

HOBART  
AND  
WILLIAM SMITH  
COLLEGES

2006-2008

**Catalogue**

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HOBART AND WILLIAM SMITH COLLEGES

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**THE 2006-2007 CALENDAR**

**FALL SEMESTER**

August 25-27 New students arrive/  
Orientation Weekend  
27 Campus residences open  
28 First day of classes  
September 1 Last day to drop/add  
courses  
29 - Oct. 1 Parents Weekend  
October 7-10 Fall recess  
November 22-26 Thanksgiving recess  
December 8 Last day of classes  
9-11 Reading period  
12-15 Final examinations  
16 Residences close at noon

**SPRING SEMESTER**

January 14 Campus residences open  
15 First day of classes  
19 Last day to drop/add  
courses  
February 20 HWS Day  
(classes in session)  
March 9-18 Spring break  
April 14 Charter Day  
May 1 Last day of classes  
2-4 Reading period  
5-8 Final examinations  
8 Last day for senior grades  
May 9 Residences close at noon  
13 Commencement  
14 Senior residences close  
June 1-3 Reunion

**THE 2007-2008 CALENDAR**

*Tentative*

**FALL SEMESTER**

August 24-26 New students arrive/  
Orientation Weekend  
26 Campus residences open  
27 First day of classes  
31 Last day to drop/add  
courses  
October 5-7 Parents Weekend  
13-16 Fall recess  
November 21-25 Thanksgiving recess  
December 7 Last day of classes  
8-10 Reading period  
11-14 Final examinations  
15 Residences close at noon

**SPRING SEMESTER**

January 20 Campus residences open  
21 First day of classes  
25 Last day to drop/add  
courses  
February 26 HWS Day  
(classes in session)  
March 14-23 Spring break  
April 19 Charter Day  
May 6 Last day of classes  
7-9 Reading period  
10-13 Final examinations  
13 Last day for senior grades  
14 Residences close at noon  
18 Commencement  
19 Senior residences close  
June 6-8 Reunion

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# THE COLLEGES

## THE COLLEGES

Hobart and William Smith Colleges are coordinate, private, liberal arts institutions in Geneva, N.Y.—the heart of the Finger Lakes region. The Colleges, which have a combined enrollment of approx. 1,800, offer a remarkably broad array of majors and minors, with a cross-disciplinary flavor intended to better inform both professional and intellectual pursuits. The Colleges are noted also for an ambitious emphasis on international study, and for their programs in community service and service-learning. Hobart College for men and William Smith College for women share faculty, facilities, and curriculum, but maintain separate dean's offices, athletics programs, student governments and traditions.

## HISTORY OF THE COLLEGES

Hobart College traces its beginnings to the end of the 18th century and the beginning of westward expansion. Geneva was an important gate for that expansion. At that time, the village of Geneva became a hub of economic, social, and cultural activity. Geneva Academy, forerunner of Hobart College, was opened in 1796; at a time when only men went to college, the Academy received a provisional charter to become a college for men in 1822.

William Smith College was founded at the beginning of the 20th century when a wealthy Genevan of that name

gave part of his considerable fortune to Hobart to establish a college for women; his association with many of the women active in the movement sparked by the Women's Rights Convention in 1848 in nearby Seneca Falls was a major influence on that decision.

Each of the two Colleges is a product of its time and of what was then happening in the state and nation; from the beginning they were together, yet distinct.

When John Henry Hobart, bishop of the Episcopal Diocese of New York, visited Geneva in 1818, Geneva Academy had temporarily closed its doors. Bishop Hobart had a plan to reopen the Academy at a new location, raise a public subscription for the construction of a stone building, and elevate the school to college status. By 1822, sufficient community funds had been raised to complete the stone structure, Geneva Hall, still in use today.

Known as Geneva College until 1852, when it was renamed in memory of its most forceful advocate and founder, Hobart College of the 19th century was the first American institution of higher learning to establish a three-year "English Course" of study to educate young men destined for such practical occupations as "agriculture, merchandise, mechanism, and manufacturing," while at the same time maintaining a traditional four-year "classical course" for those intending to enter "the

learned professions.”

Notable 19th-century graduates included Albert James Myer, Class of 1847, a military officer who “invented” the United States Weather Bureau; General E. S. Bragg of the Class of 1848, who was a commander in the Iron Brigade, served one term in Congress and later was ambassador to Mexico; two other 1848 graduates, Clarence Steward and Thomas M. Griffith, who were assistant secretary of state and builder of the first national railroad across the Mississippi River, respectively; and Charles J. Folger, Class of 1836, who was U. S. Secretary of the Treasury from 1881 to 1884.

