

## **Honors Handbook 2013-14**

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This document is a fullest description of the policies and procedures for the Swarthmore College Honors Program. The document is updated regularly on the College's Web page.

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### **I. General Introduction:**

The Honors Program was fashioned in 1922 and modeled on the tutorial system at Oxford. Key features of the original program remain intact: faculty working with small groups of dedicated and accomplished students; an emphasis on independent learning; students entering into a dialogue with peers, teachers, and examiners; a demanding program of study in major and minor fields; and an examination at the end of two years' study by outside scholars.

The Honors Program has been revised several times since its establishment. The latest revision came in 1994, in response to a need for more flexible programs, greater inclusion of new disciplines, and the desire to build an honors program which would appeal broadly to all

departments and disciplines at the college. Key features of the current program are as follows: (1) four preparations (three in a major and one in a minor, or four in an interdisciplinary major); (2) greater flexibility in the mode of preparation to include seminars, course combinations, theses or research projects, study abroad, work in the creative, visual, and performing arts, and community-based learning; (3) inclusion of interdisciplinary programs such as Black Studies as sponsors of honors minors; (4) flexibility in the modes of examination; (5) Senior Honors Study in the major and minor whose purpose is to enhance and where appropriate integrate the work of the preparations (optional at the discretion of departments and programs); (6) the grading of preparations by Swarthmore instructors (except theses and other original work which is graded by outside examiners) because such grades have been increasingly required for entry into graduate and professional schools; and (7) evaluation of honors preparations by outside examiners who determine the only college honorifics.

At the onset of the latest revision of program, the Provost, Professor Jennie Keith, wrote in a memo to prospective Honors students:

In the new Program, flexibility in ways of preparing for Honors evaluation takes us another step toward one educational program, open to all students who will share the opportunity to participate in the full range of learning experiences available at Swarthmore. (The one mode of learning available only to students preparing for external evaluation will be Senior Honors Study, which is designed as a means of review and reflection in anticipation of that evaluation.) The new definition of Honors represents the faculty's belief that the ultimate test of excellence in education is the ability to move beyond relationships with familiar faculty mentors to use the knowledge and the modes of inquiry acquired at Swarthmore in the wider world. External evaluation incorporates that testing into the Swarthmore education of students who become candidates for Honors, and Honors on the diploma will represent achievement of that excellence.

The Honors Program demands the best of our students and offers the richest and most rewarding modes of learning available at the college.

## **II: Basics of the Honors Program**

1. Applications: Students normally apply for an honors program in the spring of the sophomore year while they are writing their sophomore plans. They consult with advisors in the major and minor and fill out forms available from the Registrar. Proposed honors programs may be accepted, deferred, or rejected by the departments in question (normally students must be accepted by major and minor departments by the end of the junior year at least). Prerequisites and standards for entry into the program vary, and students should consult with the departments and programs in which they wish to study. Some students may apply for honors during the junior year; the latest day of application according to Curriculum Committee guidelines is the last day of classes in the fall semester of the senior year--if it is still possible for such students to complete all the honors requirements. Once students are accepted into the honors program, they are expected to meet the honors standards set by their major and minor departments. Students

who do not meet these standards may be asked to withdraw from the program. Students who wish to make changes in their honors programs should communicate with their advisors in both the major and minor departments. The latest deadline for changing an Honors Program is the end of the fall term or beginning of spring term of the senior year (the exact timing may depend on individual departmental policies). After that no changes in program will be allowed as the college must secure examiners on the basis of the program. The deadline for students in departments where the examiners' questions or topics are given out in the fall of the senior year is the point at which the questions are received.

2. Withdrawal from Honors: Under current college guidelines, students will not be allowed to drop Honors after December 1 of the senior year (or in the case of students using the Philosophy model, after they have received the essay questions from the examiners). This is about the time when most departments are securing examiners for the Honors exams. In the case of extraordinary circumstances, students who wish to drop Honors after that date must secure the approval of their major and minor department or program chairs and then with those chairs petition the Curriculum Committee for a waiver, providing a detailed explanation of the circumstances in question. Students who drop Honors must fulfill the college's regular major comprehensive requirement for the major. Students should check with their major departments about the major comprehensive requirements and deadlines since some departments require a senior colloquium in the fall term for non-honors majors; in such cases students would need to make a decision to switch from Honors to course before the beginning of the fall term of the senior year.

In the case where a student has completed or is currently completing a credit-bearing SHS mode as part of the Honors Program, the student should be careful to consult with the department about the consequences with respect to SHS credit of withdrawing from Honors. In some cases, a student who withdraws from Honors may not receive the SHS credit or may receive an NC for the SHS course. This will vary according to departmental policies. It is also the case that a student who withdraws from Honors will not receive the option of counting 1 credit of SHS as outside the department for purposes of the 20 course rule (in departments where this is normally the policy).

3. Honors Majors & Minors: Students must have a major and a minor in the honors program (or an interdisciplinary major which incorporates work in at least two departments). Students who design their own special major Honors programs (not those in college sponsored programs such as Bioanthropology) must include work in four related preparations in the major from at least two departments or academic programs. Honors students who want to pursue a double major at the college must do one of their majors as the honors major. The other major serves as the honors minor\*. Taking honors examinations and completing the honors program satisfies the college's major comprehensive requirement for the honors major only. For the second major, students must satisfy the regular course major comprehensive requirement (even if this second major is also the honors minor). Students are not allowed to have more than two majors.

\*In the case where an Honors student does a special major in course as a second major, the Honors minor (which cannot be exactly the same as the course special major because there are no Honors special minors) must be the same as one of the main departments used in the student's

special course major. Normally the student must complete the requirements for the Honors minor in that department. Students should confer with the Honors Coordinator about this.

Students may choose an honors major from any department or program. They may choose a minor from a department or program. Students should note that the requirements for the interdisciplinary minor may be separate from, but related to, the requirements for the honors minor.

The presumption on the part of the faculty has been that Honors students should show mastery of more than a single subject and that Honors is a college program and not merely a departmental one. Even though the minor represents only one-fourth of the program, the faculty at its most recent debates on the revision of Honors was careful to protect the integrity of the minor. With this in mind the Curriculum Committee has determined that in an interdisciplinary minor (see details below), at least 2 units of the minor must be outside the student's Honors major. Similarly the Committee has ruled that when a student takes a cross-listed course or seminar for the Honors minor, that course or seminar may not be cross-listed in the student's Honors major department. When departments or programs believe that special circumstances may warrant an exception to this policy about cross-listed courses or seminars, they may apply to the Curriculum Committee for an exception, explaining the circumstances in detail.

**4. Honors Preparations:** Each honors preparation must be at least two credits (or the equivalent in Biology or Physics, which combine elements of research with transcribed credit to make full preparations), and the same credits may not be used in more than one preparation. The nature of the preparations may vary. Current options include a double-credit seminar, a combination of two related courses, a course packaged with a related single-credit thesis or single-credit seminar, a double-credit thesis, a project in the creative or performing arts, a community-based learning project and so on. Students may also, with the consent of the appropriate major or minor department and the foreign studies advisor, pursue honors preparations as part of their study abroad or away from Swarthmore. Students should check with their advisors in the major and minor about the various possibilities for honors preparation. All honors preparations are graded for purposes of the transcript by Swarthmore instructors, except for theses and other similar projects which are graded by the outside examiners. For grading procedures involving a single-credit thesis packaged with a related course or seminar, see below under section IV.

Any Honors preparation made up of separate components (such as two related courses, or a course plus attachment, or course plus single-credit thesis) must have a single examiner for the entire package of related components. A student may not have more than one examiner for a single preparation (except in the case of a thesis in a cross-disciplinary program).

In planning their two-year schedule of Honors preparations, students should try to spread their preparations out as evenly as possible to avoid overloading any one semester. In particular, they should avoid having multiple Honors preparations during the spring semester of the senior year when they will be preparing for Honors examinations and may be working on SHS projects in some majors or minors.

**5. Special or Interdisciplinary Majors:** Students who pursue an interdisciplinary or special major

must do work in at least two departments. Honors special major programs must be approved by all participating departments. Students who design their own special major Honors programs (not those in college sponsored programs such as Bioanthropology) must include work in four related preparations in the major from at least two departments or academic programs. Honors special major programs do not include a minor. The student's advisor(s) for a special major will be chosen from those participating departments and will in most cases be coordinated by the College Honors Coordinator. The Honors Coordinator will supply the chairs of the relevant departments with the "Instructions to External Examiners" to be included in the examiners' packets and any other necessary information. Some college sponsored interdisciplinary majors (such as Asian Studies) which require four preparations for the major may also, with permission of their major department, prepare a minor for external evaluation by selecting one of the four preparations in the major and, with the permission of the department in which it is offered, then completing the requirements for that department's minor, including the external evaluation. This option is also available to formal special majors (those whose requirements are set by departments or programs) if they are interdisciplinary.

Honors Special Majors who design their own programs (not those in college sponsored programs such as Bioanthropology) will be required to include four related preparations in the major from at least two departments or academic programs. Honors special major programs do not include a separate minor. Honors special majors must either (1) write a thesis drawing upon their cross-disciplinary work--the thesis will be examined by two examiners in different fields; or (2) have a panel oral examination which presents the opportunity for cross-disciplinary discussion. Individualized Honors special major programs require the approval of all departments involved in the program and of the honors coordinator. Honors Special Majors will follow the SHS activity and portfolio procedures of the various departments whose offerings they use as preparations in their programs. Individualized Honors special major programs require the approval of all departments involved in the program and of the Honors Coordinator. Honors Special majors must choose either to be examined in their oral exams by a panel of all four examiners (total examination time of 90-120 minutes) or to have individual oral exams and a thesis exam given by at least two examiners who represent different departments in the student's program (these may or may not be the student's preparation examiners). The choice of the examination mode should be made in consultation with department advisors, preparation instructors, and the Honors Coordinator.

