3) recommends possible changes in the Program and functions as the channel for such recommendations from others.

The committee's regulations concerning Honors work, which are common to all Departmental and interdisciplinary effort, aim at a reasonably uniform institutional practice. As in regular course work, however, parity of functioning among Departments and Programs and among individual faculty members is not insured simply by common external requirements. The committee, therefore, reserves the right to raise questions about the choice of outside examiners, and about other aspects of the operation of the Program that appear to them dubious.

4. Informational Meetings on the Honors Program

For students who wish to learn more about Honors work, the Committee arranges three informational meetings. One is scheduled during Fall Semester to encourage juniors to begin Honors projects the following Spring Semester. The other meeting for juniors and sophomores is scheduled in the Spring Semester to coincide with the appearance of the above-mentioned brochure, DOING HONORS. A third meeting for first year students is held the day after final submission of honors projects in the spring.

5. Regulations and Procedures of the Program

Normally, Honors work is done within a student's Departmental, Interdisciplinary Program, or Individual Major. Third year students and seniors are eligible. Approval by the student's Department, Interdisciplinary Program, or by the Committee on Individual Majors is necessary. The signature of the faculty member who will become the student's Honors Adviser represents this approval. The signature of the Honors adviser must also appear on the regular course enrollment forms.

Honors work cannot be done without an Honors adviser. A student may have only one Honors adviser, even if the student is undertaking a joint Honors Project or will have completed majors in two related disciplines. Normally this adviser will be on the staff of the student's major Department, Interdisciplinary Program or be approved by the Committee on Individual Majors. For credit for "495" (Honors) work, both student and adviser must be available for frequent conferences in person during at least two semesters (which need not be consecutive).

Request for exception to these basic regulations should be addressed to the chairperson of the committee on the Honors Program.

Students with authorized Honors advisers may obtain from the Honors Secretary the FORM FOR STUDENTS EMBARKING ON HONORS WORK. Students must then (a) return this FORM to the Honors Secretary of the Committee on the Honors Program, and (b) make sure to register appropriately at the registrar's office for honors. Having done this completes validation of the student as an Honors candidate.

6. Admission to Honors Work: Routes and General Criteria

Acceptance into the Honors Program seems to depend more on an estimate of the student's motivation and ability to work well independently than on grades *per se*, though being on the Dean's List regularly or earning other markers of academic distinction almost guarantees special faculty interest in a student. Correspondingly, a student is at an almost decisive disadvantage if his/her classroom performance in the background for the proposed Honors work has not been of "Honors" quality.

There is a direct and an indirect route to Honors work. It may begin directly with a "495" course or indirectly with a "450" course leading to "495"

"450" work: As the number indicates, this work, though independent, is regarded as less demanding in scope and depth than "495" work. Superior work in one "450" course may, however, be continued into one semester of "495," provided that the student has taken coursework that establishes a sufficient honors field, that the subject and instructor remain the same, and that the instructor is approved by the student's major Department. No special permission is needed for this shift into the Honors Program. The student then becomes an Honors candidate; the instructor, an Honors adviser.

"495" work: This entry into Honors entails an immediate matching of student and Honors adviser which may be accomplished in various ways. Either student or faculty member may take the initiative. Students considering Honors are encouraged to discuss their plans or ideas with several instructors before requesting one to serve as adviser. Faculty often broach this possibility of Honors to their students and department chairpersons sometimes suggest student-Honors adviser combinations.

Students in search of advisers should start early because even seasoned Honors advisers, knowing the amount of time and effort involved, hesitate to work with more than one candidate at a time. It can happen, sadly, that a qualified student is unable to find an adviser, usually because the proposed subject does not coincide with the faculty or library resources of the Colleges or because faculty leaves prevent the personal conferencing required for Honors work.

All students enrolled for "495" work may withdraw from it when the Honors Thesis is due or at any time prior to that date upon the request of the candidate or the recommendation of the Honors adviser. The adviser will then evaluate the work which the student has done as if it were regular "450" work. A grade will be assigned and the change from "495" back to "450" will be made on the student's transcript. Only two "495" courses can be credited.

