Clarkson Honors Program Handbook 2022-2023

Updated: August 2022

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Clarkson Honors: Curiosity, Character, Community

The mission of the Clarkson Honors program is to encourage curiosity, cultivate character, and create community. Our Honors curriculum, a separate track of courses that you take throughout your time here, allows you to learn alongside fellow thinkers from different disciplines. You learn to think about problems differently and figure out how to solve them together. Clarkson Honors cultivates character by emphasizing service through courses in ethics and community engagement. From this foundation, you pursue deep learning in research and in hands-on experiences, culminating in a capstone of your own making. Our community-based model means we lean on and learn from each other, take the same Honors courses together, live together, socialize together, and support each other throughout our time at Clarkson. Clarkson Honors fosters the potential of students and faculty who, together, create a transformative educational experience.

Benefits of the Clarkson Honors Program include:

- A separate, specially-designed Honors curriculum that replaces the Clarkson Common Experience courses. You progress towards graduation by taking a class each semester with a community of fellow Honors students
- A $2000 Honors Scholarship awarded each year ($8000 for four years)
- Priority Registration
- The option to live in the Honors Living-Learning Community during your first year
- The option to take part in the Honors Summer Research 5-week Pre-frosh program and the current student 10-week program
- The opportunity to receive the Honors Educational Enhancement Scholarship to support learning activities like research, internships, study abroad, and presenting at conferences
- Unique Honors advising and academic support
- Belonging to the broader Clarkson Honors community of current students and alumni, with whom we regularly host special events and workshops

Responsibilities of the Clarkson Honors Program include:

- Taking one Honors course per semester (unless you petition to substitute – more on that later)
- Maintaining a 3.25 cumulative GPA
- Contributing regularly to an Honors digital Portfolio
- Completing the Honors service requirement (10 hours per year in the program)
- Completing an Honors Capstone Project
- Adhering to Academic Integrity standards outlined here and in the Clarkson Student Conduct Code and the Code of Ethics

The purpose of this handbook is to provide information about the requirements of the Honors Program and the opportunities we offer. As always, we welcome your questions and suggestions for improvement. This is our community, and we are building it together.

Please note: The Honors Handbook is a living document and it is revised annually to reflect changes in the Honors Program and its governing policies. Each incoming class is subject to the policies and procedures in the Honors Handbook published in the year of their entry to the program, unless programmatic changes are explicitly retroactive in their effect. This Handbook is an accurate reflection of policies and procedures of the Honors Program and Clarkson University as of August 2022.

Our Faculty and Staff

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*General Honors email: honors@clarkson.edu (this is the best one to use for questions)

Diversity of Perspectives, Equal Access, and Accommodations

The diversity of our identities, experiences, perspectives, and disciplinary backgrounds are a strength and a value of the Clarkson Honors program. Diversity includes race and ethnicity, culture, political and social views, religious and spiritual beliefs, languages, gender identities and sexual orientations, neurodiversity, ability status, age, and social or economic classes. It is imperative that we establish and maintain an atmosphere of trust and mutual respect. The discussions, texts, and other materials in Honors courses and activities will certainly reflect many different viewpoints and ideas, with which at some point you may disagree. Topics in class should be relevant, treated responsibly and portrayed seriously. One of the main purposes of the Honors curriculum is learning to understand a wide range of viewpoints represented through transdisciplinary approaches to systemic problems. We are developing our oral and written communication skills and our appreciation of nuance and complexity. Therefore, it is important for all members of the class to feel comfortable and free to express their ideas in a civil manner. We expect that there may be some topics or issues that are challenging or uncomfortable, but for you to be respectful and to be respected. In short, adhere to the Clarkson Honors code of conduct, which emphasizes civility, ethical behavior, respect, and a spirit of interdisciplinary collaboration.

We recognize the importance of providing all of our students with high quality education and support. You can expect to live and work in an environment that provides equal access and refuses to tolerate discrimination in any form. If you have any needs, please let us know so we can offer support and help you navigate Clarkson. We will, of course, treat any disclosure confidentiality. If you need accommodations you should also contact the Office of Accessibility Services. They require official documentation. Please ask if you have questions. It's your right to receive fair and equal access to education. For details please check out the website: http://clarkson.edu/oas

Honors Code of Conduct

By accepting your invitation to join Honors, All Honors students are expected to abide by our values and the Student Conduct Code and the Code of Ethics and Clarkson University. Those whose behavior is inconsistent with Honors values and who are in violation of Clarkson's codes are liable to community sanction, which may result in written warning indicating loss of good standing in the Honors Program and the benefits that go with it, such as summer research opportunities and scholarships. Failure to abide by warnings may result in dismissal from the Honors Program and loss of Honors graduation distinctions and the Honors Scholarship.

You should be aware of plagiarism and other forms of academic dishonesty. You should do your own original work on exams, papers, presentations or other assignments that are submitted for

grades, and give appropriate citations when using ideas that are not your own. If you don't know how to do this, we're here to help. Please reach out to your academic advisor or the Writing Center before you turn anything in if you're not sure what constitutes plagiarism. We also expect you not to aid and abet other students in gaining unmerited personal advantage. You have a duty to inform the Honors Program of any violations of the Student Conduct Code and the Code of Ethics at Clarkson University: http://www.clarkson.edu/studentaffairs/regulations/index.html. Students should also be aware of the University Regulations regarding the institution's Information System Acceptable Use Policy to appropriately use your personal computers on the University Network: https://www.clarkson.edu/sites/default/files/2022-01/Undergraduate%20Student%20Regs%2021-22%20FINAL-2.pdf

Students who violate the Code of Ethics at Clarkson University will be subject to all applicable Clarkson University penalties and will as well be subject to dismissal by the Honors Program.

Program Requirements and Honors Academic Warning
In order to remain in good standing in the Honors Program, all Honors students must maintain a minimum cumulative grade point average of 3.25. Unless on approved study abroad, co-op or leave, they must be enrolled in the required Honors course and attend mandatory advising meetings. They must also fulfill the service requirements every year, build an Honors digital Portfolio, and complete an Honors capstone that is approved by their faculty mentor and an outside reader.

Students who receive a semester GPA below 3.25 for a full-time course load in any given semester will receive a warning letter from the Honors Program and will be required to attend an advising meeting with their Honors Advisor to discuss any challenges they may be facing, to receive support and advice from their advisor, and to work together to develop a strategy for the coming semester.

Students who fail to maintain a *cumulative* grade point average of 3.25 for a full-time course load, or who fail to meet any other requirement of the Honors Program such as enrollment in the required Honors courses and attendance at mandatory advising, are placed on Honors Academic Warning. They will be issued a letter stipulating conditions that, if met, will allow the student to regain Good Standing. Typically, in the case of a GPA below 3.25, students must attend regularly scheduled advising meetings and increase their GPA every semester until they reach a GPA of 3.25. When a student fails to meet the conditions stated in the Warning, they are separated from the program and will lose the Honors Scholarship.

If the cumulative GPA falls below 3.0 students will automatically be separated from the Honors Program. Also, since students take Honors classes as a cohort and there is no opportunity to retake Honors courses, students who fail an Honors class will be automatically separated from the Honors Program.

Requests for exceptions to the Honors Program academic rules and regulations must be made to the Director of the Honors Program. The Director will either approve or deny the request. Appeal of the Director's decision may be made to the Chair of the Honors Council. In appeals on matters concerning a student's academic standing in the program, the Chair and two other faculty members on the Council will ultimately decide the matter. The Honors Council's decision is final.

Honors Program Learning Outcomes

The Honors Program offers unique academic opportunities and experiential learning to prepare you to lead fulfilling lives and to drive positive change in science, technology, and society. Students who complete the Honors Program will:
- enhance their critical thinking through reading, writing, oral communication, and analysis in a cohort model of engagement
- integrate transdisciplinary systems thinking with hands-on learning to solve global problems
- develop and apply core leadership skills of mentoring, service, inclusion, and relationship-building
- conduct and communicate quality scholarship in their field to diverse audiences
- examine historical and contemporary issues through the lens of diversity, equity, inclusion, and sustainability

Honors Curriculum

The Honors curriculum is a unique four-year sequence of courses specifically designed for Honors students in which students develop skills in teamwork, problem-solving, ethical decision-making, and oral and written communication. Our Honors courses capitalize on your strengths as an Honors community: we emphasize diverse academic disciplines and social perspectives, so the courses complement any major and strengthen your own skills. The climax of this sequence is the Honors capstone, in which each student defines and explores an original topic.