6. Honors and Foreign Study: The College intends that doing Honors be compatible with doing foreign study, and our experience over many years shows that with proper planning this is normally attainable. Students who wish to pursue both study abroad and an Honors program should consult as early as possible both with their major advisor and the Foreign Study Advisor. Students who study abroad for only a semester should find that foreign study is no hindrance to their pursuing an Honors program. Students who study abroad for a year will need to plan their Honors programs very carefully (usually they will need to make sure that their other requirements such as distribution requirements are completed before they go abroad). In the past students have sometimes crafted an Honors preparation out of their work while abroad, though the advisability of this depends very heavily on the institution in question and on the possible guidance by a Swarthmore faculty member both before and after the foreign study. Some Swarthmore departments accept such foreign study Honors preparations; others do not. Some

students may pursue Honors preparations which lend themselves quite naturally to foreign study such as the study of language, literature, or culture--or collecting research data for a thesis. The college has some grants for students to pursue independent summer projects between the junior and senior years, and such projects may in some cases be appropriately done abroad as part of an Honors preparation.

7. Final Exercises: Seminars, still the most prevalent mode of Honors preparation, normally meet once a week for thirteen or fourteen weeks during the semester. Sometimes the last meeting during the fall semester occurs during exam week. In such a case the instructor should consult with students in the seminar about their exam schedules and work around them. Most instructors conclude the seminar with a final cumulative exercise of some sort. For spring term seminars only, this final exercise may be the examination set by the outside examiner. Since all preparations must be evaluated and graded in timely fashion, this precludes the use of the outside exam as a final exercise for fall term preparations. Instructors of fall term preparations who wish to make the external exam in the spring an optional practice exercise for junior honors students may do so by informing the Registrar of those juniors planning to take the exam. In the interest of establishing consistency between fall and spring term final exercises, the Curriculum Committee strongly encourages departments and instructors to find an acceptable method of setting final exercises which is the same, regardless of the term.

In the case where faculty choose to use the examiner's outside exam as the final for a spring term course or seminar, faculty members need to be mindful that all students taking the course or seminar may not have completed all the work being examined by the external examiner because only seniors in honors will be doing Senior Honors Study. In addition Swarthmore faculty should be careful that their instructions to external evaluators about defining written evaluations are in no way shaped by the intent to use these as partial basis for their own on-campus grading.

Since faculty give grades for seminars and preparations, and since the honors examinations in certain cases are being used as final examinations for spring term honors preparations, the college requires all students to remain in the honors examination room to complete their exams under the guidance of the honors proctor.

Faculty should remember when reading and grading outside examinations for the purpose of determining students' grades for such spring-term preparations that they should not turn in any grades for any students, honors or non-honors, or speak with any students about their exams until after the honors results have been determined at the end of honors weekend.

8. Honors Exams for Those Finishing Coursework in December: Students normally take their Honors exams in the spring semester of the year in which they intend to graduate. Occasionally students complete their graduation requirements in December. Normally students in such circumstances use the spring after they have completed their course work to prepare for Honors exams.

A student who plans on finishing course work in December and who wishes to take Honors exams in the preceding spring must petition the Curriculum Committee in writing for permission to do so. In order for the petition to be considered, the following conditions must normally be

met:

1. The student must have completed at least 28 credits and have only 4 or fewer credits to complete in a single semester after Honors exams.
2. The student must not be graduating early--that is before the normal graduating time of that student's entering class.
3. The student must have completed all Honors work and all work in the major and minor.
4. The student must have the support of the major and minor departments or programs for taking the Honors exams early.

Students who meet the above conditions may petition the Curriculum Committee for permission to take exams early, explaining their reasons for wanting to do so and detailing the course work planned for the final semester. The petition must have the written support of the major and minor department or program.

9. Fall Seminar Scheduling: Maintaining a traditional schedule of 14 seminar meetings in the fall term which is usually 13 weeks long may pose problems for both Honors students and faculty. The Curriculum Committee has set up the following guidelines that are now routinely followed:

- (a) shortening the fall term seminar schedule to 13 weeks; this is an option open to individual seminar instructors and departments;
- (b) scheduling the seminar twice in one week during the term or making sure to use the shortened Thanksgiving week for a seminar meeting;
- (c) making sure that the initial meeting is substantial and not just an introductory session; instructors should notify the seminar students of the first meeting's reading assignments before the first seminar meeting. Since a seminar meeting counts as a whole week's worth of classes, it does not seem appropriate to use this merely as a brief introductory session (the same rule of thumb should also apply to the first meeting of regular once-a-week classes).
- (d) using the last meeting which occurs during exam week as an opportunity for a final exercise or exam.

Because of the existing difficulty of having both seminar meetings and final exams during exam week, instructors may not schedule both the 14th meeting of a seminar and a final exam for the seminar during finals week; they may schedule either a seminar meeting or a final exam but not both.

Instructors who wish to have the 14th meeting of the seminar during exam week should be aware of the need to reschedule the meeting time and possibly the room, as students will often be required to take final examinations for their courses (and some seminars) during times which may conflict with the regular seminar meeting time. Students' commitments for final exams will take precedence during this week, and seminar meetings which conflict with final exam schedules will have to be rescheduled. Instructors should consult with their seminar students about this and arrange for an appropriate meeting time and place for the seminar.

10. Avoiding Seminar Scheduling Conflicts for Spring Term Seniors: Since seminar meeting times are set along with regular class times, chairs and students should try to avoid conflicts--particularly during scheduling for the spring semester of the senior year--between a student's two seminars or other honors preparations in the same semester, or between a seminar and another course required for the major, or between a seminar and a required capstone for the student's interdisciplinary minor. As a reminder, the Registrar will send out a message in the fall to Honors seniors at the time when faculty are scheduling spring term Honors preparations:

Department Chairs are now in the process of setting up course and seminar schedules for the spring term. If you plan to take two seminars, especially if they are in different departments or programs, or to take a seminar plus a course such as a capstone which is required for you to fulfill your honors major or interdisciplinary minor requirements, please alert the chairs or coordinators involved to the possible conflict immediately so that they can **try** to avoid this in their scheduling.

Department Chairs and program directors will also be alerted with a similar message.

11. Scheduling Honors Exams with Respect to Religious Traditions: The College is mindful of the fact that some students may not be able to take Honors examinations on specific days for religious reasons. Students in this situation should inform the Registrar early in the fall term of the senior year so that the Honors schedules can be planned accordingly.

### **III. Interdisciplinary Minors and Honors**

1. Students who minor in an interdisciplinary minor must be sure to include in their preparation at least two credits of work for the minor in a department outside the student's Honors major. If, for example, a student majors in Economics and minors in Environmental Studies, then two credits of the ES minor preparation must be in a non-Economics subject. In situations where work in the major is thought to be integral to the interdisciplinary minor, the student may, with the approval of the minor program, set up a preparation of three units where two units are outside the major and one unit is inside the major. In the example noted above, the student might pursue an Environmental Studies minor with a two-unit preparation in Biology combined with one unit in Economics. When the preparation for the minor is an interdisciplinary thesis, the rule is that at least half of the work of the thesis should be in a subject outside the student's major.

2. When a student who is a minor in an interdisciplinary minor takes a seminar in another department as the minor preparation (for example, a Black Studies minor might take the Black Cultural Studies seminar in the English Dept. as the preparation for the interdisciplinary minor), that student must meet both the departmental requirements for the seminar and the interdisciplinary program requirements for the minor. The examiner for such a student should be given an explanation, not only of the seminar materials, but also of the interdisciplinary program and the place of the seminar in it. The student may have an SHS project which will also differ from that of the departmental major or minor, and this needs to be explained to the examiner as

well. The examiner for the interdisciplinary minor may or may not be the same as the examiner for the majors and minors who take the seminar. The same examiner may want to give a slightly different exam to the interdisciplinary minor because of the program emphasis. Such issues should be worked out between the student, the seminar instructor, the interdisciplinary program director, and the departmental chair(s) involved. Any unresolvable differences are to be decided by the Provost.

#### **IV. Honors Theses and Special Projects**

1. A thesis may be written as an honors preparation either as a double-credit preparation by itself or as a single-credit preparation in conjunction with a related course or with a related single-credit or double-credit seminar. There is no college page limit on theses; guidelines are set by the individual departments or programs whose faculty direct the thesis. The thesis (or other similar project) is not examined in a written examination; it is sent directly to the examiner who reads it and examines the student in an extended oral of 45-60 minutes. The Swarthmore advisor may offer advice and criticism on the thesis but not a grade. An honors thesis is graded only by the outside examiner (for the rules about this, see section VII). A thesis which does not receive any form of honors from the outside examiner is returned to the Swarthmore faculty advisor for grading but the grade may not be higher than B. Students do not receive any written comments from the examiner on their theses before their oral examinations.

2. Most theses are double-credit and stand as an individual preparation. There are three cases of a single-credit thesis which the curriculum committee has approved:

a. A one-credit thesis may be packaged with a course or other preparation to which it is closely related. The thesis might grow out of the course work or be related to it in terms of topic or methodology. The course might be a required introduction to the subject of the thesis. How the package of thesis and course together is to be examined is explained below.

b. A one-credit thesis might be the result of extended work or research carried on outside the classroom. The typical case here is that of a summer laboratory research project which receives no academic credit, but which leads to a one-credit thesis done during the school year. Though only one credit is given on the transcript, the amount of work represented (including the summer research component) is two credits in effect.

c. A one-credit thesis might be a kind of culminating exercise, building upon work in a variety of other courses and seminars. This culminating thesis must be examined by a panel of examiners in the major (as is the case in Physics).