7. The Honors Program and the Library

The librarians and staff of our Colleges' library, the Warren Hunting Smith Library, have always been most considerate in the operation of the Honors Program. Honors candidates have the exclusive privilege of signing out books on a year-long loan. (Provisions regulating such loans are sent to candidates each year.) The assistance of reference librarians in locating source materials and arranging inter-library loans is facilitated by their attendance at a general meeting of Honors candidates and by their having copies of the annual "Who's Who, Doing What, In the Honors Program," which is a list of brief descriptions of current Honors work in progress. The library also has been generously receptive to requests for the purchase of books needed for certain Honors projects.

Each year the librarians cooperate in sending a large number of Honors papers for inspection at the two informational meetings for prospective Honors candidates, and at Commencement time they arrange an attractive display of the current year's Honors papers on the main floor of the library side by side with a display of current faculty publications.

Library carrels have been set aside for the exclusive use of Honors candidates. A system of priorities is necessary in assigning the carrels. First choice goes to students whose use of the library is most extensive, those in humanities and social sciences, and to students who are closest to completion of their Honors work. Exceptions can be made, however, in special circumstances for students in the laboratory sciences, the fine arts and creative writing.

8. Scheduling Honors Work

When should Honors work begin?

An Honors Project consists of two semesters of high quality independent work. A student may begin this work in the first or second semester of their junior year, or in the first semester of their senior year. Careful planning is required, and a student should take into account the time required to complete a sufficient Honors Field, plans for study abroad, the availability of faculty advisers, and any other opportunities, which may impact the quality and continuity of the project.

Most commonly, students begin their projects in the first semester of their senior year. This allows for the completion of the maximum number of courses within the student's Honors Field. However, students may also recognize the value of beginning a project in their junior year, in order that they may use the summer for research or because they intend to be off campus for some portion of their senior year. Each student will have individual needs and the decision about when to begin Honors should be made carefully in close consultation with the Honors Adviser.

An option too often overlooked is the provision that courses creditable as Honors work need not be taken consecutively. This provision accommodates especially students who are in our Fall Semester courses abroad and students who engage in other off-campus programs (e.g., student teaching). Students with double majors might also find this option useful.

9. The Honors Project vis-a-vis the Honors Field

Honors work cannot ordinarily be done outside the candidate's major. The Honors project is a focused and manageable activity (scholarly, experimental, or artistic) within an Honors field. The field is the configuration of courses that the student has taken or will take, within or outside the major, which substantively or methodologically support the Honors project to some degree. At a specified time, the candidate is asked to list these courses on a form called Record of Honors Field. These courses are used as the basis for the formulation of the written Honors examination.

The Honors field of students with a single departmental major is likely to coincide with the major or emphasize one part of it. Even with a single major, however, a student may enter a multi-faceted Honors field such as "Soviet Russia" or "Surrealism," provided that the Honors adviser teaches in the student's major discipline and that the facets of the field are clearly connected within the major discipline. The field of students with Individual Majors is interdisciplinary by definition.

Because the Honors field and the Honors project are related reciprocally, it does not matter whether a student begins with an established and fairly broad interest, for example, "the Middle Ages" or "Post-structuralism," and then settles on a narrow topic within it, or whether a student has been motivated by a particular character, problem or phenomenon, say "the effects of learning on the selectivity of predation by the Bluegill Sunfish," and then broadens the investigation to take into account a somewhat wider background. The end of the Honors work recognizes both broader and narrower perspectives, though one or the other may continue to predominate. Projects which aspire to originality are most successful when specific.

Honors projects in fine and performing arts are also subject to the criteria of scope and specificity described above. They too must attain the clarity of expression expected of liberal arts students. The emphasis on the expository qualities of a given honors project, however, should bear a close relation to the emphasis on such qualities within the Honors field in question. Thus, for example, the quality of an art, architecture, music or dance project should not be judged primarily by the quality of the candidate's writing.

Given the variables in Honors fields and projects, the choice of projects can accommodate almost any student's proclivities and aspirations, except those which require the library resources and possibly the faculty of a university. Before final selection of a project, candidates should estimate its feasibility by consulting faculty members and librarians.