Amid those distinguished male graduates was one woman. In an era when the conventional wisdom was that no woman could withstand the intellectual and emotional rigors of a medical education, Elizabeth Blackwell applied to and was rejected—or simply ignored—by 17 medical schools before being admitted in 1847 to the medical college then affiliated with Geneva College. The medical faculty, largely opposed to her admission but seemingly unwilling to take responsibility for the decision, decided to submit the matter to a vote of the students. The men of the College, perhaps as a joke on the faculty, voted to admit her. She graduated two years later, on January 23, 1849, at the head of her class, the first woman doctor in the hemisphere. Blackwell went on to found the New York Infirmary for Women and Children and had a role in the creation of its medical college. She then returned to her native England and helped found the National Health Society and taught at the first college of medicine for women to be established there.

Given in her memory, the *Elizabeth Blackwell Award* is presented periodically by Hobart and William Smith

Colleges to a woman who has demonstrated “outstanding service to humankind.” Its recipients have included Madeleine K. Albright (2001), Billie Jean King (1998), Wilma Mankiller (1996), Congresswoman Barbara Jordan (1993), Senator Margaret Chase Smith (1991), and Supreme Court Justice Sandra Day O’Connor (1985).

A new chapter in the history of the Colleges opened with the dawn of the 20th century and the founding of William Smith College.

William Smith, a local nursery owner, had already built the Smith Opera House in downtown Geneva and the Smith Observatory on his own property when he became interested in founding a college for women, a plan that he pursued to the point of breaking ground before realizing that the plan was beyond his means.

In 1903, Hobart College President Langdon C. Stewardson learned of Smith’s interest and, for two years, attempted to convince him to make Hobart College the object of his philanthropy. With enrollments down and its resources strained, Hobart’s future depended upon a transfusion of new funds.

Unable to convince Smith to provide direct assistance to Hobart, President Stewardson redirected the negotiations toward founding a coordinate institution for women, a plan that appealed to the philanthropist. On December 13, 1906, he formalized his intentions; two years later William Smith School for Women—a coordinate, nonsectarian women’s college—enrolled its first class of 18 students. That charter class grew to 20 members before its graduation in 1912.

In addition, Smith’s gift made possible construction of the Smith Hall of Science, to be used by both colleges, and permitted the hiring, also in 1908,

of three new faculty members who would teach in areas previously unavailable in the curriculum: biology, sociology, and psychology.

Despite some sharing of facilities, at the beginning of their relationship the two colleges were quite separate. Classes were conducted in duplicate, and William Smith students were not allowed on the Hobart campus. Those who required access to Trinity and Merritt Halls (where chemistry and physics classes were held), the library, and the chapel, traveled there on public sidewalks along the campus perimeter.

The enforced separation of the Colleges eroded gradually over the years. In 1922, the first joint commencement was held, but baccalaureate services remained separate until 1942. By then, the practice of holding duplicate classes was less observed, particularly in upper-level courses with few students. In 1938, first-year courses were held in common, without any of the dire consequences that some had predicted, and by 1941 coeducational classes had become the norm.

In 1943, during the administration of President John Milton Potter, William Smith College was elevated from its original status as a department of Hobart College to that of an independent college, equal with Hobart. At President Potter's suggestion, the two colleges established a joint corporate identity, adopting a "family name," The Colleges of the Seneca, which still is the legal name of the combined corporation.

Between 1943 and 1945, Hobart College trained almost 1,000 men in the Navy's V-12 program, many of whom returned to complete their college educations when the post-World War II GI Bill swelled the enrollments of American colleges and universities. In 1948, three of those veterans — William F. Scandling, Harry W. Anderson, and W.

P. Laughlin — took over operation of the Hobart dining hall. Their fledgling business was expanded the next year to include William Smith College. After their graduation in 1949, it grew to serve other colleges and universities across the country, eventually becoming Saga Corp., an international provider of institutional food services.

