Table of Contents

1. AN OVERVIEW ................................................................................................................................................. 3
2. THE COMMITTEE ON THE HONORS PROGRAM ............................................................................................... 4
3. THE SCOPE OF THE HONORS PROJECT VIS-À-VIS THE HONORS FIELD ................................................. 4
4. THE HONORS PROJECT FORMAT AND ITS COUNTERPARTS IN THE ARTS ............................................. 5
5. SUPPORT FOR THE HONORS PROGRAM ........................................................................................................ 5
6. STUDENT ADMISSION INTO THE HONORS PROGRAM: ROUTES AND CRITERIA ........................................ 6
7. THE RESPONSIBILITIES OF THE HONORS CANDIDATE ............................................................................... 8
8. THE RESPONSIBILITIES OF THE HONORS FACULTY ADVISER ................................................................. 8
9. THE INDIVIDUAL HONORS EXAMINATION COMMITTEE ............................................................................. 9
   a. The Outside Examiner ...................................................................................................................................... 9
   b. The Field Examiner ....................................................................................................................................... 10
   c. The Faculty Examiner .................................................................................................................................. 10
10. THE WRITTEN HONORS EXAMINATION ........................................................................................................ 10
11. THE ORAL HONORS EXAMINATION AND EVALUATION OF HONORS CANDIDATES ......................... 11
12. RECOGNITION OF HONORS WORK .................................................................................................................. 14
    PROVOST’S PORCH PARTY ............................................................................................................................... 14
    AWARDS CEREMONY ....................................................................................................................................... 14
13. PROCEDURES AND REQUIREMENTS OF THE HONORS PROGRAM ............................................................ 14
    a. Dates .......................................................................................................................................................... 15
    b. Forms ........................................................................................................................................................ 15
    c. CREDITING CHANGES IN INDEPENDENT STUDY (450) AND HONORS (495) COURSES ................... 17
    d. Grade Determination of "495" Courses ........................................................................................................ 17

Appendix
   Samples of Title Page ........................................................................................................................................ 18
   Honors Embarkment Form .................................................................................................................................. 19
   Record of Honors Form .................................................................................................................................... 20
1. **An Overview**

The Honors Program at Hobart and William Smith Colleges makes possible the most sustained and sophisticated work available for juniors and seniors in the Colleges’ curriculum. Qualified candidates may take two courses designated as “495” to conduct an independent research project within an Honors field of academic study. Candidates must complete three components to earn the academic distinction of Honors: a) a Written Honors Examination in the Honors field; b) an Honors research paper or its counterpart in the creative arts; and c) an Oral Honors Examination that covers both the Honors project and the Written Honors Examination. Candidates must have a faculty adviser from the academic field of the Honors project to sponsor and oversee the requirements of Honors program. In addition, an Individual Honors Examination Committee consisting of two members of our Colleges’ faculty and one outside specialist evaluates the Honors project through the Oral Honors Examination.

Typically, Honors Students undertake an Honors Project within a recognized major. Such majors include those in specific Departmental disciplines as well as those of the Interdisciplinary Programs, and Individual majors approved by the Committee on Individual Majors. Students with a double major may pursue a joint Honors Project that bridges Departments and/or Interdisciplinary Programs. Pursuing honors in a minor is highly unusual and not encouraged. Students who successfully complete an Honors Project will receive Honors for their work and their achievement is also recorded on their transcripts. Students earning Honors are listed as such within the Commencement Program, together with their advisers and the titles of their Honors projects. Honors papers and their counterparts are catalogued and kept for reference in the Warren Hunting Smith Library. Recognition of Honors students and their projects are detailed each year in the Hobart and William Smith Student Handbooks.

The Program has maintained itself for over seventy years with only minor adjustments despite curricular changes, some of them radical. 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 faculty 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 an academic 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 provisions of the Honors Program are flexible but not shapeless; and its inclusion of outside examiners reinforces standards of academic professionalism.