Examination mode for the one-credit thesis: The one credit thesis options described under (b) and (c) above will be examined in the fashion of a double credit thesis. The thesis will not be graded by the Swarthmore faculty member; it will be sent to the examiner(s) who will read it, give the student an oral examination on it, and award it an honors mark and also (on a special

form provided by the Registrar) a letter grade for the student's transcript.

The one-credit thesis option described under (a) above will have a slightly different procedure of examination since a closely related course or other preparation will be attached to it. In this case both the thesis and the syllabus for the non-thesis part of the preparation will be sent to the examiner. The examiner will examine the student orally on both the thesis and the attached materials. There will not be a separate written examination of the non-thesis materials. The close relation of the thesis and non-thesis materials will make the oral examination of the two together appropriate. For purposes of the student's transcript, the non-thesis part of the preparation (typically a course or a single-credit or double-credit seminar) will be graded by the Swarthmore instructor. The thesis grade on the transcript, given by the examiner, will correspond to the examiner's evaluation of the entire package of thesis and related course or seminar (for exact grading rules, see under VII below).

3. Sometimes a thesis is required for an interdisciplinary minor. This thesis may also be submitted as a preparation or part of an Honors preparation in the minor. Swarthmore instructors may direct, read, and comment on the thesis as part of the ordinary process of its preparation. At the end of the process they may also judge the thesis as fulfilling the requirements of the college or not. Instructors may not give the thesis a grade. The thesis is sent to the outside examiner who reads it, examines the student orally on it, and assigns an honors mark and a grade to it.

4. Special Projects: Students sometimes pursue special projects, especially in the Arts, which are treated like theses. Most of these projects include a regular course component and an independent project component. In such cases the project is treated as a single-credit thesis attached to a course and examined according to the rules under 2a above. The project will be sent or presented to the examiner along with a syllabus or description of the course work; the thesis will be read and all of the work will be examined orally. The examiner will give an Honors mark for the entire package and also (on a special form) a letter grade which will appear on the student's transcript for the independent project component. In certain cases the courses used as preparation for the artistic project may not be so neatly divided into course plus project attachment; in such cases the project materials (which may include work done beyond the classes) will be sent to the examiner in the manner of a thesis. The course instructor will give the course grade for each course; the grades will be based on the student's performance in the course and materials submitted specifically for the course and not on the final project presented to the examiner. Questions about this should be addressed to the Honors Coordinator and the Registrar.

5. A student is allowed to consult with a student Writing Associate about the thesis.

6. If a student turns in a thesis or other project (such as an SHS essay) late, the department may indicate this on the paper which is sent to the examiner with the following notation: "This paper was \_\_\_ days late; this lateness can be considered in assessing the student's performance in the Honors preparation."

## V. Senior Honors Study:

This section is subdivided as follows:

- A. SHS: General
- B. SHS: Word Limits
- C. SHS: Evaluations
- D. SHS: Grades on Transcripts

### V.A. SHS: General

1. Honors programs may include a Senior Honors Study (SHS) component designed to enhance, and where appropriate, integrate completed or on-going Honors preparations. SHS is optional at the discretion of departments and programs (including programs which offer interdisciplinary minors). SHS is normally done in the spring semester of the senior year (though some departments and programs are doing this in the fall or over the course of the program, as in the case of seminar papers prepared for the portfolio). The optional SHS may include either an SHS Activity, the preparation of Portfolio Materials, or both.

A. SHS activity: A culminating activity in the senior year in which Honors students work to enhance, or where appropriate, integrate the work of their preparations. This activity may be, for example, a colloquium for students to discuss their ongoing thesis research or to write an intellectual autobiography. It may simply be a defined program for students to work individually on revising their seminar papers. It may be independent reading from a list prepared by the department or the preparation of a work of creative, visual or performing art. It may involve the writing of independent essays on topics assigned by examiners. This SHS activity may or may not be credit-bearing. It may or may not produce portfolio materials.

B. Portfolio materials: The Honors materials sent to the examiner(s) to be used as part of the evaluation. The examiner will evaluate the student on the basis of the written exam, the oral exam, and when available the portfolio materials. The portfolio materials may be generated in the SHS activity or in the preparations themselves. There will be a word limit on student portfolio papers (see below).

Departments and programs may utilize either, both, or neither of these elements. Both the SHS activity and the Portfolio materials are optional.

2. The following resolutions with respect to Senior Honors Study were passed by the faculty on May 15, 1998 (with some more recent modifications):

A. Beginning with the class of 1999, the SHS activity and the portfolio materials will be optional at the discretion of departments and programs, including programs that offer interdisciplinary minors.

B. The SHS activity may or may not be a credit-bearing unit. The activity might include models such as a colloquium or defined program set aside for students to revise seminar

papers or the preparation of independent essays on topics assigned by examiners. [Special SHS credit will not be given for Honors portfolio materials completed as part of the regular work of the preparation.] Departments will define what portion, if any, of the SHS activity to include in the portfolio materials.

C. Portfolio materials may be produced either in the preparations themselves or in the SHS activity; they may not come from courses that are not part of the student's Honors program. Portfolio materials may include such elements as independent essays, seminar papers, additional reading lists, research projects, works of art, etc.

D. Since examiners have found the student portfolio materials to be a valuable addition to the written and oral examination as they evaluate the student, the Curriculum Committee urges each department to find ways to include in the materials sent to examiners such portfolio work as is appropriate to the preparations they are examining.

E. The current rules for the examination of portfolio materials submitted to examiners will continue to apply. That is, since such materials are meant to enhance and, where appropriate, integrate preparations in the major and minor, they are not examined separately but are included in the examination of relevant preparations.

F. Credit and grading policies with respect to the SHS activity will be determined by individual departments, but Honors marks (such as HH) for the preparation of such materials will no longer be used as transcript grades. Departments may choose to assign letter grades or use the CR/NC option for such work. Additional credit will not be given for Honors portfolio materials completed as part of the regular work of the preparation (as for example when unrevised seminar papers are included in the portfolio). [Note of clarification by the Curriculum Committee: Under college policy, courses or seminars identified as CR/NC by the instructor do not count as part of the student's optional four CR/NC units.]

G. Under the rules of the Honors Program for the past two years, students could not withdraw from Honors at the last moment without receiving a grade of NC for SHS on their transcripts. Since this SHS credit component will no longer be required in a college-wide fashion and will not receive an Honors grade, it is necessary to define the conditions for dropping Honors in different terms. Under the new guidelines, students will not be allowed to drop Honors after December 1 of the senior year. This is about the time when most departments are securing examiners for the Honors exams. In the case of extraordinary circumstances, students who wish to drop Honors after that date must secure the approval of their major and minor department or program chairs and then with those chairs petition the Curriculum Committee for a waiver, providing a detailed explanation of the circumstances in question. Students who drop Honors must fulfill the college's regular major comprehensive requirement for the major.

H. The new word limit for student Honors portfolio papers will be 4,000 words (about 13 pages) for a single paper submitted to a single examiner (as in the case of revised seminar papers) or 6,000 words (about 20 pages) for an integrated paper submitted to all the

relevant examiners in the major (or major and minor). Departments that prefer students to write even more substantial papers than these options allow should consider building a thesis requirement into their honors programs.

I. Honors Special Majors who design their own programs (not those in college sponsored programs such as Bioanthropology) will be required to write a thesis and/or have a panel oral examination as part of their Honors programs. They will follow the SHS activity and portfolio procedures of the various departments whose offerings they use as preparations in their programs.

J. Departments that choose to keep credit-bearing options for the SHS activity and wish to continue to count this Honors element (up to one credit) as outside the major for purposes of the 20 course rule may apply to the Curriculum Committee for this waiver. If, however, a student withdraws from the Honors program, the waiver will no longer be applicable even if the student has completed the SHS work. If a student is required by the major or minor department to withdraw after the SHS work has been completed, the waiver may be available, depending on the special circumstances involved. In such cases, the major and/or minor department should submit a recommendation to the Curriculum Committee which will make the final decision about the waiver .

3. In many departments or programs the bulk of SHS work (either SHS activity or the preparation of portfolio materials) will likely be done in the spring semester of the senior year. Students should therefore try to limit their spring course load to 4 or 4.5 credits (including any credits for SHS) in order to have time to prepare for Honors exams. All Honors students are expected to plan appropriately for any SHS credits required by departments or programs in the senior year, and the tuition rules for over 10 credits will be in effect for all credits, SHS and otherwise.

4. Some departments and programs suggest that SHS in the major and minor may be related or combined. Others require separate work in the major and minor. Students should consult with their major and minor departments about this. The modes of SHS (both activity and portfolio) vary, but all are intended to include work in addition to that of the regular honors preparations. Any SHS work which the department or program wants to be examined will be included in the SHS portfolio (whether written essays, list of topics or readings, etc.) sent to examiners. Since the SHS projects vary, the method of examining them, in conjunction with the examiners' written or oral exams or both, may also vary.

5. Some departments have required that students not answer any question on the written examination which leads to a duplication of the material in their SHS portfolio essays. Students in such departments may draw upon and incorporate material from their SHS portfolio essays in their written examinations so long as the exam answer does not duplicate the essay. Students should check with their major and minor departments and programs about this policy.

6. Prior to setting exam questions or other evaluative assignments, each examiner will receive syllabi or their equivalent (such as a reading list, list of topics, or brief explanation of the project or paper) for the preparation he or she is examining. When departments require an SHS portfolio

project or essay, some indication of this (such as a title, brief description, abstract, reading list, indication that a seminar paper is the SHS component, etc.) will also be sent at this time. After setting exam questions (which may include questions on the identified SHS materials), each examiner will receive, as they become available, any SHS portfolio materials that the candidate has produced that are relevant to the preparation for which the examiner is specifically responsible. Any departmentally required SHS portfolio materials may be examined as part of the written exams of relevant preparations; they must be examined as part of the oral exams of relevant preparations. Only an examiner who is examining at least one of a student's regular preparation should be reading the student's relevant SHS materials and evaluating them as part of the overall evaluation of the preparation. The relative weight of a student's written exam, oral exam, and any relevant SHS materials is not stipulated by the faculty. This is left to the examiner's discretion. Departments and programs should identify to individual examiners which SHS work they are responsible for.