Prominent contemporary alumni and alumnae of the Colleges include Robert Peter Gale '66, internationally renowned bone-marrow specialist who treated victims of the nuclear accident at Chernobyl; Dr. Christopher Beyrer '81, director of The Johns Hopkins University Fogarty AIDS International Training and Research Program; Cynthia DeFelice '73, author of more than a dozen books for children and young adults; Reynold Levy '66, president of the Lincoln Center for the Performing Arts; Christopher McDonald '77, television and film actor; Ben Wattenberg '55, author, syndicated columnist, and PBS documentary host; Dorothy Wickenden '76, managing editor of *The New Yorker*; Bill Whitaker '74, CBS News senior correspondent; and many others.

Some highlights in the Colleges history:

- Hobart College has played lacrosse since 1898, in intercollegiate competition. The Statesmen lacrosse team has held 16 national championships. The William Smith Herons consistently compete in lacrosse at the championship level and have held recent national titles in soccer and field hockey.
- In 1961, a team of students from Hobart and William Smith competed for four weeks and retired undefeated on television's College Bowl academic quiz program.
- Since 1976, Hobart and William Smith have operated *The William*

*Scandling*, a 65-foot floating laboratory on Seneca Lake, used by faculty members and students for teaching and research. The Colleges are one of a few liberal arts institutions that offer undergraduates access to a research vessel.

- In 2005, *The Seneca Review*, the national literary magazine founded by faculty members and students in the Department of English, celebrated 35 years as a highly respected journal of contemporary poetry. An offshoot of the magazine, the Hobart and William Smith Colleges Press, has published several critically successful volumes of poetry and prose.
- In 2001, the Colleges graduated the first five students who minored in men's studies. The program was introduced in the 1980s, and was designated a minor in 1998.
- In the 1990s, the Colleges completed a \$100-million fund-raising campaign—by far the largest in their history. The campaign funded construction of impressive new facilities for the natural sciences, athletics, and the library, among others. The Melly Academic Center at the Warren Hunting Smith Library houses a variety of computer-based research stations, and gives Hobart and William Smith an “online library.” Completion of the library addition and subsequent improvements have provided wireless Internet access in most of the campus.
- During the decade of the '90s, the Colleges, through the efforts of Wesley Perkins, professor of sociology, and David Craig, professor of chemistry, made great strides in reducing alcohol and other drug abuse and the consequences of such behaviors on this campus and around the country. Through his research, Perkins developed the social norms theory, which posits that students often drink in excess of what they might because they perceive

that's what their peers are doing—when that's not always accurate. He and Craig developed what has become a model program in alcohol abuse reduction, earning model-program awards in 1999 and 2005 from the U.S. Department of Education for such work. The two professors travel the country sharing their model with other institutions, and have been featured on regional and national television, including CNN.

- The President's Forum series, established by Mark D. Gearan, president of the Colleges since 1999, has brought an impressive list of national and international figures to the Colleges. Charles MacCormack, president of Save the Children Federation; Bill Shore, founder of Share Our Strength; Alan Keyes, presidential candidate and talk show host; John Hume, Nobel Peace Prize laureate; Janet Murguía, president and CEO of the National Council of La Raza; and Gaddi Vasquez, Peace Corps director, are among those who have lectured and met with students and community members.
- Under President Gearan's leadership, the Colleges established a “blueprint for the future” known as HWS 2005. In consultation with faculty, staff, students, alumni, alumnae, trustees and community members, HWS 2005 reaffirms our mission: that Hobart and William Smith Colleges are a student-centered learning environment committed to excellence, globally focused, grounded in the values of equity and service and developing citizens who will lead in the 21st century. Major recommendations were developed in three critical areas of engagement: Academic Program, Student Life, and Physical and Financial Resources.
- In 2003, senior Julia James became the first William Smith student to earn the prestigious Rhodes Scholarship and began researching HIV immunology in Oxford, England, in the fall of 2004.

- In 2005, Max Macaluso '06 was awarded a Gates Cambridge Scholarship; he will enter Cambridge University to pursue a doctorate in chemistry at the Unilever Centre for Molecular Science Information.

### THE COORDINATE MODEL OF EDUCATION

Hobart College and William Smith College are separate-but-together institutions that are the best and longest-lasting example of a style of education that is not simply single-sex and not merely coeducational. These two *coordinate* colleges for men and women form one learning community within which each gender has its own psychic—and, in appropriate instances, physical—space. Not only is the whole better than the sum of its parts, but each part is better together than it would have been alone.

Structurally, William Smith and Hobart are two colleges in one institution, with one president and Board of Trustees. Students of both schools attend the same classes, taught by the same faculty, under the same curriculum.