The Honors Curriculum:

- fulfills the requirements of the Common Experience Curriculum. If you take all the Honors courses, you will satisfy the KA requirements, *unless your major requires you to complete EC. See scenarios for substitute coursework in "Substitutions for Honors Courses" later in the handbook.
- exempts engineering majors from ES100 (HP 102/103)
- exempts engineering majors from ES110
- provides a total of 10 communication credits, with the capstone project courses HP390 and HP490 designated as 2 credits each
- provides extensive background and practice in exploring ethical issues in research and society

Students who joined the Honors program before Fall 2022 and who leave the Honors Program early receive 1 KA credit after their first year, 3 after their second year, and all 5 after their third year.

Courses by Year and Semester

First Year

HP 100 (Fall): *Introduction to Systems Thinking*

Nature, society, and people create complex systems. Problems require a variety of perspectives to understand them and to propose solutions. This course will expose students to disciplinary, interdisciplinary, and systems thinking, including conceptual and problem solving models to facilitate the dissection of, understanding of, and problem solving of complex issues in their personal, academic, societal, and professional lives. In addition to learning and discussing

interdisciplinary and system thinking topics, students will write a series of papers exploring the same issue from different disciplines and then write a final paper that integrates these perspectives. Course sections will vary thematically and use of conceptual and problems solving models, but will emphasize small group and whole class discussion, critical reading, writing, and analysis, extensive written and oral communication, and collaborative work. 0 Communication Points; Knowledge Areas: N/A

HP 101 (Spring): *Introduction to Professional and Research Ethics*

Honors Program students are expected to explore cutting-edge issues in science, technology, and society, and to pursue research projects at the forefront of their fields. Doing so carries risks and responsibilities. This course aims to introduce Honors Program students to various ways of thinking about the ethical issues and moral dilemmas that they will encounter in their future careers, and to organize their thinking about what they should value and what principles they should act upon in order to act ethically. The first section of the course will focus on foundational issues in philosophical ethics, and the second section will focus on applications of these ethical theories to real-world professional and research settings. 1 Communication Point; Knowledge Areas: IG, STS, UNIV

HP 102 (Fall): *Introduction to Programming I*

Programming is becoming more and more prevalent in our daily lives, which demands programming literacy for critical new thinkers. This first semester introductory programming course will emphasize the use of computer programming for multi-disciplinary and real-world applications and will provide every first-year student in the Honors Program with a solid foundation in the use of MATLAB, a high-level, text-based programming environment and Simulink, a high-level, graphical programming environment. Specifically, students in HP 102 will be expected to do the following: be able to read MATLAB codes and understand their operation, create their own MATLAB codes to overcome various challenges and problems, and be able to correct their codes for errors that occurred during programming. Topics of the course include: creating a MATLAB code, matrix functions, input/output, plotting, logic, loops, technical writing, 3D arrays, image processing, and symbolics. 0 Communication Points; Knowledge Areas: N/A

*The Honors Introduction to Programming sequence fulfills the university lab requirement. Engineering students have to take both HP 102 and HP 103, while non-Engineering students only have to take HP 102

HP 103 (Spring): Introduction to Programming II

This second semester introductory programming course will emphasize on using computer programming for multi-disciplinary and real-world applications and will provide first-year students in the honors program with an extended foundation in the use of MATLAB, a high-level, text-based programming environment and Simulink, a high-level, graphical programming environment. In particular, students in HP 103 will spend the bulk of the semester in pairs implementing a large software project in MATLAB. Introductory lectures will be given as needed. Each group will write a project proposal and final report in addition to a final presentation, in which the project is

demonstrated to the class. It is important that students choose a project that is both fun and challenging such that the process is engaging. Final grades are mostly based on students' professional communication skills in the proposal, final report and presentation. 0 Communication Points; Knowledge Areas: N/A

Sophomore Year

HP 200 (Fall): *Introduction to Community Engagement*

This course will employ methodologies from multiple fields and from diverse perspectives to help students develop an understanding of the social impacts of engagement through community-based service partnerships. Students will be offered a foundation in the historical and cultural contexts of engagement and service. Then, students will examine university-community relationships, cross-cultural encounters, inter-personal conflict and consensus, power structures, the concept of privilege, and the meaning of equitable community partnerships and outreach. Throughout the course, students will be offered opportunities for direct service as well as explore case studies of contemporary issues, research methods focusing on sustainability and social justice, and community-based solutions. 1 Communication Point; Knowledge Areas: IG, CGI, UNIV

HP 201 (Spring): *A Matter of Perspective: Reframing, Retelling, and Revision*

The production of knowledge is not neutral. What happens when we reframe a story, historical experience, or political event from a different worldview that has not been represented in canonical narratives? What new insights do we glean when we inhabit the perspectives of those who are not originally part of the story, or who have been marginalized? In this course, we'll first explore how narratives represent points of view. We will situate the narratives we've received within their particular social and historical contexts. Then, we'll examine the ways in which writers, directors, historians, or political scientists reconfigure, revise, and reimagine narratives in order to shift dominant ways of knowing. In this course, we'll engage with the literary, historical, cultural, and political contexts of narratives as well as the ramifications of decolonizing knowledge by examining diverse stories. Texts may include fiction and nonfiction as well as film. 1 Communication Point; Knowledge Areas: IA, CSO, UNIV

Junior Year

HP 300 (Fall): *Philosophy and Epistemology of Science and Technology*

We will explore the theory and practice of "doing science" through deliberate theoretical summaries and discussions and practical and technical workshops. On the theoretical side, we will read papers on "epistemology", or ways of knowing, science, write guided reflections on these papers, and have small and large group discussions on these papers. Topics will include how scientific knowledge is created, what is the nature of scientific knowledge, how does bias affect our access to scientific knowledge, and is scientific knowledge limited. Furthermore, you will write a final term paper on a focused subtopic of your choosing related to the epistemology of science. Meanwhile, on the technical/practical side of doing science, we will explore practical aspects of doing science through

readings, case study discussions, and role playing on responsible conduct of research topics of ethics and the scientist, mentoring, authorship, peer-review, collaborative research, research data and intellectual property, and record keeping. 1 Communication Point; Knowledge Area: STS

HP 390 (Spring): *Honors Capstone Proposal Seminar*

The main goal of this course is to guide honors program students through the capstone project proposal process leading to an approved capstone project proposal. Students will be exposed to the expected components of a capstone project through workshops on the elements of a capstone project proposal introduction, literature review, methodology/approach, expected results, and logistics sections. After each workshop, students draft these individual sections and garner feedback from the course instructor. After revising each section, students then will integrate individual sections into a full draft of their proposal which will be reviewed for feedback by their capstone project advisors, peer-reviewed by their classmates, and reviewed by the course instructor. This will result in a final draft of their capstone project proposal which will be sent out for independent evaluation, a required component, for feedback, with the ultimate goal of having an approved capstone project proposal. Other activities in the course include workshops on formal and informal oral and poster presentations, workshops and discussions on responsible conduct of research (e.g. mentorling, collaboration, authorship, and research data and intellectual property), and independent time on project related work from project inception to completion and communication. 2 Communications Points; Knowledge Areas: N/A

Senior Year
HP 490 (Fall): *Honors Capstone Report Seminar*

This course will guide honors program students through the first draft of their capstone project final report; in most cases, this first draft will be revised and approved as a capstone project final report in the following spring semester. However, students graduating a semester early may finalize their document during the course. In this course, students will be exposed to the overall organization of an expected capstone project final report through a variety of workshops and will use their capstone project proposal to update their introduction, literature review, and methodology/approaches sections. Students then will write up the additional expected sections of results/outcomes and implications and conclusion or equivalent sections depending on the type of project they are pursuing. This first draft of their capstone project report is based on capstone project progress at that time of the course and will garner input from the student's capstone project advisor, peers, and course instructor. Other activities in the course may include the polishing of professional marketing materials (e.g. ePortfolio, autobiography, personal statement, resume) and independent time on project related work for the completion of project activities including the written communication of the capstone project as a draft final report. 2 Communications Points; Knowledge Areas: N/A