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1 Request for exceptions to this policy must be directed to the Chair of the Honors Committee
2 Students may not earn the distinction of Honors but may earn course credit for their work as determined by the faculty advisor. Students may also withdraw from the program during either semester. In such circumstances, the “495” designation is converted to an “450” for independent study.
2. **The Committee on the Honors Program**

The Honors Program is administered by a standing committee that consists of four faculty with representation from every division and one Hobart and one William Smith student named by their respective student governments. 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.

3. **The Scope of the Honors Project vis-à-vis the Honors Field**

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 you have taken or will take, within or outside the major, which substantively or methodologically support the Honors project to some degree. Honors work cannot ordinarily be done outside your major. At a specified time, you will be required to list these courses on a form called **Record of Honors Field** (see Appendix). These courses are used as the basis for the formulation of the written Honors examination.

For students in a disciplinary major, the Honors field will likely to coincide with intermediate and advanced coursework in the major. Even with a single major, however, a student may enter a multi-faceted Honors field such as “Soviet Russia” or “Surrealism”. It is critical that that the facets of the field are clearly connected within the major discipline and that the faculty adviser has teaching expertise within the Honors field. Students pursuing individual majors are by definition interdisciplinary.

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 that 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 that may require resources and/or faculty expertise not readily available at HWS. Before final selection of a project, a student must work with their faculty adviser to determine its feasibility at the Colleges.

4. The Honors Project Format and Its Counterparts in the Arts

In traditional academic disciplines, scientific and non-scientific, a paper incorporating the results of the research project 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. Details regarding the format of the Honors paper can be found in Appendix 1.

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. You and your Honors Adviser will decide on the nature of the documentation.

5. Support for the Honors Program

a. 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 students 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.

The librarians work with the Committee on the Honors Program and the Honors secretary to provide Honors papers for inspection at informational meetings.
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.

b. Expenditures

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 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.

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 and printing of 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.

c. Administrative

The administration provides support of the Honors program through different mechanisms. Funds are dedicated for modest honoraria for the outside examiners. The Honors Program has an administrative position (the Honors secretary) that supports the operational requirements of the Honors Program, working in conjunction with the Committee on Honors Program. 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.

6. Student Admission into the Honors Program: Routes and Criteria

a. Eligibility

Students in their third year or beyond are candidates for the Honors program. Acceptance into the Honors Program depends 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 can facilitate faculty interest in a student. Correspondingly, a student is at disadvantage if his/her classroom performance in the background for the proposed Honors work has not been of high (“Honors”) quality.

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 for successful completion of an Honors project. Students and faculty must consider the multitude of factors that can influence the long-term nature of the Honors work. (e.g. academic commitments for abroad study, faculty availability, etc.). 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.

b. Students must have a faculty adviser

Normally, Honors work is done within a student’s Departmental, Interdisciplinary Program, or Individual Major. 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.

c. Course enrollment and schedule

An Honors Project consists of two semesters of high quality independent work. Pursuing an Honors project may occur directly with enrollment into a “495” course or indirectly with enrollment into a “450” independent study course.

**The “495” course(s):** 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 many faculty. Faculty may also recommend the possibility of Honors to their students and foster connections with other faculty. Only two “495” courses can be credited.

**The conversion of a “450” course to a “495” course:** As the number indicates, the coursework of “450” 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 faculty instructor remain the same, and that the faculty 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 faculty member, an Honors faculty adviser.
All students enrolled for “495” work may withdraw from the course at any time prior to the final due date of the Honors paper, or its equivalent, upon the request of the candidate or the recommendation of the Honors adviser. In this circumstance, a “495” course or courses (limit of 2) may be converted to a “450” and the faculty adviser will assign a grade according to the guidelines of the “450”.