Each college has its own traditions and campus government, maintains its own athletics program and its own alumni or alumnae association, and grants its own degrees. Men attend Hobart; women attend William Smith.

“Best of both worlds” is a cliché that the Colleges try not to overuse, but the fact is that coordinate education borrows from single-sex colleges and from coeducational colleges those things that each does well and puts them together in the service of the individual and the establishment of a genuine campus community.

Starting with a healthy attitude about gender, Hobart and William Smith teach undergraduates to respect and learn from differences of all sorts—

cultural, social, intellectual—and to make connections, in many ways and in many venues. The coordinate model proceeds from the assumption that an education that encourages the individual to be both introspective and interspective, to cope with differences and to make connections with others, is the best education for citizens of a democracy in a highly technical and increasingly complex, diverse and competitive world.

### MISSION OF THE COLLEGES

Hobart College for men and William Smith College for women are coordinate institutions that share a common curriculum and provide a distinguished program of study in the liberal arts and sciences.

The history of the Colleges’ curriculum shows our strength in bringing together the traditional and the innovative.

In common with other fine institutions of liberal arts education, we seek to ensure that all students acquire a breadth of understanding of human endeavor across the humanities, the sciences, and the social sciences, as well as depth of knowledge in a major field of study. The major equips students with the tools for focused inquiry and the rewards of specialized competence, whereas the students’ general program of study introduces academic areas and methods of inquiry beyond the major and emphasizes the interdependence and connectedness of all knowledge. We seek also to ensure that all students are able to write and speak effectively, reason quantitatively, and experience the creative arts.

In addition, the Colleges have been leaders in the development of innovative programs of study that require faculty members and students to join in making connections across disciplines

and methods of inquiry and most especially in the development of general curricula and interdisciplinary teaching. Throughout the curriculum, the Colleges are committed to the study of global interdependence and intercultural understanding, which are further supported by our strong off-campus programs of study. We undertake these tasks as part of our continuing effort to engage the traditions of Western and non-Western cultures and the challenge to these traditions that are raised in the contemporary world.

Faculty members encourage close interaction between themselves and their students and are dedicated to teaching in ways that promote imagination and curiosity, demand intellectual rigor, and interrelate the pursuit of intellectual goals and reflection on the social consequences of their knowledge.

As independent institutions for men and women, Hobart and William Smith provide a unique opportunity for both equity and critique in our students' daily lives. The Colleges provide focus for the different needs and interests of men and women and extend to both full participation in campus intellectual and social life.

The Colleges seek explicitly to link the formal learning of the classroom to the full range of our students' experience in their daily lives. We recognize that learning occurs in residential settings and through co-curricular activity as well as in the classroom, and that the development of a sense of self in relation to others is fundamental to intellectual, social, and emotional growth. The Colleges seek to foster standards of conduct, an understanding of the public good and public needs, a fuller appreciation of the importance of gender in all settings, and a commitment to service that will prepare students for lives of responsible citizenship.

In these ways, Hobart and William Smith Colleges endeavor to establish a teaching and learning environment in which knowledge of the disciplines is matched by students' capacity for acting upon and responding to the world in ways that will enrich both their personal lives and the communities in which they live.

### **FACULTY**

The Colleges' programs of interdisciplinary instruction work because of the unusual faculty that has been built over the past half century. Other institutions may prize specialists whose interests are confined to specific subjects within one discipline. Hobart and William Smith Colleges have instead sought professors whose interests span many fields. This breadth of interest is a widely developed, solid expertise. It is not unusual for professors to teach interdisciplinary courses across fields. Those who succeed at Hobart and William Smith are scholar/teachers in the best sense, experts in one or more fields who are devoted to teaching as an art and to active scholarship. In addition to writing books and articles, many professors engage in a wide variety of creative activities, such as concerts, theatrical performance, painting and sculpture.

### **ACCREDITATION**

Hobart and William Smith Colleges are accredited by the Commission on Higher Education of the Middle States Association of Colleges and Secondary Schools and by the Regents of the University of the State of New York. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. William Smith College is recognized as well by the American Association of University Women.

## REGISTERED PROGRAMS

The following is Hobart and William Smith Colleges' inventory of registered programs approved by the New York State Education Department. The listing contains program title, degree awarded, and HEGIS code number.