HP 400 (Spring): Solving for System Failures

A system failure is a prolonged and far-reaching malfunction. It may begin with a small component breaking down, which negatively impacts the entire system. Or, system failures can occur when two

components (which are working fine on their own) interact badly when combined. This course explores failures in order to demonstrate your analytical and practical skills in systems thinking. We will examine what has gone wrong, why it has gone wrong, and how we might fix it. Our first unit will explore how we define failure. What does failure mean to you? How must that individual understanding of failure be contextualized within this time, this place, and within our educational culture? Our second unit will explore what we can learn from examining major system failures. We'll use transdisciplinary case studies to investigate how and why notable contemporary or historical failures occurred. Topics may include the response to Covid-19, institutional racism, mental health crises amongst college students, or other significant breakdowns. Our final unit will use a design approach and employ our own disciplinary and transdisciplinary expertise to propose possible solutions to these wicked problems. 1 Communication Point: Knowledge Area: IG

Honors Exceptions to Extra Tuition Charge Rule (Overloads)
Honors students in good standing may register for more than 19 credit hours without incurring extra tuition charges. Courses taken under this exception should be used for "academic enhancement" purposes, and cannot be used to graduate early.

1. Submit the university Request for Exception/Dean's Exception form via MyCU. Click the Honors box when you fill it out.
   > Please note that students need to specifically list the exception being requested e.g. "Tuition exception for 19+ credit hours. The extra class(es) meet(s) all conditions for the Honors Exception."
2. Don't forget to include the class(es) being taken (e.g. CM 428-28), the section number, how many credits, and permission number (if appropriate).

Substitutions for Honors Courses
There are occasions in which you may need to substitute another course for a required Honors course, such as:

1. When you participate in a co-op, semester abroad, or similar off-campus activity. In this case, you can petition to use an alternative course taken in another semester or while abroad that meets the Knowledge Areas of the missed Honors course and addresses Honors program learning outcomes.
2. When you have specific major or minor requirements that would create a barrier to meeting your graduation timeline or major requirements without a substitution from Honors.

The Honors Program encourages students to seek experiential learning opportunities and pursue diverse learning experiences and we will work with you to ensure that you do not fall behind in Honors and Common Experience course/credit requirements. Credit will only be given, however, if you satisfactorily meet the following requirements:

1. *Before* leaving for co-op or study abroad or registering for the next semester's courses, students should consult with an Honors advisor to identify an appropriate substitute course. You must complete the Petition Form (see Appendix) and gain approval *before* the experience begins. You

need to provide a rationale for the substitute course and explain how it meets the curriculum requirements of the Honors course that will be missed and the Honors program as a whole.

- *Example 1:* A student going on co-op will miss Philosophy and Epistemology of Science and Technology (HP 300), so they propose to substitute another course from Clarkson University in another semester, showing in their petition that the course will address Science, Technology, and Society (STS) and fulfill one or more of the Honors Program learning objectives.

- *Example 2*: A student who is pursuing a minor in Social Documentation wants to use their course in Documenting Social Activism to replace A Matter of Perspective (HP 201) in order to graduate in three and a half years. The student will demonstrate that the proposed course outside of Honors fulfills the same Knowledge Areas of HP201 (IA, CSO, and UNIV) and speaks to at least one of the Honors Program learning objectives, explaining how it does so in their petition.

- *Example 3:* A student completing the Adirondack semester will miss Introduction to Community Engagement (HP 200). The student will explain in their petition how the community-engaged work they are completing in the Adirondack semester experience fulfills the same Knowledge Area requirements. In addition, the student agrees to do additional reading and a reflection on leadership and service for Honors, which they'll include in their Honors digital portfolio. That philosophy of leadership and service will be shared with all students in HP200 and with the student at the time the assignment is shared during HP200 with the same due date and expectations for completion.

- *Example 4:* A student majoring in Economics and Management needs to complete a Knowledge Area in EC (Economics/Organizations) for their major, which is the only Knowledge Area that Honors does not cover in its curriculum. The student petitions to replace Solving for System Failures (HP 400) with an EC course, completing a reflection in their digital portfolio on the alternate course. The 250-400 word reflection should broadly explain how you met one or more of the Learning Outcomes of the Honors program and on the topic of failure (which would have been covered in HP 400).

- *Example 5*: When a student wishes to participate in the Chemical Engineering Honors Program, he or she may replace the Philosophy and Epistemology of Science and Technology (HP 300) with CH490, Transport Phenomena. This is a pre-approved replacement.

2. During the co-op, study abroad, or alternate course, students should report to their academic advisor on mid-term progress on the appropriate substitute course.

3. Following study abroad, co-op, or alternate course experience students will also post a reflection on their activity and how it connects to Honors in their digital Honors portfolio. The 250-400 word reflection should broadly explain how you met one or more of the Learning Outcomes of the Honors program while you were away. This should be completed by the end of the semester in which you complete the course or activity away.

Transfer Students and Transfer Credits
When a student joins the Honors Program after being a member of an honors program at another institution, they may transfer up to 12 Honors credits, excluding capstone project credits, toward the requirements for a Clarkson University Honors Degree. Transfer students will discuss with the Honors advisor the most appropriate Clarkson Honors courses that remain to be taken for the Honors Degree.

The Honors Digital Portfolio
The Honors portfolio is a requirement for all the Honors students. Your portfolio is an enormously important part of your learning in the Honors program because it is a place for you to document your learning, to reflect upon your experiences, and to tell your story to the public. In your portfolio, you archive Honors learning experiences from within and outside the classroom in order to explore and express who you are and where you want to go. In order to give you freedom and ownership over the way in which you tell your story, you can choose a web-based software that most appeals to you. Some options include Google Sites, WordPress, Wix, and Weebly. For those of you who have web development skills, you can also create your own.

The introductions and reflections should each be 250-400 words. They should include images (photos, cartoons, cool data, whatever captures you and your passions). They should include concrete details and specific examples of your experiences. Your readers are Honors faculty and staff and fellow students, and also potential employers, faculty mentors, and the public at large.

In your first year*, you need to include:
- an introduction to yourself (completed in HP 100)
- a section on your personal or professional goals (completed in HP 100)
- a resume
- a statement of personal ethics (completed at the end of HP 101)
- any other reflections on Honors courses required by your Honors professors

In your next years, you need to add:
- a philosophy of leadership and service (completed at the end of HP 200)
- any reflections on Honors courses required by your Honors professors
- any reflections on study abroad, co-ops, HEES-funded experiences, or alternate coursework (as needed)
- an updated resume (you should do this every year)
- optional: contact information for potential employers
- optional: a list of achievements or things you're proud of

*The Honors Digital portfolio was integrated into the Honors program in 2021-22 and most of the portfolio requirements are part of Honors coursework. This is not a retroactive requirement, so students graduating before 2025 are not required to insert first-year required posts retroactively. Just post what you're asked to post when you're asked to post it. If you need clarification on what you need in your portfolio, consider what you've been asked to put in there starting in 2021 by your Honors professors. That should be your guide.

The Honors Council
The Honors Council participates in the formulation of academic and administrative policies of the Honors Program and serves primarily as an advisory board to the Honors Program Director. They

meet 1-2 times per semester and are also expected to assist in the Admissions review process for Honors applicants. The Honors Council consists of faculty members representative of the colleges and schools at Clarkson University; Admissions; and two to four Honors student representatives. The Honors Program Director and Associate Director, as well as the Honors Liaison from Undergraduate Admission, serve as *ex officio* members.