6a. If students turn in Honors materials (SHS projects, seminar papers, theses, etc.) after the departmental deadline (on or before April 30), the following instruction can be added to the late materials: "In making your evaluation, you may wish to know that this paper was submitted \_\_\_ days after the deadline observed by other students."

7. The SHS policies in individual departments and programs should be available in a number of places: the college catalogue, the sophomore paper advising handbook which is available at departmental offices and in McCabe, and individual descriptions of honors programs which are usually available in department offices. Students should consult with their faculty advisors in the major and minor about the nature of the particular SHS exercises which are part of their program.

Different SHS projects may have different deadlines, and students are responsible for knowing these and meeting them.

8. Students are allowed to discuss each other's SHS activities and portfolio projects and to get feedback and guidance from faculty about them. The amount of faculty supervision of SHS work varies widely from department to department. (Note that once students receive examination questions or topics from the examiner, they are not allowed to discuss these with the faculty.) Normally examiners are not in contact with students whom they will examine before the oral exams, but in several instances under the Honors Program, departments or programs are experimenting with examiners and students meeting earlier in the process. It is hoped that this might shape an ongoing dialogue and help to transform the evaluation of an end-product (such as an essay, research project, or artistic production) into an evaluation of the process of shaping the product as well. Faculty will need to ensure that these early meetings do not shift from discourse or dialogue into mere coaching sessions. Students should be encouraged to carry out their work in the spirit of free and independent inquiry and not simply to meet the examiners' real or perceived expectations of outcome.

## V.B. SHS: Word Limits

Word limits have been established for Senior Honors Study Portfolio work for two reasons: (1) to establish a relative conformity of weight to the student SHS portfolios and (2) to limit the burden on examiners, who must often read a number of different portfolios. Given the different models of SHS being used across the curriculum, it has been difficult to compare and weigh the different portfolio exercises. Some departments use the model of a revised seminar paper going to a single examiner. Others use the model of an integrated paper going to several examiners. The Curriculum Committee has been obliged to consider the number and length of portfolio papers written by students, the distribution of papers to particular examiners, and number and length of papers read by each examiner. The current word limits for SHS as established by the Curriculum Committee are as follows:

- (a) For a portfolio paper drawing on a single preparation and sent to that preparation examiner only: 4,000 words (about 13 pages). This model would cover a revised seminar paper or newly written paper sent to a single examiner.
- (b) For an integrated portfolio paper drawing on the work of two or more preparations and sent to all the relevant examiners in the major (or major and minor): 6,000 words (about 20 pages).

These word limits are meant to include both the main body of the paper and the notes. A standard, brief bibliography may be included with the paper without adding to the word count. How various non-verbal components such as charts, graphs, codes, computer programs, videotapes, and the like, are to be counted for the "word limit" has not been specifically determined by the Committee within the stated limits. The occasional use of such materials should be worked out by department chairs, or program directors. If departments and programs anticipate the regular need for including such materials, they should draft a brief policy statement concerning such materials (and their possible limits) and submit the statement to the Honors Coordinator for consideration by the Curriculum Committee. This should be done as soon as possible in the fall term. The Committee suggests that departments include some general limitation about such materials such as the following: "Though materials such as graphs, computer codes, and data will not be counted as part of the 4000 word limit for the SHS portfolio essay, they should be kept within reasonable limits. Students who have questions about what constitutes such 'reasonable limits' should confer with the department chair."

The word limits noted above are the upper limits established by the College. Individual departments and programs are free to set their own lower limits if they wish to do so. In such cases they should be careful to communicate carefully their lower limits to their students and examiners.

The chair or director of the student's major and minor should see to it that the appropriate limits are not exceeded when SHS portfolio materials are sent to the examiners. Student written materials which are not part of the SHS portfolio rubric may not be included in the portfolio or sent to examiners.

The word limit of 4,000 words for a single SHS paper sent to a single examiner will also apply to

departments using the Philosophy examination model wherein examiners' questions are submitted to the students for each preparation at the end of the fall term of the senior year so that students can write extended essays in response to the questions in lieu of regular written examinations. The word limit will apply to an essay or combination of essays for any single preparation.

The word limits above do not apply to theses and other similar projects used as preparations. There are no college-wide limits for such projects, though departments and programs may choose to set such limits.

### **V.C. SHS: Evaluations**

1. Since the optional Senior Honors Study is meant to enhance and, where appropriate, integrate preparations in the major and minor, it is not examined separately but is included in the examination of relevant preparations. The original honors legislation notes that "evaluation of Senior Honors work will correspond to external assessment," and that "prior to setting exam questions or other evaluative assignments, each examiner will receive syllabi (or their equivalent) both for the preparation he or she is examining and for the work done in Senior Honor Study." The document also notes that "after setting exam questions, each examiner will receive, as they become available, the materials that the candidate has produced for assessment in the preparation for which the examiner is specifically responsible, including any papers or other work related to that preparation and produced as part of the candidate's Senior Honors Study."

2. The SHS activities and portfolio materials currently in use by departments and programs vary. They include work done in a supervised course, revised seminar papers, essays connecting the major and minor preparations, extended reading lists, and an intellectual autobiography, among others. Since the projects vary, the method of examining them, in conjunction with the examiners' written or oral exams or both, may also vary. The only rule of thumb is that any SHS portfolio work may be included in the written exams of relevant preparations and must be included in the oral exams of relevant preparations. SHS is optional at the discretion of departments and programs.

3. With respect to SHS materials, the general rules for the submission, evaluation, and timing are:

(1) Examiners will be notified of the nature of the materials by March 15 and before setting their written exams; (2) Examiners will be permitted to include written questions on these materials where relevant, but will not be required to do so (whether SHS materials are included at this stage will depend upon the nature of SHS in the department or program); (3) Students will be allowed to include SHS materials on their written exams where they are relevant; (4) SHS student written portfolio materials will be sent to examiners by May 1; (5) Examiners will be instructed to include SHS materials in the oral examinations where the materials are relevant to the preparations for which they are examining.

4. Departments should identify those preparations which the SHS portfolio materials are intended to enhance and/or integrate and ask the examiners for those preparations to include the

SHS work as part of the evaluation. Departments should make clear to examiners both the nature of the SHS work and its relation to the preparations and indicate which examiners in particular are responsible for including the materials. An indication of each student's SHS work must be sent to the relevant examiner (this might be a list of titles or abstracts or an indication that seminar papers will be sent). An examiner will read only the SHS portfolio materials relevant to the particular preparation(s) for which he/she is examining.

Note that for students doing an interdisciplinary minor, Special Major, or interdisciplinary major (such as Asian Studies), the SHS requirements may be different than those of the regular departmental major and minor. SHS requirements for the interdisciplinary minor are determined by the interdisciplinary program. SHS requirements for the special major will normally follow the SHS activity and portfolio procedures of the various departments whose offerings they use as preparations in their programs; these will be coordinated by the College Honors Coordinator. SHS requirements for the interdisciplinary major are determined by that major.

5. Only an examiner who is examining a student's regular preparation should be reading the student's SHS materials and evaluating them as part of the overall evaluation of the preparation. The relative weight of a student's written exam, oral exam, and SHS materials where relevant is not stipulated by the faculty. This is left to the examiner's discretion.

#### **V.D. SHS: Grades on Transcripts**

1. Credit and grading policies with respect to the SHS activity will be determined by individual departments, but Honors marks (such as HH) for the preparation of such materials will no longer be used as transcript grades. Departments may choose to assign letter grades or use the CR/NC option for such work. Under college policy, courses or seminars identified as CR/NC by the instructor do not count as part of the student's optional four CR/NC units. Additional credit will not be given for Honors portfolio materials completed as part of the regular work of the preparation (as for example when unrevised seminar papers are included in the portfolio).

2. Departments that choose to keep credit-bearing options for the SHS activity and wish to continue to count this Honors element (up to one credit) as outside the major for purposes of the 20 course rule may apply to the Curriculum Committee for this waiver. If a student does more than one credit of Senior Honors Study, additional credits will count in the department in which they are earned.

3. **Withdrawing from Honors:** In the case where a student has completed or is currently completing a credit-bearing SHS mode as part of the Honors Program, the student should be careful to consult with the department about the consequences with respect to SHS credit of withdrawing from Honors. In some cases, a student who withdraws from Honors may not receive the SHS credit. This will vary according to departmental policies.

#### **VI. Examiners and Examinations**

1. External examiners are chosen by the Swarthmore faculty. These examiners should not know or have worked with the students whom they are examining. Students should not contact examiners on their own for any purpose.
2. The College has a traditional policy of limiting the number of times an examiner may return to examine honors students in consecutive years. The policy has been variously understood by different departments, but the purpose of such a policy at least is clear. Such a policy helps to ensure that different examiners bring varied perspectives to the examination process. It also enables Swarthmore faculty to enter into a wider dialogue with scholars in their fields. Finally the policy ensures that preparations will not be shaped over time to fit the interests of any particular examiner.

In response to faculty requests for clarification of the policy, the Curriculum Committee has agreed upon the following formulation: An examiner may normally return to examine for the same preparation for a maximum of two consecutive years. After that the examiner should not be invited to examine again for at least a year or two. Under special circumstances (for example, when only one student is to be examined and an experienced examiner is needed), an examiner may be invited to examine for three consecutive years. After examining for three consecutive years, the examiner should not be invited to return for at least two years.