10. The Honors Project Format and its Counterparts in the Arts

Honors projects may take several forms. In traditional academic disciplines, scientific and non-scientific, a paper incorporating the results of the student's research is the usual form. Such papers typically range in length from 30 to 80 pages of text (exclusive of the bibliography, prefatory material, charts, endnotes, appendices, and so on). Some Departments try to limit Honors papers to the length of the average article in their professional journals.

The Honors paper ordinarily should not exceed a total of approximately 100 pages of double-spaced typescript. Excessively long papers often reflect more zeal than discrimination, and indicate an inability to narrow the field of inquiry rather than thoroughness on the part of the Candidate. The Honor's budget pays the cost of the five required copies of papers within this page length. Color copies are limited to 10 pages (per project) in the original paper. Additional copies and color copies over the limit may be made at the candidate's own expense or the Honors Adviser's departmental budget may absorb the extra cost. The Honors Committee will arrange for one copy of the ORIGINAL paper to be copied on quality bond paper, bound in a black binder, and sent to the library after the oral Honors examination. The papers of candidates who do not receive Honors will be returned to them.

Bibliography and notes in Honors papers should conform to a standard format of the candidate's discipline. The paper must be double-spaced with a 1 ½-inch margin on the left side of the paper (to allow for binding); 1-inch margins on the top, bottom and right-hand side of the paper are required, as are page numbers at center top or bottom.

Candidates must follow all other Honors guidelines (available from the Honors' Secretary) regarding paper format (e.g., margins, font restrictions, etc.). Only laser printer or high-quality inkjet printing is acceptable for the final copy.

The title of the Honors paper should conform to one of the following models (or an appropriate modification of it in the case of the creative arts):

A]

**Feminist Dance:
Undressing Sexual Signifiers and Shaped Sexualities**

Thesis submitted in partial fulfillment of the requirement for

Honors in

Dance

Erin C. Law

Adviser, Donna Davenport

February 10, 2003

B]

**UPSTATE:
Memories of Self and Place**

Thesis submitted in partial fulfillment of the requirement for

Joint Honors in

English and Environmental Studies

Sharon Bowen

Adviser, Deborah Tall

February 21, 2000

Candidates in fine and performing arts fields may submit poems, drama, fiction, or film scenarios, and candidates making original translations from a foreign language may use these to replace the traditional Honors paper. The project should be supplemented with an informative and critical introduction.

Honors candidates in Studio Art will have a public exhibition of their work. Each artist will supplement the exhibition with an essay, which places the Honors project in its historical and theoretical context. This artist's statement also includes a discussion of the development of formal structures and expressive concerns during the course of the Honors project as well as photographic documentation of the project. Performing arts projects must also be appropriately documented. The candidate and Honors Adviser will decide on the nature of the documentation. The candidate is responsible for submitting one official version and four copies of the documentation.

Copies of these projects on tape or AV print are available in the Warren Hunting Smith Library. The student is responsible for submitting this documentation with the final paper.

11. The Honors Adviser

The Honors Adviser (who is not necessarily the student's regular faculty adviser) is in close personal contact with the Honors work at all stages, especially at the beginning and the end. Regularly scheduled weekly conferences are recommended. The adviser helps the student to narrow or broaden the Honors project; suggests bibliography and methods with which the student cannot be expected to be familiar; accustoms the student to making critical judgments and to discussing the work in hand orally and in writing, especially if it lies in essentially non-verbal areas. Ideally the adviser and student actively attempt to cultivate a 'partnership' and both realize that they have a common concern in doing a job that will stand the scrutiny of an outside expert. In the past, the shared work has led to collaboration in articles published in scholarly journals.

More specific functions of the adviser are included below in the sections *The Candidate's Individual Honors Examination Committee*, *The Written Honors Examination*, *The Oral Honors Examination*, and *The Mechanics of Honors Work in Progress* (see *Table of Contents*). The Adviser formulates, with the help of the field examiner, the Written Honors Examination. The Adviser also forms the Candidate's Individual Honors Examination Committee, invites and arranges for the visit of the outside examiner, and circulates materials for the Oral Honors Examination. Supplementary information about these responsibilities is sent to advisers at appropriate times during the year.