Honors Steering Board

Student affairs are governed by the Steering Board, composed of elective representatives from each class, while the Service Requirement is governed by the Service Committee. Students share in the governance of the Honors Program, help administer program requirements, assist in recruitment and admissions to the Honors Program, promote policy changes, and organize activities that enhance the student experience. The Honors Steering Board also provides the student body with a vehicle to address grievances and concerns regarding the program and its activities.

The student government of the Honors Program consists of the Steering Board and its subcommittees. The students who serve on the Steering Board are elected each year by their peers: two representatives are chosen by each class, and the co-chairs who are elected by the student body as a whole. The Steering Board serves as a liaison between the Honors Program office, the student body and the subcommittees. It addresses policy issues when needed and conducts general meetings of the student body. It also provides oversight to the actions of its subcommittees: Service, Activities, Ambassadors, DEI, Webmasters, and Historians.

The members of the Service Committee are all elected representatives. The student body elects the chair, and each class elects one member. The main responsibility of this committee is to provide students with the opportunity to fulfill their service graduation requirement and to keep track of their service participation. This is done through various committee actions, which include organizing service activities, hearing proposals for alternative service projects, and keeping records for each student in the program.

The other subcommittees have the same basic structure. The student body elects up to two chairs for each subcommittee, but the rest of the members are volunteers. The Ambassadors Committee organizes volunteers for Honors Program orientation, Open House, virtual overnights, and other student recruitment events and alumni activities. The Activities Committee organizes seasonal program get-togethers and casual events. The Webmaster Committee maintains the program web page, class list servers, and other electronic resources such as social media. The Historians Committee maintains the Honors Steering Board Constitution and photograph Honors Programs activities and events, partnering with the Webmaster Committee to post those images online. The DEI Committee organizes and promotes events and workshops focusing on diversity, equity, and inclusion, and advises the Honors Director on diversity and inclusion initiatives in Honors.

Service Requirement

Service is a core value of Honors. We are developing ourselves as leaders, as community members, and as hands-on learners who strive to have a positive impact on our campus, local, and global community. This is why we have a service requirement in Honors. In the Honors program, service is defined as not for profit activities which directly benefits the public or environment and meet the explicit needs requested by a community partner.

Goals of Service
- Directly benefits members of the community by fulfilling needs identified by the community and offering services requested by the community.
- Develops ties between Clarkson University and the surrounding communities by working alongside those communities in an equal partnership.
- Builds a sense of community within the Honors Program.
- Provides an opportunity for Honors students to reflect on and broaden their knowledge, skill sets, and life experiences.

In order to graduate with an Honors degree, every Honors student must complete a minimum number of service hours, equivalent to five hours per semester in the Honors Program, and submit proper documentation of those hours as instructed by the Service Committee (so, 40 hours for four years in the program, 30 hours for three years in the program, etc). These hours must be completed between the student's enrollment in the Honors Program and the end of their last academic year prior to graduation.

For those of you who are graduating Honors in 2025 or later, at least 15-20 hours of your service will be completed in HP200, Introduction to Community Engagement, where we will have discussions about the relationship between service and leadership, how to approach equity-based community service, and what we learn from community partners. Where you gain the rest of your service hours will be largely up to you. We want you to seek out meaningful service that connects you to the Honors, Clarkson, and local communities. Our Service Committee will plan service events and advertise opportunities for which you can choose to take part; you can also find your own.

Examples of common types of service:
- Service performed in HP 200
- Events planned by the service committee, or advertised by the service committee (i.e. if sent out in an email from a service representative)
- Individual service projects proposed by an Honors student and approved by the service committee
- Service to the Honors Program, planned by the Honors office (Open House, orientation, etc.)
- Service to Honors community projects such as the Clarkson Food Pantry

Guidelines for service
- At least half of the service hours must be performed while the student is at Clarkson. (This means you can do some service when you're at home in the summer, but at least half of your service needs to be with and for the community you're a part of while you're at Clarkson.)
- Service required for other clubs or organizations may not count as Honors service i.e. no double dipping.
- Students receive credit for the actual duration of an event, not for the planned duration of an event. If an event that was supposed to last 2 hours and only lasts 15 minutes, then only 15 minutes is counted.
- The service activity does not express political or religious commentary or otherwise render an opinion for or against a community issue (no protesting). The event may encourage political discussion, while remaining neutral.

Reporting Service Hours
Service hours should be reported using the Service Hours Submission Form on the website of the Honors Steering Board: Home | CUHSG

The Service Committee reserves the right to reject all proposals that do not sufficiently meet the guidelines of service, even after the proposed service has been performed. Please submit your proposal well in advance of performing the service, so you know that it will meet the requirements. Any incomplete proposal will not be considered. If you propose service which is rejected, you may appeal to the Steering Committee.

In order to make sure that you don't fall behind on service and are balancing it with your other commitments, we ask that you complete at least half of your required hours by the last day of classes of the fall semester of your junior academic year. If you fail to meet this deadline, you will be required to attend a meeting with at least two members of the Service Committee, where you'll work together to come up with a completion plan. If the required hours are not completed by the end of your junior academic year, or if you have not presented an approved plan for completing the required hours, you will then need to meet with the Director of the Honors Program. If you fail to meet with the Director or the Director decides to remove you from Honors due to not fulfilling the service requirement, any appeals must be made to the University Appeals Committee. If you do not complete the full requirement before graduation, an Honors Program degree will not be granted. Appeals regarding interpretation of the service guidelines may be made in writing to the Steering Committee.

Honors Advising
Honors advising is holistic and developmental. We don't tell you which courses to take in your major (you have a major advisor for course selection in your degree program). We're here to help you develop knowledge, troubleshoot problems, become aware of opportunities, and support you as you explore your options throughout your time at Clarkson. You will meet with your Honors advisor once a semester, during which we'll discuss your Honors requirements and anything else you have questions about: Honors summer research; the capstone; study abroad; internships; balancing classes; getting more involved; taking breaks; exploring different majors, and lots of other things. Your Honors advisor is a faculty member in Honors who teaches one of your courses each year. This means that we form a relationship with you and get to know you both in the classroom and one-on-one.

Honors Senior Advisor: Dr. Kate Krueger, kkrueger@clarkson.edu
Honors Junior Advisor: Dr. Golshan Madraki, gmadraki@clarkson.edu
Honors Sophomore Advisor: Dr. Kearney Coupland, kcouplan@clarkson.edu
Honors First-Year Advisor: Dr. Richard Dub, rdub@clarkson.edu

All students in residence are required to meet with their Honors advisor once per semester (students who are on co-op or study abroad should consult by email, Zoom, or phone). Your Honors advisor will reach out to you in the early weeks of the semester to let you know their availability and how to sign up for a meeting.

Additional advising meetings may be required for students who have received one or more U (Unsatisfactory) mid-term grades and students who have received an Honors Academic Warning.

Generally, students who receive a U grade in a class will be asked to meet with their Honors advisor to develop strategies for success in that class. In some cases, the Advisor will require additional scheduled meetings until the problem has been satisfactorily addressed. For students on Honors Academic Warning, there will be regularly scheduled meetings throughout the semester. Failure to attend and meet the requirements of mandatory meetings can lead to dismissal from the Honors Program.

Honors Advisors will:
- Meet with students at least once per semester (and additionally when needed)
- Communicate all Honors Program requirements and expectations to students
- Encourage self-reflection so that each student can set goals and make decisions based upon their personal interests, values and abilities
- provide guidance during registration to complement major advising
- Actively listen to students as they ask questions and express concerns and provide support
- Refer students to campus services, organizations and faculty/staff when appropriate
- Keep all information confidential except in those circumstances when safety of the student or other community members is a concern

Honors Students will:
- Be aware of the Honors Program degree requirements and policies as documented in this Handbook as well as degree program and policy requirements in your major(s)
- Participate in individual goal setting, re-evaluate goals as necessary, and develop strategies to realize goals
- Communicate with your Honors Program advisors and major advisors regarding your goals and strategies, and let us know if any concerns arise or changes are made
- Keep in touch. Check your email on a regular basis and respond promptly to our communications if requested. Stop by--we have an open-door policy!
- Keep us informed of situations that may disrupt your academic work. Consult us if a serious problem (medical, financial, personal) affects you, so we can help you!
- Be engaged in campus life and consider opportunities for research, study abroad, internships/co-ops, and other ways to enhance your education
- Keep your advising appointments or let us know ahead of time if you can't make it.