Adolescent Education, M.A.T., 0803  
 Africana Studies, B.A., 0305  
 American Studies, B.A., 0313  
 Anthropology, B.A., 2202  
 Anthropology and Sociology, B.A., 2208  
 Architectural Studies, B.A., 4902  
 Art History, B.A., 1003  
 Arts and Education, B.A., 1099  
 Asian Studies, B.A., 0301  
 Biology, B.A., B.S., 0401  
 Chemistry, B.A., B.S., 1905  
 Childhood Education, M.A.T., 0802  
 Classics, B.A., 1101  
 Comparative Literature, B.A., 1503  
 Computer Science, B.A., B.S., 0701  
 Critical Social Studies, B.A., 2299  
 Dance, B.A., 1008  
 Economics, B.A., 2204  
 English, B.A., 1501  
 Environmental Studies, B.A., B.S., 0420  
 European Studies, B.A., 0310  
 French and Francophone Studies, B.A., 1102  
 Geoscience, B.A., 1999.20  
 Geoscience, B.S., 1999.10  
 History, B.A., 2205  
 Individual Studies, B.A., B.S., 4901  
 International Relations, B.A., 2207  
 Latin American Studies, B.A., 0308  
 Lesbian, Gay and Bisexual Studies, B.A., 2299  
 Mathematics, B.A., B.S., 1701  
 Media and Society, B.A., 0699  
 Modern Languages, B.A., 1101  
 Music, B.A., 1005  
 Philosophy, B.A., 1509  
 Physics, B.A., B.S., 1902  
 Political Science, B.A., 2207  
 Psychology, B.A., B.S., 2001  
 Public Policy Studies, B.A., 2102  
 Religious Studies, B.A., 1510  
 Russian Area Studies, B.A., 0307  
 Sociology, B.A., 2208  
 Spanish and Hispanic Studies, B.A., 1105  
 Special Education: Childhood, M.A.T., 0808  
 Studio Art, B.A., 1002  
 Urban Studies, B.A., 2214  
 Women's Studies, B.A., 4903  
 Writing and Rhetoric, B.A., 1599

The Colleges do not offer a major in education but rather a broad and innovative program that combines extensive classroom experience in local schools with a broad grounding in the study of education as a liberal art.

Students can be certified (initial) to teach grades 7-12 in the following areas:

Biology, B.A., B.S., 0401  
 Chemistry, B.A., B.S., 1905  
 Earth Science, B.A., B.S., 1999  
 English, B.A., 1501  
 French, B.A., 1102  
 Greek, B.A., 1110  
 Latin, B.A., 1109  
 Mathematics, B.A., B.S., 1701  
 Physics, B.A., B.S., 1902  
 Spanish, B.A., 1105

Students can also be certified (initial) in the areas listed below:

Art (P-12), B.A., 1002  
 Childhood (1-6)  
 Special Education: Childhood (1-6)\*  
 Social Studies (7-12)

*\*Certification in special education is available only in conjunction with certification to teach in the elementary grades.*

## GRADUATION RATE

The graduation retention rate for Hobart students entering in the fall of 1999 and graduated by 2005 (six years later) was 65 percent. The graduation retention rate for William Smith students entering in the fall of 1999 and graduated by 2005 (six years later) was 76 percent. The overall graduation retention rate for both Colleges was 70.4 percent. Additional information on graduation rate and student retention is available from the Office of the Registrar.

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# THE CAMPUS

Hobart and William Smith are residential colleges that share a 188-acre campus located on the western shore of Seneca Lake. Total campus facilities include 46 student residences, 48 classroom and administrative buildings, a library, two dining halls, two cafés, two gymnasias, a sport and recreation center, numerous athletics fields, several computer labs, a studio arts center, an intercultural center, a chapel, a career center, infirmary, theatre, student activities center, pub, post office, bookstore, radio station, and a boat-house and dock.

The Scandling Center is a focal point of student activity. The multi-purpose building contains the larger of the two student dining facilities, plus a café, meeting rooms and study areas. It also houses the Student Life and Leadership office, the summer Conferences and Events office, a classroom and the post office. Its central location and its many offerings make it a natural gathering place for students.

The 83,000-square-foot Sport and Recreation Center, designed to meet the recreational needs of the entire campus community, coordinates intramural teams, houses an indoor track, several tennis and basketball courts, a weight room, racquetball courts, squash courts, a classroom, and a multi-purpose exercise room, as well as offices for the Outdoor Recreation Adventure and

Wellness programs. The 1,500-seat state-of-the-art McCooey artificial turf stadium, completed during the fall of 2000, includes lights and a press box.