12. The Candidate's Individual Honors Examination Committee

Each candidate's Honors Committee consists of an outside examiner, a field examiner and a faculty examiner. Each member of this committee evaluates the candidate's Honors project and written examination, participates in the oral examination and votes in the evaluation of Honors work. Ideally, in the case of Honors work in the fine or performing arts, the examiners attend the public exhibit or performance.

The Honors Adviser chooses these examiners without consulting the candidate and in accordance with the following provisions:

A. The Outside Examiner

The Outside Examiner should be an acknowledged specialist in the candidate's Honors field and should be chosen with care. The outside examiner is not on the faculty of our Colleges and usually but not necessarily comes from another college or university (preferably one offering graduate study in the examiner's field). Since retired faculty remain members of the Colleges' community they may not serve as outside examiners, although they may, of course, still function as field or faculty examiners. A former faculty member presently employed by another academic institution may indeed be invited as an outside examiner unless he or she has been involved directly in some capacity with the Honors project under consideration. A beneficial aspect of the Honors Program is the opportunity it gives students to have expert appraisal of their work from a fresh perspective. It is also advantageous to the Colleges to have well-qualified outsiders see specimens of our best work.

The Honors adviser:

1. Makes arrangements for the outside examiner's visit (date, time, place, and any travel/overnight accommodations.)
2. Completes the Proposal for the Campus Visit of Outside Examiners Form and returns it to the Honors secretary.
3. Reserves the oral examination room through the Registrar's Office, x 3652, and Delancey House guest accommodations, if needed.
4. Makes reservations for, and hosts, lunch or dinner as appropriate
5. When applicable, arranges for the attendance of the outside examiner and the other members of the candidate's Honors Committee at an Honors art exhibit or performance.
6. When appropriate, arranges for a guest lecture to be delivered by the outside examiner at a relevant venue.
7. Escorts the Outside Examiner to the Accounts Payable clerk in Demarest.

The Honors Secretary arranges for (1) the formal invitation to the outside examiner; (2) the distribution of the Honors paper and the written examination (questions and answers) to the outside examiner and to the other members of the candidate's Honors Committee.

B. The Field Examiner

The Field Examiner is a member of the faculty of our Colleges who teaches (or has taught) courses within the candidate's Honors field. Normally, this examiner is chosen from the candidate's major department. The field examiner of candidates with an interdisciplinary program or with an individual major is chosen from among instructors of the courses which the candidate has listed as comprising that major. Exceptions must be approved by the Honors Committee.

The field examiner helps the Honors adviser prepare the Written Honors Examination and chairs the candidate's Honors Committee during its evaluation of the Honors work following the Oral Honors Examination.

C. The Faculty Examiner

The Faculty Examiner is a member of the faculty of our Colleges who does not teach courses within the candidate's Honors field and *who is presumed to have no special competence in that field*. The reason for avoiding a faculty examiner who is already conversant with the Honors field is the belief that the ability to explain one's specialties to intelligent non-specialists is an indication of mastery of the material.

Therefore, the Faculty Examiner should NOT be a member of the DIVISION that includes the candidate's major discipline. The divisions recognized for this purpose are Humanities and Creative Arts, Social Sciences, and the Natural Sciences.

In the case of a candidate with an Interdisciplinary Program or with an Individual Major, the Faculty Examiner should come from an academic area as distant as possible from the Honors project.

13. The Written Honors Examination

The Written Honors Examination is an important part of the Honors work. It is typically weighted 25% in evaluating the Honors work overall. It is given in the eighth week of the first semester or during the first three weeks of the second semester of honors. It is designed and administered by the Honors Adviser with the assistance of the Field Examiner and other faculty members as appropriate. As explained above in Section 9, "The Honors Project vis-à-vis the Honors Field," the field is NOT comprehensive; it is determined by the courses, which the candidate, in careful discussion with the Honors Adviser, has specified as having direct or indirect relevance to the Honors project. These courses are listed in the form RECORD OF HONORS FIELD and the RECORD itself is attached to the written examination so that the candidate's examiners know what relevant formal instruction the candidate has had.