<u>Honors Events</u>
The Honors year is punctuated by a variety of social events including Honors Orientation, Welcome Dinner, Ben and Jerry's nights, and the Honors Commencement Brunch.

Honors Orientation
Honors Program orientation is designed to kick off the academic year by introducing new members to the program. Orientation activities traditionally include orientation sessions for first-year students and their parents, followed by an outdoor field trip for teambuilding with first-year students; and an all-Honors Program Dinner welcoming everyone back to a new school year.

Ben and Jerry's nights
Ben and Jerry's nights are a Clarkson Honors tradition. They honor the legacy of the first Honors Program gift from Clarkson University custodian Shirley Nelson. She wanted to leave a gift that

would provide a time for student relaxation and enjoyment. She particularly admired people, including students who knew how to work hard and to strive for excellence in their daily lives.

Honors Spaces

Student Lounge
You may use the Student Lounge at any time to relax and/or study. The lounge is shared by Honors students and the Clarkson School. Please respect other students using the lounge and please also respect the property of Clarkson University. Enjoy the space, but don't leave your things or store them there, please.

Conference Room
The conference room may be used during the work day for Honors-related activities when it is not otherwise reserved by the Honors Program or the Clarkson School. Reservations must be made at last 24 hours in advance. Please contact honors@clarkson.edu to make a reservation.

Honors Program Office
The Honors office is located on the second floor of Price Hall and is open from 8:00 am to 4:30 pm (4:00pm during the University's summer hours). The phone number is 315-268-2290. For all general Honors questions, please contact honors@clarkson.edu (That's the best email to use).

Honors Housing

The Honors Living Learning Community (LLC) resides on one of the floors within the Quad. This LLC aims to bring Honors students together through community engagement, programming events, and socialization. This LLC will house one Resident Advisor whose purpose is to help students on the Honors floor with any questions, community concerns, or assistance they may need. Honors students request housing on a first-come, first-served basis through a housing questionnaire to be completed as a To-Do item on your MyCU account the Summer before Fall semester, as space on the floor is limited. Residence Life will work diligently to accommodate any roommate requests made; however, if the roommate request is a student who is not in the Honors Program, it is possible that, due to space limitations, this request cannot be honored. The Honors Program student will be contacted by Residence Life at that point to ask if they would prefer to live with their requested roommate, or live on the Honors LLC, if both requests cannot be fulfilled. All Residence Life questions regarding the Honors LLC and otherwise can be directed to reslife@clarkson.edu.

Honors Educational Enhancement Scholarship (HEES)

In addition to the tuition scholarship, students in the Honors Program at Clarkson University are eligible to apply for the Honors Educational Enhancement Scholarship (HEES) which provides up to $2,000 ($1000 per year for two years) for scholarly and professional development activities outside of the classroom. HEES supports "high impact" experiences such as study abroad, service learning, research and creative work, unpaid internships, conference presentations, and professional training. The goal of HEES is to help students apply classroom knowledge and develop skills in "real world" undertakings that advance their educational goals and/or career goals. HEES is for *optional* enhancement opportunities and is not intended to be used for tuition, books, fees, or other costs related directly to required academic course work.

Students in good standing in the Honors Program can apply for up to $1,000 per academic year beginning in their sophomore year (July 1 to June 15th) to cover the cost of approved activities and up to a total of $2,000 over their tenure in the Honors Program. Please note that students admitted into Honors after the first year are eligible for a prorated portion of funds, such that sophomore admits may receive a *total* of up to $1,500 and juniors up to $1,000.

Students must apply for funding and receive approval for all expenses *before* they are incurred (in other words, there are no retroactive applications). We prefer to issue reimbursements of expenses after the activity; however, if necessary, students may apply for an advance. In either case, itemized receipts must be submitted for all expenses exceeding $75 and awardees must meet all reporting requirements. Failure to meet reporting requirements may jeopardize eligibility for future awards.

Students must also submit all receipts and documentation by the June 15th deadline at the latest in order to be reimbursed. This is because HEES funding is based on a fiscal calendar that runs from July 1st to June 15th (which mostly coincides with the academic calendar) due to how the university (and subsequently, our program) builds and operates its budget. This means that if you don't submit your receipts to us by the deadline, we won't have that money set aside for you anymore (that money disappears).

This also means students can feasibly use one year's HEES funding *before* July, and then use their next year's HEES to help cover the costs of their experiences after July 1st. This will allow some students to use all $2,000.00 of their funding in one *calendar* year, but they are still limited to $1,000.00 each *fiscal* year beginning July 1. Students' receipts *must be dated before June 15th* in order to be reimbursed for that year, and they must be dated *after July 1st* for experiences being funded for the coming year. If a student is doing one long experience that crosses two fiscal years and wants to use all the funding for it, then the student must submit two separate applications.

HEES represents an investment by Clarkson in your scholarly and professional development, and may not be used for other activities. The following includes examples of enhancement opportunities eligible for HEES:

- Supplies, materials and travel expenses involved in approved research, scholarship, and artistic activities
- Enrollment in specialized coursework or skills-based training not otherwise available at Clarkson
- Travel and room/board for unpaid international or domestic internships
- Presentations at academic conferences
- Fees and travel expenses for study abroad and exchange programs or NCHC programs such as Partners in the Parks
- Study abroad fees and travel expenses (not tuition) for any of the following:
  - Semester Exchange Program: a full semester at one of our partner schools
  - Global Business Program: a two to four week faculty-led trip (UNIV 399)
  - Canadian Studies Program: Introduction to Canada course (UNIV 267)
  - International or domestic service learning trips (UNIV 349)
  - External pre-approved programs open to all full-time students

Examples of ineligible expenses include:

- Laboratory equipment or other items real property (greater than $75 in value) that would be owned by a faculty member
- Personal equipment purchases such as tablets, computers, software or any real property not research related that would be owned by the student
- Travel for personal reasons, recreation, or other activity not directly related to professional development
- Travel or other expense for religiously affiliated mission trips or political activities
- Social fraternity/sorority conventions and events
- Tuition payments for credit-bearing courses
- Application fees for graduate/professional school
- Travel to interviews for jobs or graduate school/professional school
- Fees for study materials and exams for professional certifications
- Fees for workshops, study materials, or exams related to professional school and graduate school entrance or employment certification (e.g. MCAT, GRE, PE)

The Honors Program also recommends that students seek alternative and/or supplemental sources of funding for their educational enhancement opportunities in order to make these funds go further. For example, academic departments and honors societies will often provide some support for travel to conferences, and splitting the cost between multiple sources can be very effective in stretching the funding available.

Applications
You must complete the application form and receive approval before the experience in order to receive funding. Applications can be submitted on a rolling basis. They are reviewed at the fortnightly Honors staff meetings, September-November and January-May. During the summer, the Honors staff will review applications via virtual meetings once a month.

The application form asks students to provide biographical information, explain the activity, obtain the support of a faculty member and/or academic advisor, outline their budgetary needs, and describe how they will share insights from their experience with the campus community. Please note that incomplete applications will not be reviewed by the Committee

1. Personal Information
Your name and year/semester you entered the Honors Program.

2. Explanation of Activity
All applications must include a ½-1 page persuasive statement to support the funding request describing the activity and explaining how it fits in with academic and professional goals. You should also explain why you need the funding to support the activity and why the Honors Program should fund it.

3. Endorsement and/or Letter of Recommendation
You must obtain support of a faculty member at Clarkson or your official academic advisor testifying to the value of the activity in advancing your professional goals. This can be indicated by a signature on the application form, and it is strengthened by a formal Letter of Recommendation.

Please note that it is your responsibility to obtain the signature and/or the letter by the deadline in order for your application to be considered.