As multiple independent examinations are crucial to the integrity of the Honors Program, the rule of thumb should be that a student should be examined by a different examiner for each preparation. Occasionally, one examiner may be used for two exams, e.g., for a thesis related to another preparation, but a single examiner should never be used for more than two of any student's exams.

3. Any Honors preparation made up of separate components (such as two related courses, or a course plus attachment, or course plus single-credit thesis) must have a single examiner for the entire package of related components. A student may not have more than one examiner for a single preparation (except in the case of a cross-disciplinary thesis in a cross-disciplinary program).
4. An examiner for a particular departmental preparation will normally examine both majors and minors who have taken the preparation; these may have the same SHS project or a different one (depending on the departmental policies). Some examiners may also examine students who are taking the departmental preparation as an interdisciplinary minor or as part of an integrated Honors special major or an interdisciplinary major such as Asian Studies. Any SHS projects in each of these cases may be different and the nature of each needs to be explained to the examiner. Department chairs in such cases should consult with the chair/director of the interdisciplinary major or minor or the Honors Coordinator (for Honors special majors) in order to obtain additional instructions for examiners concerning the interdisciplinary minor or special major.
5. Departments and programs will be responsible for sending to examiners materials relevant to the preparations which they are examining, including relevant dates and guidelines. Prior to setting exam questions or other evaluative assignments, examiners will receive syllabi or their equivalent both for the preparation(s) they are examining and for any portfolio work done in

Senior Honors Study. Such materials might include reading lists, a list of topics, a brief explanation of the SHS project or paper, and limited background materials appropriate to the candidate's preparation. Instructors may communicate with examiners about the nature of candidates' preparations, but should not discuss with them the quality of a student's work until after the final examiners' meeting at which awards of honors are determined. After setting exam questions, examiners will receive the following as they become available and are relevant to their particular preparation(s): students' written examinations, theses or other similar projects, and any SHS portfolio materials.

Faculty have sometimes asked the Honors Coordinator what course materials may be made available to examiners. The Curriculum Committee discussed this and suggests that syllabi and certain additional materials such as course readings, topics, or even seminar discussion questions may be offered to examiners as a way of indicating the nature of the course or seminar preparation. Faculty should be cautious about sending materials which might be construed as pointing out possible directions the examiner's written or oral exams might take, since the examiner is expected to be free to shape such questions without advice or constraint on the part of faculty. Previous Honors examinations are routinely sent to examiners (especially new examiners), but faculty should not send copies of exams which they themselves have written.

Examiner Access to Electronic Sites: Since the nature and amount of student work which may be sent to examiners is limited, and since examiners cannot have had previous access to such work before they set their written exams or arrive on campus for oral exams, access to such sites where student work may be present is not appropriate.

Previous Honors Exams: The tradition at Swarthmore is that all Honors exam questions become freely available at Swarthmore after they are given; future students have access to them on the web via Swatfiles. Also, faculty at Swarthmore sometimes use old Honors exams, or questions from old exams, as trial Honors exams, and occasionally in their own regular exams. In agreeing to be an Honors Examiner, each examiner agrees to this continuing uses of his/her questions. Because students have access to old Honors exam questions, returning examiners need to fashion new questions each year.

6. Students are assessed in their four honors preparations by means of both written and oral evaluation. The modes of written evaluation vary and include the standard three-hour exams, open-book exams, essays crafted over time in response to examiners' questions or topics, and responses to problem sets or a list of additional readings supplied by examiners. The examination models are set by individual departments and programs and communicated to examiners. It has been customary to allow students a wide choice of questions in their written examinations. Examiners submit their written examinations to the chairs or directors of departments and programs by April 15. These exams are checked by the chairs and directors and by the instructors of the preparations to make sure that they do not seem unfair or inappropriate in terms of the preparation materials. Swarthmore faculty are normally reluctant to intervene in the process of setting the exams, but some negotiation is occasionally necessary--for example, when an examiner has some confusion about the preparation and asks exam questions about materials which were not included in the work of the preparation. Theses or other similar projects which are made directly available to the examiners are not examined in a written exam;

they are examined in an extended oral. Oral examinations for all preparations are conducted by examiners on campus, normally at the end of the spring term during Honors week. Orals are based on what the examiner has been sent: some combination of the students' written examinations, papers submitted to the examiner, thesis or other similar project, and syllabus (different preparations will involve different materials). Oral exams for regular preparations will be from 30 to 45 minutes; oral exams for theses will be from 45 to 60 minutes. Panel exams will be 90 to 120 minutes. Examiners will be asked in the interest of fairness to stay within the time limits and to allow for a brief break between exams. The Registrar will schedule the exams in slots of 45 minutes for regular preparations and 60 minutes for theses. After the oral, each examiner assigns each student he or she examines a tentative honors assessment for that particular preparation. Evaluation of Senior Honors Study should be factored into the individual honors marks for the appropriate preparations. Examiners do not give students written feedback on their work. For more on the procedures used during honors week for determining overall honors marks, see under section VII.

7. The timing of when students receive questions or topics from examiners is somewhat varied in the honors program. Students in Philosophy and Linguistics, for example, receive questions or topics in the fall term of the senior year and spend the rest of the year writing essays in response to them; these students may discuss their work with one another and consult with a student Writing Associate (unless the examiners setting the exams specifically forbid such consultation), but they may not consult with faculty about their essays.

After students have been given questions or topics by examiners in whatever form, early or late, faculty are not allowed to respond to the questions or to advise students in any way about their written or oral responses. Faculty do not normally discuss Honors theses or special projects with students once they have been sent to examiners.

Each year in early May, the faculty are reminded of the following traditional exhortations about the Honors process:

- a. Faculty members must not discuss individual students with examiners or read any examination papers of Honors candidates before the conclusion of the large examiners' meeting.
- b. Instructors may share ideas with their students about general strategies for taking written and oral exams, but they should do this with all their students and well before the exams begin. Once a written exam has begun, an instructor may not discuss either the written or oral exam with a student until the entire examination process has been completed and the results announced. Once a thesis (or other similar project) is sent to the examiner, faculty should not engage in conversations with the student about it. Instructors must refrain from anything which might be construed as special instruction or coaching between the written examinations and the orals. Faculty may not sit in on students' orals.
- c. If a candidate's instructors are called into the large examiners' meeting, they should not volunteer information or judgments of their own, but should simply answer the

questions asked by the examiners.

d. Faculty must not discuss with examiners how Swarthmore interprets any form of honors (honors, high honors, highest honors) in relation to grades of A, B, or C. The Honors Coordinator and Curriculum Committee have explained these standards in the Examiners' Handbook.

8. If students have documented disabilities, they are entitled to their reasonable accommodation for Honors examinations. The Office of Disability Services (Parrish 113) operates out of the Dean's office and is directed by Leslie Hempling. Students should send requests for accommodations to Leslie by February 1. Leslie will forward such official requests to the appropriate people in the Honors process.

9. It has been a long-standing policy that, during the period between a written exam and the oral exam, students are allowed to discuss Honors written examinations with one another if they wish to do so. This is a part of the process of intellectual exchange which characterizes the work of the seminars and other Honors preparations.

10. After they have taken an oral exam, students should not discuss their oral exams with other students or indicate in any way the nature of the examiners' questions or interests until the end of the Honors process. Any student who knows ahead of time what sorts of questions an examiner is posing or issues an examiner is raising would have an unfair advantage.

11. External examiners may occasionally participate in preparatory events with Honors students (e.g. make presentations in an Honors colloquium or watch a play rehearsal), but should not participate in extended contact that assumes a teacher-student form.

12. Should an examiner suspect a student of plagiarism or academic dishonesty, he or she should notify the Provost immediately. The Provost and the student's preparation instructor will be responsible for initiating any charges of plagiarism or academic dishonesty according to the college's rules governing such practices. If the student is found guilty of such charges, he or she will be required at the very least to withdraw from the Honors Program. If charges of plagiarism or academic dishonesty are brought so late that they cannot be resolved before oral examinations, examiners will be instructed to proceed with the examinations and deliberations (without directly confronting the student and without discussing the case with other examiners) and to record a tentative overall honors mark which would obtain in the event that the charges were to be found groundless. The student's overall honors mark will be considered tentative until such time as the charges can be resolved.

13. Students may obtain a copy of their written Honors examination (whether computer or hand-written) from the Registrar's office 24 hours after the examination. Computer written exams will also be available online. Students will need a copy of their written examinations to prepare for their orals.

14. Normally a student is allowed to bring the following to the oral examination: a copy of the written examination questions, the SHS portfolio essay or materials, and his/her written exam or

thesis. Students are encouraged to go over such materials beforehand and then come to the oral examination ready to engage in a lively and energetic discussion of the materials and the subject without needing constantly to refer back to the materials.

15. If a student becomes ill during the regularly scheduled written or oral examination times, the student should first confirm his or her illness with the Worth Health Center or a doctor, then take up the conditions of academic quarantine (see Appendix 2 for complete details), including contacting the registrar and remaining in frequent communication with the registrar. Briefly, in academic quarantine, all communication with other students is forbidden except for limited discussion with the RA. The registrar will provide the complete policy to the sick student. As soon as the student is able to resume exams, he or she should inform the registrar, who will coordinate re-entry into exam taking. This college policy insures that the student can recover from illness and then take the examination(s) later than others do while enabling the college to assure the external examiner(s) that the integrity of the examination process has been maintained.

16. The Honors Coordinator and Curriculum Committee prepare an overall statement about the honors program that departments can use as an introduction to their own individual explanatory materials (about student preparations, written and oral exams, SHS etc.) which they will send to examiners. In order to avoid any confusion or error, such explanatory materials written by departments and programs should be sent to the Honors Coordinator to be checked before being sent to examiners whenever there are substantial changes which have not been previously approved by the Curriculum Committee.