The Honors project should not be the object of direct inquiry in the Written Honors Examination. The aim of the Written Honors Examination is to ascertain the student's general background and level of competence in the Honors Field. Suitable areas of inquiry in the Written Honors Examination might include analogous problems, theoretical and methodological issues, historical antecedents, comparative perspectives and critical presuppositions,

The Honors Adviser should make certain that the candidate understands the rationale for this examination and its relevance to the Honors process. The student should realize how this extra element distinguishes Honors work from ordinary "450" (independent study) courses.

The Honors Adviser should show the candidate copies of pertinent written examinations which have been given, or, lacking such, should make up hypothetical questions in conjunction with the Field Examiner. In preparing the Written Honors Examination, the Honors Adviser and Field Examiner are free to consult instructors of any courses listed in the RECORD OF HONORS FIELD. The mechanics of the examination are flexible but should clearly indicate the following: the date when given; the place where the examination is to be picked up and returned; the type of examination (supervised, open-book, take-home); the length of time to be allotted for the examination (and if relevant, time limits for parts of the examination); the permissible use of secondary materials; the expectation regarding typing or writing by hand the final copy.

Because the examination is usually scheduled early in the process, it may be used diagnostically as the Honors Adviser and candidate see fit. At the discretion of the Honors Adviser, parts of answers may be rewritten or supplemented by the candidate, provided that the changes are labeled and attached to the original responses.

The Written Honors Examination becomes the basis upon which the Field Examiner questions the candidate during the Oral Honors Examination. All members of the candidate's Honors Committee, however, including the Outside Examiner, are required to read the Written Honors Examination and may also question the candidate about it. Arrangements for distribution of the examination (questions and answers), along with the Honors paper, are made by the Honors secretary. Details concerning photocopying and mailing of Honors material will be sent to the Honors Advisers by the Honors Secretary.

14. The Oral Honors Examination

The Oral Honors Examination covers the Honors project and the Written Honors Examination. It is held at a specified time about a week after the submission of the completed Honors project. Prior to the Oral Honors Examination, each examiner has received a copy of the candidate's Honors paper (or been present at an Honors art exhibit or performance) and has read the candidate's written examination (questions and answers). Normally, the Outside Examiner is concerned primarily with the Honors project and its results. The Field Examiner concentrates on the Honors field, beginning with the Written Honors Examination. The Faculty Examiner represents the interests and standards of the Colleges. Letters clarifying their functions in the Oral Honors Examination are sent to field and faculty examiners by the honors secretary.

The Oral Honors Examination is meant to assess the Honors candidate's degree of mastery of the project. It is NOT a "defense of thesis" as examiners may remember from graduate school. The examining committee may call upon the Honors candidate to explicate her/his thesis and its

conclusions, speak to issues raised in the Written Honors Examination and make clear how their project relates to the larger body of scholarship of which it is a part.

The Oral Honors Examination is conducted within a formal structure, which may NOT be altered. The Oral Honors Examination should be conducted without break. Except in unusual circumstances, the length should be between 60 and 90 minutes.

The *Honors Adviser* convenes the Oral Honors Examination, introduces the candidate to the examiners, acts as chair, formally opening the examination with the traditional formula: "This is the Oral Honors Examination of _____. His/her field is _____. The topic of the Honors Project is _____. The Outside Examiner is _____. The Field Examiner is _____. The Faculty Examiner is _____."

The adviser then specifies the order in which the examiners will question and the amount of time allotted to each. If the examination is scheduled to be one hour, the outside examiner, the field examiner and the faculty examiner (in that order) are given 20, 10, and 10 minutes respectively. If the examination is scheduled to be 90 minutes, then the examiners are given 30, 20, and 20 minutes respectively. In the remaining time, there is a second round of questioning of 10, 5, and 5 minutes.