4. Budget
The application should clearly indicate the dollar amount being requested with a breakdown of types of expenses and a complete itemization of costs. An outline table is provided and it is suggested that you consult previous examples of budget submissions for help. If you are requesting support for travel, you will be bound by rules governing expenditures and reimbursements under Clarkson University's Travel and Entertainment Expense policy. It is your responsibility to understand and abide by this policy. See:
http://internal.clarkson.edu/finance/files/TRAVEL%20AND%20ENTERTAINMENT%209-2-16.pdf

If you are requesting an advance payment you must list quotations for the expense and submit appropriate documentation from the vendor or agent. You must submit official receipts for all expenditures more than $75 with your report (see below). If you are requesting reimbursements of expenses you must submit receipts for all expenditures more than $75. Generally, it is a good idea to obtain and keep receipts for all expenses.

If Honors is providing partial support for an expense please include the total cost and indicate the Honors Program share. If you are obtaining support from other sources please provide information on these sources and indicate their share of the total cost.

5. Supporting Documentation
You must attach your résumé and may attach any additional supporting documents and/or letters of support that will strengthen your request. For reimbursement, you must include all receipts and/or invoices, conference brochures, confirmations of attendance/registration etc.

6. Signature
You must sign your agreement to the statement on eligibility and give us permission to use the words of your report and your photograph in our promotional materials.

Reporting Requirements
Students who receive HEES funding must write a 250-350 word posting on their Honors Digital Portfolio within one month of completion of the funded activity describing the experience and explaining its benefits to her/his professional development. The report must be accompanied by photographs or images corresponding to the student participating in the funded experience. The student's name, the image, and parts of the posting may be published or shared by the Honors Program for promotional purposes.

Summer Research
Summer Research is a signature part of Honors experience and is available to all students starting from the pre-frosh summer. The Honors Program covers the cost of housing and provides food allowance for those who are approved to stay on campus to conduct research with a faculty advisor. The Honors Program hosts a variety of field trips and activities during the program.

For information and application for Summer Research please see:

For upper-class students, Summer Research takes place from the third week in May until the last day of summer school. You do not have to be on campus for the full ten weeks and students may take breaks for family vacations or other reasons. However, you will need to seek permission from your advisor and inform the Honors Program of any absences, and in no cases may you be on campus for fewer than five weeks. Any assignments that are missed, such as the proposal or RAPS conference presentation must be made up.

Summer students are typically housed in facilities with access to a kitchen, usually our townhouses. Please note that it is not possible to stay on campus, nor receive Honors Program support, before the Summer Research officially begins, or after it ends. Also, students who do not stay on campus in assigned housing are not eligible for financial support from the Honors Program.

Please note that Summer Research does require an application and it is not an entitlement. An application for Summer Research should be submitted by mid-April to the Honors Office. It requires a short description of the project and the support of a faculty advisor who agrees to supervise the project, together with a personal statement (250-500 words) that describes the relationship of the project to the student's professional development and career goals.

Responsibilities of Summer Research Students
Summer Research provides the opportunity for you to develop research skills, try new areas of study, and form a relationship with a faculty mentor and your fellow Honors students. You will work independently in your lab or in the field with your faculty mentor for much of the summer, but you'll also meet on a weekly basis with the rest of the Honors summer researchers. We offer workshops that build your research presentation skills to help you become a stronger communicator and scholar. These are our basic expectations of you for the summer: Honors office has the following requirements in addition to requirements specified by each individual advisor. These requirements must be satisfied in order to remain in the Summer Research program:

- attend an Orientation session
- attend weekly workshops on research best practices, poster presentations, and oral presentation skills
- submit a research abstract for RAPS by the required deadline;
- present proposal and project-in-progress;
- present research /project results at the RAPS Conference;
- complete an evaluation form for your Summer Research experience and/or attend a focus group oral review session by the required deadline.

In addition, summer researchers must be willing to serve as a peer mentor for a pre-frosh student and participate in future Open House events.

Summer Resident Assistants
Two Resident Assistants are hired each summer from the upper-class student group to assist the pre-frosh summer students and to run the social activities for all Honors summer students. The

application and interview process are completed before final exams. RA positions are typically announced in April.

The Honors Capstone

The Honors capstone is an independent project that a student develops with a faculty mentor, beginning in their junior year, which they complete before they graduate. Two Honors courses, HP 390, The Honors Capstone Proposal Seminar, and HP 490, The Honors Capstone Report Seminar, support students in a workshop environment as they develop this project over their junior and senior year.

We have set up the support to make this something any Honors student can complete if they put in that time. We're here to support you in this endeavor. Advantages of the Capstone Project:

For most Honors students, completion of the Honors Capstone Project will be the apex of your college careers.

Working on a capstone project provides ways of developing your ability to investigate a problem and to conduct individualized critical reading, writing, and analysis work that will help you in your professions, society, and personal lives. Through this process, you develop the self-knowledge and initiative essential to meet future challenges. You will discover new ways of organizing time, managing stress, and synthesizing the ideas and thoughts that you develop over months rather than weeks (which is typical of other undergraduate courses). This work is not meant to be equivalent to an MA thesis -- it is advanced undergraduate-level work and should be developed and assessed as such. The capstone project reflects your independent scholarly activity or your independent contribution to a collective project, and your capstone mentor is there to support you along the way. Capstone proposals and reports are completely written by the honors program student, only garnering feedback from peers, mentors, and instructors. (A copy of a multi-authored publication is not acceptable as a capstone report.)

Types of Capstones

Your Capstone should demonstrate your curiosity, intellect, creativity, and the ability to embrace risk over a significant period of time during your undergraduate experience. We have a tendency to think of a Capstone project solely in terms of lab research, but in Clarkson Honors we have a diversity of students pursuing all sorts of passions and experiences. It can include:

- Business Plans
- Creative Projects
- Descriptive or Historical Projects
- Engineering Design Projects
- Qualitative Research Projects
- Quantitative Research Projects
- Internship/Co-Op Projects
- Signature Work Projects

For more information about the different types of capstone projects please review the Honors Guide to Capstone Proposals and Reports document, which you can find on the Honors webpage here.

Honors capstones can be traditional "experimental design," which advances a hypothesis to be proved or disproved. You can pursue a creative capstone like writing a work of literature (e.g. novel, screenplay, short stories, poems) a portfolio of creative works (e.g. paintings, photographs, or digital media), a movie (e.g. documentary or feature), or an installation (e.g. sculpture or museum exhibit). You can create a website or a smartphone application; a board game or a video game; a product design or a business plan. Students pursuing creative works are still required to submit a proposal for the project and will be expected to show that they have the coursework or equivalent experience to prepare them to undertake the capstone project project (e.g. having taken courses in creative writing or literary analysis prior to writing a creative work). In such cases, it may be advantageous to think ahead and take some courses in those areas before your junior year.

The Honors Co-op/Internship capstone project is another option for students. The Honors Co-op Capstone involves the student conducting and evaluating a project while on assignment, which may be a design, technical implementation, managerial intervention, or other form of activity approved by the Honors Program. The project will be under the joint supervision of his/her co-op supervisor and a Clarkson faculty advisor. Ideally, the student either does a co-op in the senior year or does the internship in the summer between their junior and senior year so that the student can plan the project during the fall semester and write a proposal during HP 390 in the spring semester of the junior year. Otherwise, the student must complete an honors capstone co-op/internship proposal independently, but prior to the start of the co-op or internship. The proposal can take the traditional form or, depending upon the experience, be a detailed co-op/internship plan, which should be developed in concert with an Honors advisor.

For more information on Capstone Requirements, please review the Honors Guide to Capstone Proposals and Reports.

How to Approach the Capstone

Junior Year Effort:
1. Ideally, your inspiring research or creative work begins in summer either before or after Junior year. The Honors Program can provide support through the Summer Research Program.

2. Find an advisor and with their help define a capstone project topic. Assess readiness for the project and determine whether some specific courses or equivalent preparatory activities are necessary to develop a background appropriate for the undertaking.

3. Conceptualize the research or design problem: what is the scope of the problem/project and subsequent investigation/implementation. Develop the problem statement, objectives and significance of the project.

4. Literature search and review: develop a working bibliography of credible sources documenting previous work in the field. Then, write a literature review of credible sources that frame and support the problem/project. The review should be organized into a narrative form with subsections focusing on subfields within the larger field of interest.