7. **The Responsibilities of the Honors Candidate**

A student pursuing Honors is expected to be knowledgeable of the requirements and rights associated with Honors Program. The Committee on Honors hosts three informational meetings each year (for details, see [http://www.hws.edu/academics/curr_honors.aspx](http://www.hws.edu/academics/curr_honors.aspx)). The following list represents typical responsibilities associated with conducting Honors research (this list is not comprehensive and will be dependent upon the unique nature of the Honors project):

- Attend an informational meeting for the Honors program
- Secure a faculty adviser for the Honors project
- Obtain appropriate forms for enrollment into the Honors Program
- Submit the "Embarking on Honors" form to the Honors secretary (see Appendix)
- Submit the "Record of Honors Field" form to the Honors secretary (see Appendix)
- Complete the Written Honors Examination within the designated time periods
- Submit the final Honors project, conforming to all format requirements, on the designated date.
- Complete the Oral Honors Examination
- Address any corrections requested by the Individual Honors Examination Committee

8. **The Responsibilities of the Honors Faculty Adviser**

The Honors Adviser (who is not necessarily the student's faculty adviser for their major or minor) 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.

The Honors adviser must be knowledgeable of the requirements of the Honors Program and must seek approval from the Committee on Honors for any exceptions anticipated with regard to a specific Honors project. General responsibilities of the Honors advisor include:

- Signing enrollment forms for registration of “495” (or “450”)
- Advising the independent research project and determining with the candidate the nature of the project documentation (e.g. paper, video performance)
- Selecting and organizing the members of the Individual Honors Examination Committee according to the requirements of the Honors Program

8
• Formulating and administering the Written Honors Examination according to the procedures of the Honors Program.
• Scheduling the Oral Examination (date, time, and classroom reservation)
• Submitting the **Proposal for the Campus Visit of Outside Examiners Form** to the Honors secretary
• Arranging the outside examiner's visit (date, time, place, and any travel/overnight accommodations
• Determining the letter grade which the candidate earns in the "495" course prior to the Oral Examination
• When applicable, organizing a celebratory lunch or dinner upon completion of the Oral Examination.
• When applicable, arranging for the attendance of the outside examiner and the other members of the candidate's Honors Committee at an Honors art exhibit or performance.
• When appropriate, arranging for a guest lecture to be delivered by the outside examiner at a relevant venue.

Supplementary information about these responsibilities is sent to advisers at appropriate times during the year and can be found at [http://www.hws.edu/academics/curr_honors.aspx](http://www.hws.edu/academics/curr_honors.aspx)

9. **The Individual Honors Examination Committee**

Candidates must complete three components to earn the academic distinction of Honors: a) a Written Honors Examination in the Honors field; b) an Honors research paper or its counterpart in the creative arts; and c) an Oral Honors Examination that covers both the Honors project and the Written Honors Examination. Candidates must have a faculty adviser from the academic field of the Honors project, to sponsor and oversee the requirements of Honors program. In addition, an Individual Honors Examination Committee consisting of two members of our Colleges’ faculty and one outside specialist evaluates the Honors project through the Oral Honors Examination.

The Individual Honors Examination 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 Faculty 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 is some capacity with the Honors project under consideration.
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.

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 department or program of the candidate’s major. 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. Any exceptions must be approved by the Committee on Honors. 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.

10. 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. The written 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. As explained in section 4, it 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.

**11. The Oral Honors Examination and Evaluation of Honors Candidates**

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 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.

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.

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.

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.

The formal structure of the Oral Honors Examination 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:
Procedure for the Oral Honors Examination

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.)
12. **Recognition of Honors Work**

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. Many Honors students present details of their project at the annual Senior Symposium.

Successful Honors students’ names, their projects and the Outside Examiners are also listed in the College Catalogue.

**PROVOST’S PORCH PARTY**

An event that has become traditional is the party, which the Provost sponsors for graduating seniors in the Honors Program and their advisers. It is a wonderful climax to the year’s efforts in the Honors Program.