After having explained the structure of the examination, the Honors Adviser asks the first question, which is known to the Honors Candidate. Thereafter the Honors Adviser refrains from comments, clarifications, etc. However, it is important that the Honors Adviser tactfully keep attention fixed on the Honors Candidate if examiners succumb to the temptation of engaging in discussion among themselves or discourse at length.

At the end of the Oral Honors Examination, the Honors Adviser and the Honors Candidate leave the room. The Field Examiner acts as the chair of the candidate's Honors Committee in their deliberations. The committee decides whether or not the candidate should receive Honors. Examiners should try to reach a consensus; if they fail to do so, then the majority decides with each examiner having one vote. As soon as this is determined, the Honors Adviser and the candidate are called back into the room and informed that Honors have or have not been awarded.

Before the examiners disband, the Honors Adviser requests them to sign (in quadruplicate) the form RECORD OF HONORS ACHIEVEMENT, which has been sent in advance to the Honors Adviser from the Honors Secretary. The four copies of the form must be returned to the Honors Secretary immediately after the conclusion of the oral examination. (This important responsibility is sometimes taken too lightly.)

Note: the Outside Examiner is responsible for picking up the honorarium check from the Accounts Payable clerk, Demarest (8:30 a.m. - 5:00 p.m.).

Even when the Oral Honors Examination takes place in the room or gallery where the candidate's artwork is on exhibit, or directly after a theatre or music performance, the orderliness of the Oral Honors Examination can and should be maintained. Student peers may not attend the Oral Honors Examination. Ordinarily, only persons who hold a Bachelor degree in the Arts or Sciences may attend; all requests for exceptions are to be directed to the Honors Committee.

15. Evaluation of Honors Candidates

Few candidates who complete the Honors Program fail to receive Honors. The reason is that usually an informal screening takes place before an outside examiner is named. If the Honors Adviser or the candidate feels that the completed Honors project is not of substantial quality, the student's work can be reduced from the "495" to the "450" course level and credited accordingly. Such prudence is recommended both for the sake of the student and for the preservation of faculty standards. It does not follow, of course, that all candidates who, with forethought and the adviser's agreement, complete the Honors Program will necessarily succeed, though in the Program's history, the large majority have been successful.

The candidate's Honors Committee must decide by vote whether to award Honors or not. When deciding this, all THREE aspects of the candidate's honors work that has been completed over the two semesters must be considered. When evaluating Honors work, a useful guideline is to weigh the Honors paper or project 50%, and the Written Honors Examination and the Honors Oral examinations 25% each. In evaluating the Honors work, originality or creativity is a high priority, although other assets such as clarity of intention, thoroughness and accuracy of execution must also be considered.

The Field Examiner is often the key figure in evaluating Honors work since this examiner is likely to have had more experience than the other two examiners with practices and previous Honors work in the major.

The Honors Adviser determines the letter grade which the candidate earns in the "495" course prior to the oral examination. The candidate's grade in the "495" course and the academic record in general should not be brought to the attention of the candidate's examining committee.

A conditional award of Honors may be made if the candidate's written work, which is otherwise satisfactory, is hindered by an unacceptable number of errors in spelling, grammar or typing. In that situation, the Honors Candidate must correct the errors within three days (on the original copy of the Honors paper) replacing pages if necessary. The revised version must be approved by the Field Examiner, who reports favorably or not on each of the four copies of the RECORD OF HONORS ACHIEVEMENT that the Honors Adviser has turned in to the Honors secretary directly after the Oral Honors Examination.

16. Recognition of Honors Work

Annually, in mid-April, the Faculty Committee on the Honors Program publishes a printed brochure captioned "Doing Honors". It lists current Honors candidates, their projects and advisers, and gives a profile of the Honors Program. It is sent to all faculty, and, at appropriate times, to students in their middle years.

Once a year, the Committee sends The Annual Report of the Honors Program, which includes the names of faculty participants in the Program, to the Faculty and Administrative Staff.