5. Based upon the literature review, adjust your objectives and research question, which hypotheses or objectives have already been addressed in the field, and explain what contribution you want to make.

6. Sharpen the focus with a well-defined title and draft of completed proposal for the project. Obtain advisor's approval of draft.

7. Demonstrate both personal qualifications for and the feasibility of the project to the review committee through acceptance of the research proposal.

Senior Year Effort:
1. Conduct experiments, fieldwork and other data collection efforts, or preliminary design/creative work. If necessary, continue to take courses or equivalent training to develop a background in the topic.

2. Analysis and interpretation of data, or critical assessment of design/creative work.

3. Conclusions: assessment of results with explanation of success(es) and/or failure(s), consideration of lessons learned, and outline of next step(s).

4. Communication of process: substantive writing of capstone project. Updating components of the proposal (e.g. Introduction, Background, Bibliography) and drafting and redrafting full capstone project. Formal presentations to be held in the Honors program and at RAPS.

Please note that the above sketch of the process is only a guide, as the capstone project is typically non-linear in nature. Students will find themselves working on steps concurrently at some stages, and will find they have to return to previously completed steps as problems occur. It is not unusual to encounter problems with equipment, reagents, protocols, and techniques, and to have to adapt or even substantially change the approach to the project. For an Honors capstone project, however, it is possible to accept "negative results" as long as the capstone project reflects on the process and draws appropriate lessons from the experience.

Time Table for the Honors Capstone Project

Fall Junior Year
Early October: Begin the process of capstone project topic/ advisor selection
Mid-Late October: Topic and advisor selected
Late October: Begin literature search
Early November: Student & Advisor Agreement
Late November: Draft Problem and Significance Statement
Early December: Draft Bibliography

Spring Junior Year (HP 390)
Early January: Annotated Bibliography
Late January: Abstract
Early February: Literature Review
Mid-February: Methodology
Late February: Presentations
Mid-March: Draft of proposal

Late March: Submission of revised capstone project proposal
Early April: Evaluation by the Research Committee
Late April: Final revisions of proposal

Summer
Ongoing research, continued background reading, fieldwork, etc.

Fall Senior Year (HP 490)
Early September: Progress reports
Mid-September-Mid October: Weekly "Project in Progress" presentations
Late October: advisor progress reports
Early November-Late November: Weekly "Project in Progress" presentations
Early December: Completion plans

Spring Senior Year (HP 491)
Early January: Progress report
Late March: capstone project final draft due to Honors Program (approved by advisor)
Early April: Review comments from Reader
Mid-to-end April: Revision of capstone project
April: RAPS Conference presentations
Early May: Final Capstone Project due to Honors Program

Student Agreement
The Honors Capstone Project is a major endeavor that requires a great deal of personal commitment and demands considerable institutional resources, including the time and expertise of a faculty advisor who will supervise you individually in your work for at least a year. It is very important that you realize the extent of this commitment and ensure that you meet the expectations of the Honors Program and your advisor. It is vital that you and your advisor agree about your expectations of each other.

By signing the Student Agreement, you acknowledge your understanding of, and responsibility for meeting the capstone project requirements of the Honors Program, which includes the required courses, HP 390 and HP 490, and research, writing, and presentation of the capstone project itself. You also agree to develop a focused and feasible project; to find a faculty advisor with whom you keep up regular and open communication; to present work in-progress in a timely fashion; to conduct research responsibly and ethically; and to adhere to professional norms of academia and your particular field.

Advisor Agreement
The Honors Program requests that a faculty member formally agrees to act as an advisor by signing the form, "Agreement to Serve as Advisor for an Honors Capstone Project." Your Capstone Advisor agrees to perform the following roles:

1. Provide assistance in developing a proposal for the capstone project:

    Guide the student in framing a question that is both feasible and of appropriate scope; specifying research methods and strategies; identifying useful sources in the literature;

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recommending other faculty with whom the student should consult; ensuring that the proposal meets the Honors Program requirements.

2. Supervise research for the capstone project:

   Meet regularly with the student to evaluate progress on his or her research; help establish deadlines for the completion of various stages of the project; provide constructive criticism of the student's work in a timely fashion; give encouragement to the student; identify and discuss problems with the student; complete progress reports and recommend grades; and report serious problems to the Honors Program.

3. Assist in the preparation of the capstone project and the final presentation of the project:

   Ensure that the student prepares the capstone project according to guidelines as it is submitted to the Honors Program for review by the appointed expert readers; and assist in the publication of the capstone project if appropriate.

Typically, the advisor will do much more than this and in some cases the capstone project may be the beginning of a life-long relationship.

Choosing a Capstone Project Topic
Often the choice of Capstone Project topic and advisor go hand in hand: when you talk with several professors who do scholarship in areas you find interesting, one of them may suggest a specific topic which you decide to work on. In choosing a topic, consider:

1. What do I want to know badly enough to go through the often time-consuming, frustrating, and joyful process of finding out? Am I willing to spend dedicated time in the library or lab working on this project?
2. Am I qualified? Do I have enough background in the field, from theory to laboratory techniques, to pursue this topic? Have I taken or are there courses I should take that would better prepare me in this area?
3. Is the topic significant, yet limited enough in scope to manage in the time that is available?

By answering these questions and generating others, you will begin to focus your interests on a specific topic. Once you have an interesting question or idea, a good test is to try to put it into a single sentence or phrase understandable to a layperson. This phrase now becomes a project title, for example, "Cultural Limitations on Women's Careers" or "Impact of Wireless Networking in Education" or "Effects of Earthquakes on Glacier Structures". The idea can be anything–as long as you created it and you care about it.

Once you have chosen your topic, create a one-page summary of the project proposal. In this summary you should provide information concerning your preparation to do the proposed research. This can include a list of relevant courses, experience, term papers, publications, research, etc. In addition, list the major sources you expect to use. It is quite normal to find out that you are unable to write this summary and that you need someone to help you. Seek this person out and you may well find your capstone project advisor.

Choosing a Capstone Project Advisor

There are two main ways to choose an advisor to assist you in your work:

1. You may join a professor in research in which they are already engaged. You and your advisor form a research partnership, sharing ideas and background knowledge.

2. You may choose a professor who works in your area of interest but is not working on the same topic. In this situation, you will be somewhat more on your own, although the Capstone Project advisor will still be a vital resource.

If a project topic emerges, but you do not know a faculty member who would be suitable, contact the Chair of the appropriate department and the Honors Program to assist you in identifying faculty members who might supervise your work. It is possible to request an advisor who is not a regular member of the faculty at Clarkson but this will have to be approved by the Honors Program.

Withdrawing From the Honors Program

Students in the Honors Program make a commitment to scholarship and extra-curricular activities, and we realize that even for the most talented and motivated students circumstances can sometimes make it difficult to sustain the commitment. We hope that you will come to see an advisor to talk about your situation and how we might help you to stay in the program. But please be assured that leaving Honors does not indicate a failure and it does not result in any blemish upon your academic record. If you decide that Honors is really not for you, please complete the Withdrawal Form (Appendix C) and send it to honors@clarkson.edu. We will notify the Office of Financial Aid and the Registrar immediately upon receipt of this withdrawal form. It is also helpful to us if you can provide us with some explanation of your decision so that we can better understand and meet the needs of our students. Please note that by withdrawing from the Honors Program you forfeit your Honors Scholarship. If you withdraw before the end of the semester, this will include scholarship money for that semester.

If you fail to enroll in the required Honors course by week 2 of each semester and have not been approved for a substitution, and fail to respond to Honors' efforts to reach out to you about your enrollment, this will be considered a de facto withdrawal and you will automatically be dropped from the Honors program.

Graduating From the Honors Program

The Honors Degree

Honors degree candidates must take one Honors course per semester during their time in the Honors program, unless they have approved substitutions, and graduate with a minimum 3.25 grade point average. They must also have fulfilled the Honors Program service requirement as determined by the Service Committee.

Honors degree candidates must also complete their Honors Capstone Project according to the page length and formatting requirements of the Honors Program, and submit it by the published due date.