17. Honors oral examinations take place over a long weekend in late May. See the college catalogue for the exact dates each year. Most exams take place on Friday from 9:00 to 5:00 and on Saturday from 9:00 to 11:00. The Registrar will save the Saturday morning slot from 11:00 to 12:00 for examiners to meet in their individual groups (by department or program) to discuss their students. A slot from 10:30-11:00 will be saved for examiners to meet to discuss interdisciplinary majors or minors. If any examiners have such full schedules that they need Thursday slots for examining, the Registrar will contact the relevant department or program heads before such times are scheduled so that the examiner's and the department's timetables can be taken into account. Since there are many examiners who examine only one or two students, not all of them can be accommodated in the Saturday morning slots. Chairs should make clear to potential examiners that regardless of the number of students to be examined, they should be available for any possible Friday examination slots needed by the Registrar.

18. Faculty should remind examiners that there is a Friday evening dinner for examiners and faculty, given by host departments.

19. Students are notified of their honors results by email after the results are given to the Registrar by the Honors examiners. In the case of a student who does not receive any form of honors, the Faculty Handbook stipulates: "When a candidate receives an overall honors mark of Pass, the candidate will automatically graduate with a course major. When a candidate receives an overall honors mark of Marginal Pass or Failure, then Swarthmore faculty members in the student's major department will review the examination papers to determine whether the work in the major satisfies the college's comprehensive requirement." In the case of the student's honors minor, the minor

department or program will need to review the student's record to determine whether the student can be awarded the course minor (note that some departments do not offer a course minor).

20. Schedule of Honoraria for Examiners: Please note in the schedule below that examiners are paid for written exams per exam (no matter how many students are taking the exam) and for oral exams per student. Thus an examiner who sets one written exam for 5 students would be paid \$425 for the exam and \$375 (\$75 x 5) for five orals for a total of \$800. If you have questions about the fees, please contact the Honors Coordinator or Registrar. The fee schedule for examiners in the program is as follows:

1. For setting the first written examination or examining one thesis or special project: \$425.00.
2. For each additional written examination or thesis: \$200.00.
3. For each student examined in an individual oral (30-45 minutes): \$75.00.
4. For each student examined in an panel oral (90-120 minutes) or for a thesis (45-60 minutes): \$100.00.

The Head Examiner's fee will be \$250.00 above the fee for doing individual exams.

If you have special examining situations which do not fit exactly into the above scheme (such as different written exams which share some questions or the case of an examiner who must come to campus more than once to view an artistic production, or a course plus attached single-credit thesis), please contact the Honors Coordinator so that we can negotiate an appropriate fee.

**Travel Note:** The examiners' transportation costs (travel, food, lodging) will also be reimbursed. Examiners will receive forms for this reimbursement and should include receipts with the forms. In the past the college has suggested guidelines for the areas or distances from which examiners may be secured in order to limit the number of costly airfares. Under the Honors Program guidelines, it seems appropriate to suggest that departments and programs try to secure the best possible examiners, bearing in mind that finding examiners whose travel expenses are less costly can help to keep the overall costs of the program more manageable. Chairs may offer examiners the option of staying over on Saturday night since this substantially reduces the airfares. In such circumstances the college will pay for the additional lodging, meals, and incidental travel costs when these seem reasonable.

**Example: John Doe**

First written exam set, thesis, or project		<u>\$425</u>
Each additional written exam set, thesis, or project	_____ 1 _____ @ \$200 =	<u>200</u>
Each student examined in an individual oral (30-45 minutes)	_____ 3 _____ @ \$75 =	<u>225</u>
Each student examined in a panel (90-120 minutes)		

or for a thesis(45-60 minutes)	_____1_____ @ \$100=	_____100
<b>Total</b>		_____ \$950

## VII. Honors Marks and the Evaluation Process

1. The following instructions about honors marks and procedures are given to the outside examiners in some form:

Please find below an explanation of the grading system to be used by examiners in the program and a summary of procedures used in the examination process. Each honors preparation at Swarthmore is assessed by means of both written and oral evaluation. You will be asked to give an honors mark for each preparation you evaluate. The marks used in the Honors Program are as follows:

Highest Honors (HHH): A+ level. Truly exceptional work.

High Honors (HH): A level. Excellent work

Honors (H): A- or B+ level. Very good work.

Pass (P): B or B- level. Fairly good work but not honors.

Marginal Pass (MP): C+ or C level. Passing work but definitely not honors.

Failure (F): C- or lower level. Failure

The highest honors mark is thus Highest Honors (HHH); the lowest is Failure (F).

With the traditional pluses and minuses used by examiners, the full range of possible honors marks to be used by examiners is noted below.

HHH      HHH-      HH+      HH      HH-      H+      H      H-

P+          P          P-      MP+      MP      MP-      F

When you are sent written examinations, Senior Honors Study portfolio papers, or theses, you should begin to evaluate them according to this system. Your overall evaluation of the student's preparation will depend upon the written work to be assessed and the oral examination. Senior Honors Study (SHS) for each student is not examined separately but is included as part of the material to be evaluated for the relevant preparation(s) upon which it draws. Your department or program should indicate which preparation(s) Senior Honors Study is to be part of. SHS is optional at the discretion of departments and programs.

Please note that an examiner for a particular departmental preparation will normally

examine both majors and minors who have taken the preparation; these may have the same SHS project or a different one (depending on the departmental policies). Some examiners may also examine students who are taking the departmental preparation as an interdisciplinary minor or as part of an integrated Honors special major or interdisciplinary major such as Asian Studies. Any SHS portfolio projects in each of these latter cases may be different and the nature of each will be explained to you in materials from the Minor Coordinator, Coordinator of the interdisciplinary program, or the Honors Coordinator.

Note that while individual preparation marks recorded by examiners with pluses and minuses and sent to the Registrar in preparation for the examiners' meeting may include pluses and minuses, the student's overall mark at the end of the process does not. In addition, the overall designation, "Not Honors," includes all forms of Pass, Marginal Pass, and Failure. Students who receive some form of honors will have this noted on their transcripts; failure to receive some form of honors is not noted on the transcript.

You will be sent certain student written materials around May 1--including Senior Honors Study portfolio projects, theses, and other special projects. Students' written examinations will take place from May [dates here] and will be sent to you immediately thereafter. Oral examinations will take place at the college from May [dates here], and the Registrar will inform you of your particular oral examination schedule.

Students will take their written examinations, which will be shared with examiners electronically by the Associate Registrar. Please make sure that the Registrar has an up-to-date email address for the file sharing, as well as a physical address in case we need to use FedEx as a backup.

Examiners should not discuss grading guidelines or individual students and their performances with Swarthmore faculty until after the honors marks have been decided at the examiners' meeting on Saturday afternoon. General questions about the program may be addressed to department chairs or the Honors Coordinator. Questions about grading should be addressed to the Honors Coordinator or the Provost. Should an examiner suspect a student of plagiarism or academic dishonesty, he or she should notify the Provost immediately.

Oral exams for regular preparations will be from 30 to 45 minutes; oral exams for theses will be from 45 to 60 minutes. Panel exams will normally be for 90 to 120 minutes. Examiners will be asked in the interest of fairness to stay within the time limits and to allow for a brief break between exams. The Registrar will schedule the exams in slots of 45 minutes for regular preparations and 60 minutes for theses.

Examiners should note for each student a tentative honors mark after the oral. The mark should be based on both the written and oral evaluations (including where relevant, Senior Honors Study). These marks may be adjusted at the caucus meetings (see below).

If you examine a thesis or similar special project, you may be asked to give not only an

honors evaluation mark to the work but also a corresponding letter grade on a form provided by the Registrar (in a packet given to the departmental caucus leader). This letter grade will appear on the student's transcript. For some of the honors marks, the grade equivalent is automatic (see below) but for any form of H, a grade of either A- or B+ must be entered on the form.

The honors marks and corresponding grades are as follows:

Honors Marks	Letter Grades
HHH (including HHH, HHH-)	A+ (automatic)
HH (including HH+, HH, HH-)	A (automatic)
H (including H+, H, H-)	A- or B+ (choose one)
All forms of P or MP or F	Theses which are not awarded any form of honors are returned to the Swarthmore faculty advisor for grading; the grade may not be higher than B.

All oral examinations will be concluded by 11:00 on Saturday morning. At 11:00, examiners will caucus with their respective departments or programs. (Examiners for interdisciplinary minors and special majors, who will be caucusing with their major departments, may be asked to meet earlier at 10:30 to discuss students in interdisciplinary majors). During the caucuses from 11:00-12:00, examiners will discuss the students' performances, compare notes, and decide on a final honors mark for each individual student preparation. These marks (such as HH+ or H-) will be turned into the Registrar before 12:00. The letter grades for theses and similar projects, noted on special forms provided by the Registrar, will also be turned in at this time. Each caucus will designate one examiner to record all the individual preparation honors marks for the group and to turn them in on a prepared form to the Registrar's office along with the thesis grade sheets. These materials should be put in a sealed envelope and given to the department chair, who will take them to the Registrar. Lunch will be served between 12:00 and 1:30 while the Registrar is averaging the marks.

The Registrar will average the four honors examination marks (including marks in both major and minor), using an averaging system approved by the faculty. At the REQUIRED examiners' meeting in the Science Commons area after lunch, the Registrar will provide each examiner with the following:

A list in alphabetical order by student, indicating each examiner's mark for each individual preparation, the student's overall mark determined by an averaging system approved by the faculty, and an indication of whether the overall mark falls in a

discussable “gray” or “stretch” category. This list should be used for checking purposes, to make sure that the honors marks entered by the Registrar are correct. If there are any errors, the Registrar will adjust the marks and recalculate the average at the examiner meeting. At this meeting, individual honors marks cannot be changed for any reason except scribal error on the part of the caucus leader or data entry error on the part of the Registrar.