Between the submission of the Honors projects and the end of the Oral Honors Examinations, the Honors Committee will organize a series of public events that will enable Honors students to present their projects to a broader HWS audience. We conceive of these events as a means of informing the broader campus community about the achievements of our Honors students. Honors candidates are often among students who are requested to present their special work, for example, after luncheons sponsored by the William Smith Hai Timiai organization.

The Herald of recent years has run a prominently placed story in the spring on current Honors projects.

The Guides to Student Life for each college lists examples of the previous year's Honors projects, including information also in the Commencement program and adding to it the names of the outside examiners and a brief account of the Honors Program. Successful Honors students names, their projects and the Outside Examiner are also listed in the College Catalogue.

PROVOST'S PORCH PARTY

An event that has become traditional is the party, which the Provost gives for graduating seniors in the Honors Program and their advisers. It is a gracious and unique climax to the year's effort in the Honors Program.

AWARDS CEREMONY

On the day before graduation the Honors Program will hold a joint ceremony with Phi Beta Kappa at which students who have completed Honors will be recognized and congratulated for their special achievement by members of the Colleges Administration.

LIBRARIANS' DISPLAY OF HONORS PAPERS

Current Honors papers are exhibited on the main floor of the Colleges' library, as are current faculty publications.

17. The Mechanics of Honors Work in Progress

Honors work begins with submission of the EMBARKING ON HONORS form. Notices of due dates for the arrangements necessary for all Honors work are sent at appropriate times throughout the academic year to candidates and advisers by the Honors Secretary. Candidates are responsible for completing all work by the dates assigned.

A. DATES

A schedule of crucial due dates for Honors work is published early in September. The schedule includes separate sets of due dates for candidates who will finish in the Fall and Spring semesters, respectively.

The following due dates are published each academic year:

1. THE TIME OF THE WRITTEN HONORS EXAMINATION. This examination is held either during the eighth week of the semester immediately preceding the semester in which the candidate expects to complete Honors work or in the first three weeks of the semester in which the candidate expects to complete Honors work.
2. THE DATE FOR SUBMITTING THE COMPLETED HONORS PAPER AND/OR PROJECT TO THE ADVISER. This date is negotiated between the candidate and the adviser. This final draft should contain a table of contents, appropriate headings, notes and bibliography. The candidate should keep duplicate copies of the final paper.
3. THE DATE FOR SUBMITTING THE COMPLETED HONORS PAPER AND/OR PROJECT. This date is a well-established DEADLINE. It is so strictly adhered to that work which fails to comply is not accepted. No extensions are given.
4. A "NOT LATER THAN" DATE FOR THE ORAL EXAMINATION. This occurs about two weeks after the completion of Honors projects and before the beginning of final examinations at the end of a semester.

B. FORMS

A number of forms must be completed, submitted, and distributed during the course of Honors work. Smooth operation of the Honors Program depends on close attention to the forms and directives that accompany them.

1. FORM FOR STUDENTS EMBARKING ON HONORS WORK

This is the means by which Honors candidates register with the Faculty Committee on the Honors Program. A student who has not filled out and returned this form is not a bona fide Honors candidate even though enrolled in a 495 course.

This form identifies the student's major field and Honors adviser, indicates the number of semesters of Honors planned, and calls for a brief description of the Honors project. The descriptions are distributed to candidates, advisers, and other members of the HWS community in a publication entitled, Who's Who Doing What in the Honor's Program.

2. RECORD OF HONORS FIELD

This form has been described in preceding sections (see the sections on "The Honors Project vis-à-vis Honors Field," p. 5 and "The Written Honors Examination," p. 10). The Honors Secretary sends one copy of the form is sent to the adviser; two copies are sent to the candidate. For candidates who elect, in consultation with their adviser, to take the Written Honors Examination in the first semester of Honors, the date for returning the form is no later than the end of the sixth week of the first semester of Honors. For candidates who elect, in consultation with their advisers, to take the Written Honors Exam in the first three weeks of the second semester of Honors, the date for returning the form is no later than the last day of classes of the first semester of Honors. The courses listed on the form are the basis for the written Honors examination. The candidate must submit one copy to the Honors Secretary by the established due date.