Candidates must also submit to the Honors Program by the last day of dead week in the semester of graduation the following supplementary materials (for an explanation of these requirements see below):

- Digital copy of the Honors Capstone Project
- Digital copy of the Curriculum Vitae (CV)
- Completed Exit Survey[1]

In the case where a student does not complete the Honors capstone project on time, and is given an Incomplete (I) grade, the student will be allowed to graduate "with Honors," but they will not be awarded the Honors degree until they complete the capstone project to the satisfaction of their advisor and the reader appointed by the Research Committee. They are thus designated with "H*" on the graduation program with the note "University Honors Degree--Pending." They do not receive recognition on their diploma or transcript until the capstone project is approved.

Honors Participants
Students who complete the class credit requirement and fulfill the grade point requirement, but do not complete their capstone project and/or the service requirement will not receive a Clarkson University Honors degree or recognition on their diploma or transcript. However, they are designated as Honors Program Participants. They are not designated with "H" on the graduation program but they are counted among our Honors alumni.

Honors Members
Students who do not complete the class credit requirement and fulfill the grade point requirement, and who leave the Honors Program after successfully completing three Honors courses in good standing, will be considered "Members of the Honors Program". They are not designated with "H" on the graduation program, but they may choose to be included amongst Honors Program alumni.

Honors and Campus Resources (we're here to help)
You can always reach out to your Honors advisor or Honors faculty and staff to help you navigate stresses. Clarkson University also has numerous campus resources that are designed to provide services that will enhance your education and help you weather challenges.

Campus Safety and Security (24/7): 1200 Educational Resource Center (ERC); 315-268-6666

Student Health and Counseling Services: 1300 Educational Resource Center (ERC); 315-268-6633

Accessibility Services: 1003 Price Hall; 315-268-7643; oas@clarkson.edu

Writing Center: 139 Bertrand H. Snell Hall; 315-268-4439; wcenter@clarkson.edu

Career Center: 2nd Floor Educational Resource Center (ERC); 315-268-6477

Diversity, Equity, and Inclusion Office: https://www.clarkson.edu/diversity-equity-inclusion-office

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[1] The exit survey is confidential and contents will not be reviewed until after the degrees have been awarded. Information is used for program assessment purposes.

Appendix A
Honors Educational Enhancement Scholarship (HEES) Application

The Honors Educational Enhancement Scholarship (HEES) provides financial support to Honors students seeking to participate in approved scholarly activities related to their academic and professional goals. You may request up to $1,000 per academic year that you are in good standing in the Honors Program. For eligibility and approved activities see: http://www.clarkson.edu/honors/hees.html

A complete application contains the following and should be submitted to honors@clarkson.edu:
Section 1: Personal Information
Section 2: Explanation of Activity (a supplemental essay is *required*)
Section 3: Endorsement (an additional letter *may* be attached)
Section 4: Budget
Section 5: Résumé and Supporting Documents
Section 6: Acknowledgement of Reporting Requirements
Section 7: Signature

Section 1: Personal Information

Student Name _____ Year/Semester entered Honors _____

Section 2: Explanation of Activity (*must* be attached to paper or email application)

Short Title of Activity: _____

Location(s): _____   Inclusive Dates: _____

Attach a ½-1 page persuasive statement to support your funding request describing the activity and explaining how it fits in with your academic and professional goals. Explain why you need funding to support the activity and why the Honors Program should fund it.

Section 3: Endorsement (additional letter *may* be attached)
Applications will not be considered without endorsement from a sponsor, either a faculty member at Clarkson or your academic advisor. Applicants are encouraged to strengthen their application with a letter of support from a faculty member or their academic advisor

Name: _____ Title: _____

Department/ Institution: _____ Email: _____

Signature: _____ Date: _____

Letter of recommendation attached ___   Letter of recommendation sent separately ___

Section 4: Budget (*must* be included)
The Honors Program will generally fund travel based on the rates laid out by the State Department, although we reserve the right to cap these amounts at our discretion. These rates can be found at the following websites:
http://www.gsa.gov/portal/content/104877 and https://aoprals.state.gov/web920/per_diem.asp.

Provide a complete accounting of expenses in the table below or attach a similar spreadsheet.

Item	Vendor, Provider or Payee	Quantity	Cost per Unit	Total Cost
			TOTAL	

Amount Request from Honors: $ _____   Amount from other sources: $ _____

Sources of Other Funding (list): _____

Reimbursement:
- Clarkson Account to Reimburse: _____
- Check Payable to: _____

Section 5: Supporting documentation (a résumé *must* be attached)
You must attach your résumé and may attach any additional supporting documents and/or letters of support that will strengthen your request. For reimbursement, you must *include all receipts and/or invoices, conference brochures, confirmations of attendance/registration etc*.

Section 6: Acknowledgment of Reporting Requirements
Students who receive HEES funding must write a 250-350 word posting on their Digication/Eportfolio within one month of completion of the funded activity describing the experience and explaining its benefits to her/his professional development. We will share more detailed prompts upon approval of HEES funding. The report must be accompanied by photographs of the student participating in the funded experience. The student's name, the photograph and parts of the posting may be published or shared by the Honors Program for promotional purposes.

Signature: _____   Date: _____

Section 7: Signature
Please carefully read the following and sign below. The information on this application and the attached forms are, to the best of my knowledge, correct and complete. I am not asking for more than $1,000 during this academic year and my total support will not have exceeded $2,000 during my tenure in the Honors Program. If I am receive this award funding, I authorize the Honors Program to publish my photograph, name, and project description, as well as to quote from my written report. In submitting this application, I understand that this information (along with subsequent information placed in my student records) will be used for the purpose of determining eligibility for receiving this award funding and other purposes consistent with the mandate of the institution. This information will be protected and only used in compliance with the Freedom of Information and Protection of Privacy Act.

Signature: _____ Date: _____

Appendix B

Petition Form

Please use this form to request any exceptions to Honors regulations and for exceptions to the extra tuition charge rule. Please let us know the reasons for your request. In some cases you may want to obtain the endorsement of a counselor or faculty advisor, as this will generally increase the persuasiveness of your petition, in which case please have them sign below.

Name: _____ Clarkson ID#: _____ Email: _____

I respectfully request:

_____
_____
_____
_____
_____
_____

Signature: _____ Date: _____

I endorse the above request, with/without additional explanation:

_____
_____
_____
_____

Name: _____ Relationship to student: _____

Email: _____ Phone: _____

Signature: _____ Date: _____

Office use only

Received: _____ □ Approved □ Denied Signature: _____

Explanation: _____

Date: _____

Appendix C
Clarkson University Honors Program
Notification of Withdrawal

Students in the Honors Program make a commitment to scholarship and service, and we realize that even for the most talented and motivated students circumstances can sometimes make it difficult to sustain the commitment. We hope that you will come to see an advisor to talk about your situation and how we might help you to stay in the program. But please be assured that leaving Honors does not indicate a failure and it does not result in any blemish upon your academic record. Please note that by withdrawing from the Honors Program you forfeit your Honors Scholarship, including the semester that you withdraw.

If you decide that Honors is really not for you, please complete this withdrawal form. It is also helpful to us if you can provide us with some explanation of your decision so that we can better understand and meet the needs of our students.

Reason for Withdrawal (please check all that apply):

□ Quitting school
□ Transferring to another institution
□ Honors Degree no longer fits with career goals
□ Honors course requirements conflict with major requirements
□ Struggling with Honors capstone project
      □ Difficulty finding topic for capstone project
      □ Difficulty finding advisor for capstone project
      □ Difficulty finding time for capstone project
□ Personal
□ Other

It would be helpful if you could also explain your decision to us so we can understand how we might better serve our students. Please be assured that this information is strictly confidential.

_____
_____
_____
_____
_____

If you are a junior or senior, would you like to still be included on our alumni list? □ Yes □ No

Name: _____ Email: _____ ID#_____

Signature: _____ Date: _____

For Office Use Only:				
□ Noted in file	□ Removed from email list	□ SAS informed	Initial: _____	Date: _____