Notice that the individual exam marks are recorded with pluses and minuses; the overall average mark is not. Most averaged evaluation marks will not be open to discussion or debate by examiners. Cases which are open to discussion will include: (1) “gray” cases: those where the average marks are close to or at the midpoint between one primary honors category and another and (2) “stretch” cases: those where the four individual preparation marks exhibit a wide variance in terms of spread from highest to lowest or a large standard deviation.

Once the examiners have checked their individual marks and confirmed them, and any mistakes have been corrected, the Registrar will read out the names of those students for whom further discussion is possible. The list of names may also be posted on the blackboard or projected on the screen. Only an examiner who has examined the student in question will be able to call for further discussion if the averaged evaluation seems inappropriate. If further discussion is desired, the Registrar will ask that all four of the student’s examiners confer to discuss the student’s case and to recommend an overall mark. If the four examiners can come to a consensus on the mark, that consensus will be recorded. If the four examiners cannot come to a consensus, the overall mark will be the one indicated by the Registrar’s list as the average.

In exceptional cases, if the four examiners trying to come to a consensus feel that they need additional information about the performance of a student, they may call into consultation the student's instructors and ask for any information which they think will aid them in making their final decision. Ask the Registrar to facilitate this. Normally the examiners may ask very limited questions of the instructors; typically the two questions asked follow this model: (1) Would you be surprised if this student did not receive Honors (or HH or HHH)? (2) Would you be surprised if this student did receive Honors (or HH or HHH)? Faculty should not volunteer information about the student in question on their own; they are not there to advocate. The Honors Coordinator and/or Provost should also be called in to explain the guidelines for the conversation between instructors and examiners and to help preserve the limited nature of this conversation.

Examiners who are not involved in the discussible cases may leave the examiners’ meeting after checking the veracity of the recorded marks for the students they have examined and join the faculty in the Science Commons area for discussion and dessert. Examiners should not carry any of the lists provided by the Registrar away from the examiners' meeting. These lists should be given to the Registrar or Registrar’s assistant. Once examiners have left the examiners' room, they are free to discuss individual cases with faculty. Examiners and faculty should refrain from discussing cases with students until after students have been notified of the examiners' results by the Registrar later that

day.

As soon as examiners have finished deciding the overall Honors level for any candidates whose cases have been put forward for further discussion, they will report their results to the Registrar, with one of the group initialing the recording of a revised mark, in cases where the overall mark differs from that on the List. When all the reconsidered cases have been resolved, the meeting is concluded. Each student will be notified by email of her or his overall honors results. Faculty will be notified by email of the results for all students receiving some form of honors.

Under this system, we expect that the number of potentially discussible cases will be small and the number requested by examiners to be actually discussed, even smaller. We anticipate that the examiners' meeting will begin at about 1:30 and end between 2:00 and 3:00.

Examiners are asked to return any written exams, theses, or special projects which do not receive any form of honors to the department chairs before they leave the college.

Examiners will be asked to fill out evaluation questionnaires about the Honors Program shortly after the examination process is over.

2. The following is a more detailed explanation of the parameters for the gray and stretch areas in the Registrar's algorithm which is used in preparation for the large examiners' meeting. This material is for faculty reference only and is NOT provided to the examiners.

The GPA equivalents of Honors marks which the Registrar uses in the algorithm for the large examiners' meeting are as follows:

HHH	(4.333)	P+	(2.9)
HHH-	(4.167)	P	(2.7)
HH+	(4.0)	P-	(2.5)
HH	(3.833)	MP+	(2.3)
HH-	(3.667)	MP	(2.1)
H+	(3.5)	MP-	(1.9)
H	(3.333)	F	(0)
H-	(3.167)		

Note that examiners at the large meeting will be given an alphabetical list of all students, showing both individual marks and the averaged evaluation mark determined by the averaging system. Individual exam marks will be recorded with pluses and minuses; the overall average mark will not. Most averaged evaluation marks will not be open to discussion or debate by examiners. Cases which are open to discussion will include: (1) "gray area" cases where the average marks are close to or at the midpoint between one primary honors category and another and (2) "stretch cases" where the four individual preparation marks exhibit a wide variance in terms of spread from highest to lowest or a large standard deviation.

The "gray" area parameters have been determined by the Curriculum Committee's looking at the individual marks and deciding what sorts of cases might properly be debated, by consultation with a previous Head Examiner about the range of debatable cases in the past, and by examining several years of past Honors marks with an eye to seeing where the final overall mark given by examiners did not match up with the actual average mark. The gray area parameters are somewhat larger at the top (between HHH and HH) and at the bottom (between H and P or between MP and F) because though the number of such cases has usually been fewer, they have been more often debated than cases in the middle of the group. The parameters are smaller at the center (between HH and H) because such cases, though numerous, have been less often debated.

Where a student's average falls exactly between two marks, these have been averaged as follows: between HHH and HH, an average of HH; between HH and H, an average of H; between H and P, an average of H; between P and MP, an average of P; between MP and F, an average of MP. Thus we have always averaged toward the center, though each case is in a "gray" area and could be moved up or down upon reconsideration by the examiners of the particular student. This policy reflects both the Curriculum Committee's sense of what is appropriate in determining the default average mark and the practice of recent examiners' meetings.

The following chart shows the numerical averages or break points between each of the major categories of Honors Marks where gray areas may be indicated. The chart also indicates the numerical parameters defining the gray area for each break point:

<u>Between Honors categories</u>	<u>Average</u>	<u>Gray Area parameters</u>
Between HHH- and HH+:	4.0833	plus or minus .05
Between HH- and H+:	3.5833	plus or minus .04
Between H and P	3.0333	plus or minus .05
Between P and MP	2.4	No gray area defined*
Between MP and F	1.5	plus or minus .1*

\* Whether a student receives an overall mark of P or MP makes little difference, since either mark results in no honors. The difference between MP and F may matter in terms of the major department's determination of whether

the student has met the demands of the college's major comprehensive requirement or not.

The “stretch” indication means that the range between the highest and lowest honors marks for an individual is either greater than or equal to 1.0 (approximately the difference between HHH and H, or the difference between HH and P+) or that the standard deviation is more than .5. The “stretch” indication is not operative for averages below 2.50 (P-). We chose these particular parameters because they seemed appropriate, because they identified a limited number of possibly discussible cases in the sample, and because this reflected past practice in the examiners’ meetings. The "stretch" parameters were also altered slightly after the first two years of the revised program in order to include a small number of additional cases which some examiners and the curriculum committee believed upon reflection to be potentially discussible cases.

### **VIII. Honors Marks and Transcript Grades**

1. For purposes of translating honors evaluation marks into grades for the transcript, the following system has been approved by the faculty:

A. Credit and grading policies with respect to the SHS activity will be determined by individual departments, but Honors marks (such as HH) for the preparation of such materials will no longer be used as transcript grades. Departments may choose to assign letter grades or use the CR/NC option for such work. Additional credit will not be given for Honors portfolio materials completed as part of the regular work of the preparation (as for example when unrevised seminar papers are included in the portfolio).

B. For theses and other similar projects, the student will receive the honors mark for the purpose of overall evaluation at the examiners' meeting. On a special form provided by the Registrar, the examiner may also be asked to indicate the letter grade for the thesis or project, choosing from among those listed as appropriate possibilities for that particular honors mark. This grade will allow the thesis to receive its full graded weight on the transcript, as is the case with other preparations; the grade in this case will simply be supplied by the examiner and not by the Swarthmore faculty. For students who do not receive honors on their thesis, the thesis will be returned to the Swarthmore thesis advisor for grading, as is required by the Honors Program legislation of 1994. The grade given by the instructor may not be higher than B.

The following is a summary of possible transcript marks for the thesis:

Honors Mark	Thesis grade
HHH	A+ (automatic)
HH	A (automatic)

H	A- or B+ (examiner must choose one)
P	If a thesis is awarded a non-honors mark, it is returned to
MP	the Swarthmore faculty
F	advisor for grading; the grade may not be higher than B.

2. When a student writes a thesis in the fall term, the grade which the transcript will record is IP (In Progress) until such time as the honors evaluation process shall resolve the actual letter grade.

### **IX. Departments Changing Their Honors Programs**

All general changes in Honors preparation modes, SHS rubrics, and examination or evaluation formats must be cleared with the Curriculum Committee. Proposed changes in the honors programs of departments or programs should be sent to the Honors Coordinator as early in the academic year as possible so that these may be discussed by the Curriculum Committee and resolved in time for students to be properly informed of any changes.

### **X. Computers and Written Examinations**

1. Honors students may use computer word processing for taking their written exams in departments or programs where faculty deem this to be appropriate. For those exams where faculty desire this option, the Associate Registrar will contact students to see whether they want to use the computer or hand-write exams.

The Associate Registrar will also provide regular paper in the computer classrooms in case students need to make diagrams or graphs by hand to attach to their computer printouts. Students who need special language fonts for their exams (such as Chinese) should contact the appropriate department chairs; these exams will probably be held in the Language Resource Center in Kohlberg.

Appropriate security precautions will be taken in the computer classrooms where Honors exams are to be written. The computers will be disconnected from the internet during the exam. Students will be allowed to use ONLY the college's officially supported exam program. Specific instructions on how to use the exam program will be provided to each student.

The Information Technology Services department will be ready to support students in the event of a technical problem. In the event of a computer problem, proctors will consult with the registrar or honors coordinator to work out a revised time schedule to take account of the loss and down time. Each classroom will have at least one or two unused computers ready for students in case of computer failure. ITS will have a computer resource person available to help resolve any possible difficulties.

Some faculty use the honors written exams as final exams for their spring term seminars. Course students and junior honors students taking such exams will not be offered the computer option because of the limitations of space. They will have to take the exams in hand-written form in the regularly assigned space.