**AWARDS CEREMONY**

On the day before graduation students who have completed Honors are recognized and congratulated for their special achievement by members of the Colleges administration at the Academic Achievement Awards ceremony. This is organized by the Provost’s office. Students are presented with bound copies of their honors thesis, honors certificates, and a gold cord to wear at commencement.

**HONORS PAPERS IN THE LIBRARY**

Honors papers are filed in the archives of the library

13. **Procedures and Requirements of the Honors Program**

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 is due in the 6th week of the semester.

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. The signature by the student and adviser on the embarkment form suggests that student and adviser have read and will abide the regulations of the honors 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. Grade Determination of "495" Courses

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.
Appendix 1: Requirements for the Documentation of the Honors Project

The final format of an Honors paper should conform to a standard format of the candidate’s discipline. The Honors 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. 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):

Example A

Indigenous Identity-Making: The Turkana, Development, and the Western Aid Culture

Thesis submitted in partial fulfillment of the requirement for Honors in Writing and Rhetoric

Meghan Gaucher

Adviser, Hannah Dickinson  April 15, 2014

Example B

Viral Bodies: Socially Conscious Bio-Specific Choreography

Thesis submitted in partial fulfillment of the requirement, with record of live performance of Viral Bodies

Joint Honors in Biology and Dance

Kaitley Wozer

Adviser, Donna Davenport  April 14, 2015

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.
Form for Students Embarking on Honors Work

This form must be completed and submitted to the Faculty Committee on Honors Program to register you as a candidate for Honors work. Please return to Laura Sposato, Honors secretary, Gulick 201. Please Note: Your enrollment in Honors work, including preliminary “450” courses, carries with it your permission for your Honors adviser to use your transcript as part of his/her regular functions, and for the Chair of the Faculty Committee on the Honors Program to have access to your transcript for special advisory purposes.

Please Type or Print

Name: ______________________________________________________________________

Last     First     Middle Initial

Student Box#: ____________________  E-mail address: _____________  Phone: ______________

Name of Honors Adviser/Department: ________________________________________________

Honors Field _____________________________________________________________________

Student Departmental Major(s): _______________________________________________________

or

Individual Major (title): ___________________________________________________________

Check the semesters and indicate the year you will take a “495” course. Also, circle the semester You expect to complete Honors:

Fall Semester _______  Spring Semester _______

Year     Year

Is your “495” work preceded by a preliminary “450” course? Yes _____  No _____

Honors Project

On the reverse side of this page or on an attached sheet, give a brief description of the focus of your Honors project.

Candidate’s Signature: ____________________________________________________________  Date

Adviser’s Signature: _____________________________________________________________  Date

Doing Honors outside your major requires the permission of the Honors Committee, who will, in turn, secure the permission of your major department (see policy statement appended to Description of Honors Program).
Record of Honors Field

The original RECORD OF HONORS FIELD form is to be returned to Laura Sposato, Honors Secretary, Gulick 201. A copy of this record is to be appended by the advisor to his/his candidate’s written Honors examination.

Please Type or Print

Name: ___________________________________________________________________________

Last       First       Middle Initial

Anticipated Honors Credit (check one): Two Semesters _____ Three Semesters _____

Title of Major

Single (or double): _______________________________________________________________________

Individual: ____________________________________________________________________________

Honors Field: Give a brief description of your Honors Field if different than your major.

Use reverse side if necessary.

_______________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

Title of Honors Paper: ___________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

Honors candidates and Advisors should discuss courses before submitting this form. List the number and title of each course taken (within or outside the departmental major) which supports the Honors Field. Course numbers and titles can be found on the student’s transcript located in the Registrar’s office. Honors candidates and Advisors should discuss courses before submitting this form. Use reverse side if necessary.

Courses in Honors Field

_______________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

Honors Candidate: ___________________________ Date: ______________

Honors Advisor: ____________________________ Date: ______________