3. PROPOSAL FOR OUTSIDE EXAMINER FORM

This form, with accompanying directives, is sent to the Honors adviser, who must return it to the Honors Secretary by the established due date for approval. It gives the name, title and address of the outside examiner, the honorarium for that service, and, if pertinent, estimated expenses for travel, hospitality, and the honorarium for service as classroom lecturer. Timely submission of this form to the Honors Secretary is important to allow for completion of all associated paperwork.

4. FORM FOR CANDIDATES TO SIGN FOR OUTSIDE EXAMINER

The candidate must sign this form in the Honors Office, at the time of the delivery of the Honors paper or the completion of the Honors Project. The signature is overt evidence that the candidate is committed to completing the remainder of the Honors Program.

5. RECORD OF HONORS ACHIEVEMENT

This is the most official form of all. In quadruplicate, it is signed by the members of the candidate's Honors Committee and by the adviser. It testifies to the award of Honors, the award of provisional Honors, or the fact that no Honors have been awarded. The Honors adviser must bring four copies to the Honors Secretary immediately after the oral examination. One copy is bound into the master copy of the Honors paper or its equivalent, which is kept in the Warren Hunting Smith Library. The other copies are filed in the Registrar's Office and the respective Deans' offices.

C. CREDITING CHANGES IN INDEPENDENT STUDY (450) AND HONORS (495) COURSES

Different procedures must be followed to convert course credit for independent study (450) to Honors (495) credit and to convert course credit for Honors work to independent study credit.

1. The change from 450 to 495

The Honors Candidate must make this change in the Registrar's Office. The signature of the instructor of the 450 course is required. The latest time at which such a change can be made is the beginning of the semester in which the student expects to complete the Honors Program. (Students converting independent study to Honors credit also should submit the form for Students Embarking on Honors Work at this time.)

2. The change from 495 to 450

The Honors Adviser reports this change to the Registrar on the Grade Report for the semester in which the change was made and authorizes a grade for each 450 course that is being substituted for 495 work. The adviser should immediately inform the Faculty Committee on the Honors Program when such a change is made.

D. EVALUATING EARLY STAGES OF HONORS WORK

The end of the first of two semesters of Honors work, when the Honors project is in its early stages, may be too soon to assign a grade for the work. This may be because the student has not yet taken the Honors Written Exam or simply because the Honors Adviser prefers to grade the two semester project in its entirety, once it has been completed. However, an unfortunate consequence of solving this problem by assigning the incomplete (I) is that the Honors work does not appear on the student's transcript at the time when he or she is applying to graduate school.

A preferable alternative, in both the case of a 450 or a 495 course, is to give the first semester of Honors a grade of CR, which, like the Incomplete, can be replaced by a letter grade later and, unlike the Incomplete, will appear on the transcript. This alternative would seem to be preferable especially when the work is progressing satisfactorily. Upon the Honors candidate's request, the Registrar will send a letter to a graduate school (or scholarship foundation), stating that the student is engaged in multiple-semester Honors work and that a grade will be assigned at the conclusion of the project.

Nevertheless, a grade may be assigned at the end of each semester of Honors if the faculty member has sufficient information to do so.

18. Expenses

Financial support for an honors project may come from several sources. A budget in the Provost's office provides for ordinary expenses, including Honors publications, Honors events, costs associated with the oral examination, and the cost of making five copies of the Honors papers. However, the Honors program budget cannot support special costs associated with an Honors project.

Honors candidates should be prepared to invest, if needed, as much per semester as the cost of books and supplies that he or she would have spent in a course at the Colleges. That amount varies from course to course but probably is in the range of \$75 to \$125.

Additional financial support for an Honors project may come from the department or program in which the project is undertaken or, in the case of Honors in an Individual Major, from the most closely related department or program. If it is anticipated that a department or program will be called upon for support of special project-related expenses, planning for those expenses should occur early in the first semester of the project.

Copying of library materials is a cost usually underwritten by a department or program, not the honors committee, nor the library. Only departments or programs can give permission to Honors candidates to charge the cost of library materials to a departmental or program account. The library has a form for that purpose.