2. In order to ensure that students who hand-write exams and students who use computers are treated equally, the following note in some form will be sent by the Registrar to examiners along with the student examination papers:

Note to Examiners about Computer- and Hand-written honors examinations

The College offers students the option of hand writing their Honors exams or doing them on a word processing program on the computer. Departments were first polled to see whether they felt the computer option was appropriate for their particular examinations. When departments wanted to offer this as an option, students were allowed to choose whether or not to use the computer option.

The college was careful to insure the security of computer use for exams. Computers were used in a computer classroom with the network connections disabled. Proper precautions were taken for automatic saving in case of computer or disk failure. Students were not allowed to bring disks into the classroom and were only allowed to use the currently supported word processing program already installed in the computers.

Both computer- and hand-written exams were limited to three hours (with 15 minutes for checking and revision). Both exams were proctored. Both exams should be treated by the examiners as equal with regard to writing method.

## **XI. Review of the Honors Program**

Evaluations of the Honors Program by students, faculty, and examiners are carried out on a regular basis. The most recent evaluation report covered the classes of 2010 and 2011. If you want to have a copy of the report, please notify the Honors Coordinator.

### **Appendix 1: Outline of Procedures for the Examiners' Meeting**

Beginning with the honors class of 2013, the faculty decided that the Examiners' Meeting would be run by the Head Examiner along with the Registrar and one other non-faculty administrator (normally the Associate Registrar in charge of honors). The procedures for the meeting are as follows:

1. Make sure that examiners have picked up the instruction sheet along with the alphabetical list indicating each student's individual honors marks and overall honors mark.

2. Ask examiners to read over the Instruction Sheet if they have not already done so.
3. Ask examiners to check their individual preparation marks on the for accuracy and to report any transcription errors. Do NOT call the roll of students for this. Suggest that the examiners underline the last name of any student that they have examined.
4. One or two corrections to Honors marks are likely to come from the floor at the examiners' meeting (mistakes sometimes happen as a part of caucus grade reporting, and these are easily corrected in the large meeting). If there are any transcription errors, the Registrar will recalculate the averages. These recalculations may result in a change in the student's overall average and/or in the student's entering into or exiting from the "gray" or "stretch" areas (see below). The Registrar will recalculate the student's marks and inform the student's four examiners of the results of the changes. After these recalculations, all four of the student's examiners need to be informed of the changes so that they can mark the changes down on both their alphabetical lists and their ranked lists.
5. After all individual preparation marks have been verified or corrected, ask the examiners to look over the list of students' honors marks, noting especially those indicated as "gray" or "stretch." Only the "gray" or "stretch" cases will be open for possible discussion by the students' four examiners. Suggest that examiners circle the last name of any of their students who are discussible that they believe should be discussed, leaving uncircled those that they believe do not need any further discussion.
6. Before those examiners identified in #7 below leave the room, remind all examiners that they need to return any theses or special projects which do not receive any form of honors to the department chairs. They should leave their spreadsheet handouts with the students' honors marks on the table at the front of the room. THESE SPREADSHEETS ARE NOT TO BE REMOVED FROM THE ROOM. Someone from the Registrar's office will pick up and shred these spreadsheets.
7. Ask examiners who have any discussible cases to remain seated. Examiners in the room who have no students in the "gray" or "stretch" areas are now finished and should leave the meeting room and go the Science Commons area (just outside the room) for free dessert and coffee and discussion with faculty members. Their responsibilities are finished.
8. Read out individually the names of those "gray" and "stretch" area students where further consideration is **possible**. Ask for a show of hands if any of the student's four examiners feels that the case needs to be discussed. Write down a list of cases to be discussed on the blackboard or other posting place. Only an examiner who has examined the student in question will be able to call for further consideration if the overall evaluation seems inappropriate.
9. If further consultation is desired, ask that all four of the student's examiners confer separately to discuss the student's case and to recommend an overall mark. A list of each student's four examiners will be available at the meeting. As soon as the four examiners have finished deciding the overall Honors level for the candidate, they will report their results to the Registrar. Ask one examiner to initial any revision of the overall mark. The individual marks do not need to be

changed to reflect the new overall mark. Remind the examiners who stay for discussable cases that there may be one or two examiners with more than one group to attend; the groups should be patient in waiting for such an examiner and careful not to try to reach a tentative decision before the examiner joins their group discussion. If the four examiners cannot come to a consensus, the overall mark will be the one indicated by the Registrar's list as the average. If the overall mark is to be changed, make sure that all 4 examiners agree to the change. The Registrar should make the change on the master sheet of ranked results.

10. In exceptional cases, if the four examiners trying to come to a consensus feel that they need additional information about the performance of a student, they may call into consultation the student's instructors and ask for any information which they think will aid them in making their final decision. Ask the Registrar to facilitate this. Normally the examiners may ask very limited questions of the instructors; typically the two questions asked follow this model: (1) Would you be surprised if this student did not receive Honors (or HH or HHH)? (2) Would you be surprised if this student did receive Honors (or HH or HHH)? Faculty should not volunteer information about the student in question on their own; they are not there to advocate. The Honors Coordinator and/or Provost should also be called in to explain the guidelines for the conversation between instructors and examiners and to help preserve the limited nature of this conversation.

11. The small conferences should take place in the meeting room. Ideally they should take no longer than 15 minutes. If there are problems with time, the Head Examiner may set a time limit for the groups (i.e. ask them to finish up in 5-10 more minutes).

12. As soon as examiners have finished resolving any candidates whose cases have been put forward for further consideration, they should report their results to the Registrar or Registrar's assistant for recording and then join the others in the Science Commons area. Examiners should leave their spreadsheet handouts at the front table. **THESE SPREADSHEETS ARE NOT TO BE REMOVED FROM THE ROOM.**

13. On the Registrar's copy of the students' marks, any changes in the final "Honors Average" should be indicated in red. Only students who are listed in the "gray" or "stretch" areas may have their overall average changed as a result of the conference of the student's four examiners. Should any such marks be changed, cross out the original overall mark in red and write next to it the new mark in red.

14. When all the reconsidered cases have been resolved, the meeting is concluded. The Registrar will notify all students by email of their overall honors mark. The Registrar will also email to faculty a list of all students who have received some form of honors which will indicate each student's overall mark.

*The examiners' meeting will begin by 1:30 or 2:00 and should be over between 2:30 and 3:30. If there are any problems with procedures or policies, please send a messenger to the Registrar and Honors Coordinator who will be outside the meeting room door.*

## **Appendix 2: Honors Policy for Students Too Ill to Take an Honors Exam**

If a student becomes ill during the regularly scheduled written or oral examination times, the student should first confirm his or her illness with the Worth Health Center or a doctor, then take up the conditions of academic quarantine, including contacting the registrar and remaining in frequent communication with the registrar. Briefly, in academic quarantine, all communication with other students is forbidden except for limited discussion with the RA. The registrar will provide the complete policy to the sick student. As soon as the student is able to resume exams, he or she should inform the registrar, who will coordinate re-entry into exam taking. This college policy insures that the student can recover from illness and then take the examination(s) later than others do while enabling the college to assure the external examiner(s) that the integrity of the examination process has been maintained.

For the Registrar's email describing the policy in detail and the form to be used and signed see below.

### **Email sent to all Honors students:**

Subject line: In case of illness

Dear Honors Students,

If you become ill and believe that you will be unable to take an honors exam, follow this procedure:

If you are too ill to take an exam, you must immediately contact Martin Warner (registrar) to obtain the rules for academic quarantine that pertain to students in your situation. Call 610-328-8299 or Public Safety at 610-328-8333.

If you have trouble contacting Martin Warner, call Public Safety, provide your phone number, and ask that Public Safety contact Martin.

You must be seen by Worth to approve the absence. With your permission, Worth will contact the Registrar. Worth is open 8 am-8 pm. After 8 pm you should call Public Safety in order to reach the Health Center on call staff.

You must sign a statement of understanding regarding the rules for academic quarantine. Martin Warner will provide the form. Any student who does not comply with these rules is at risk for not getting Honors.

Stay well!  
Regards,  
Martin

### **Statement of understanding for students too ill to take an Honors exam**

Student name: \_\_\_\_\_

Student phone/cell number: \_\_\_\_\_

For students too ill to take an Honors exam on time, the following rules exist to protect the integrity of the honors process.

Remaining in your room to heal is permitted as long as there is

- confirmation of your illness by Worth Health Center or a doctor
- no communication with other students except an appointed RA (if you are in College housing, one will be assigned to check on you) or Martin Warner or his designate
- no walking around campus, no going to the dining hall, no going to the library (until after you take any missed exams)
- no studying of the material for any exam you have missed due to illness (you may study for exams which have not yet occurred)
- no internet, no email, no smart-phone use (but simple phone use with parents, RA, Martin Warner, or deans is okay), no texting, and no social media

You must re-enter the Honors exam process as soon as you are able.

If you live in College housing, Rachel Head will identify an RA who will check in on you regularly to see if you are well enough to re-enter the exam process. Working with Rachel, the RA will deliver food from Sharples to the sick student. Rachel will tell the RA that conversations should only include checking on your well being (not about studies).

If a situation arises where you might need medically documented accommodations, contact Martin Warner, who will refer the matter to Leslie Hempling in the Student Disability Office.

As soon as you are well enough to resume taking exams you should contact Martin Warner. Martin will coordinate how to proceed. To contact Martin, call 610-328-8299 or, if you have trouble contacting Martin, call Public Safety at 610-328-8333, provide your phone number, and ask that Public Safety contact Martin.

**All regulations regarding academic honesty and those regulations particular to Honors will be in effect.** Any student who does not comply with these rules is at risk for not getting Honors.

I have read and understand this statement of understanding.

Student signature and date: \_\_\_\_\_