As noted in the campus master plan as part of the HWS 2005 strategic plan, a number of facilities have been added and renovated, including Stern Hall, a 10-classroom, 30-faculty office facility for the social sciences, named in honor of the lead donor, Hon. Herbert J. Stern '58, LL.D. '74, P'03, which was completed in 2003. Also in 2003, the Bozzuto Boathouse and dock, named for donor Thomas Bozzuto '68, was completed, providing a home to the nationally-ranked HWS Sailing team and the Colleges Outdoor Recreation Adventure Program. In January 2004, renovations were completed on Trinity Hall, the second-oldest building on the HWS campus. Now known as the Salisbury Center at Trinity Hall, named in honor of lead donor and former HWS Board of Trustees Chair Charles H. Salisbury Jr. '63, P'94, the completely renovated structure is home to career services, public service, pre-professional advising and the Center for Global Education.

Two new residence halls have been constructed, adding exercise rooms, a game area, a Starbucks café and more than 175 student beds; the new spaces were profiled in *The New York Times* at the start of the 2005-2006 academic

year, and have garnered an award for the architect. The Herons soccer and basketball team rooms were also renovated, and construction is nearly finished on The Katherine D. Elliott Studio Arts Building, near Houghton House, and named after lead donor Katherine D. Elliott '66, a member of the board of trustees since 1997.

The Finger Lakes Institute, with newly renovated quarters at 601 S. Main St., opened in 2004. The renovations were made possible through a \$1 million grant from the State of New York. The Finger Lakes Institute functions as a center for research, outreach and education dedicated to the 11 Finger Lakes.

The decade of the '90s brought many new and renovated facilities to campus. Rosenberg Hall is a 35,000-square-foot research and teaching building offering the latest in scientific facilities and equipment, and the adjacent Napier Classroom Center provides four modern classrooms available for use by all departments of the Colleges. Renovations were made at Winn-Seeley Gymnasium, which houses facilities and offices for women's athletics, and portions of Bristol Gymnasium, the men's athletics headquarters, were refurbished.

The L. Thomas Melly Academic Center doubles as both an expansion of the existing Warren Hunting Smith Library and a new home for high-tech information-research resources at the Colleges. In addition to new space for stacks, studying, and lounges, the building houses a computer classroom for tutoring in online research, and various other computer clusters and computer-outfitted conference rooms. The Melly Center is named for a long-time Colleges trustee, who completed 10 years of board chairmanship as the building was being dedicated in 1998.

### **COMPUTER LABORATORIES**

Since residential spaces are fully wired with high-speed access to networked resources, including Internet and e-mail applications, the vast majority of students at the Colleges bring a personal computer with them. The Colleges offer a computer purchasing program for students. This program has multiple offerings that are discounted per an education rate. Information regarding the HWS student computer purchasing program is available at [www.hws.edu/computer](http://www.hws.edu/computer). Students may contact the IT Services Support Center for more information, or with other questions, at ext. 4357 or by e-mail at [helpdesk@hws.edu](mailto:helpdesk@hws.edu).

Complementary to the high-speed access to network resources in the residential halls, the Colleges maintain computer laboratories that provide students access to word processing, spreadsheet, and graphic capabilities.

There are several laboratories in the Warren Hunting Smith Library. One cluster of 12 computers in the all-night study area provides students computer access 24 hours per day during the semester. In order to accommodate the growing number of notebook computers on campus there are numerous "open data ports" around campus. In addition, most residential common areas and almost all academic areas now have wireless capability.

Trained student monitors provide computer software/hardware assistance for students using the lab facilities. Labs are open approximately eight to 10 hours a day. Additional hours are added during peak usage times.

### **BIOLOGY MACINTOSH LABORATORY**

A Macintosh microcomputer laboratory is in the basement of Rosenberg Hall (Rosenberg 009). The laboratory contains 21 Macintosh G4 computers, which are

completely networked and contain various software applications, including MS Office, and are connected to an HP printer. The lab is administered by the biology department but is open to the Colleges' community. The lab is available Monday through Thursday evenings, Sunday afternoons, and days during the week, but classes have priority.

**MATHEMATICS AND COMPUTER SCIENCE  
COMPUTER LABORATORY**

The Department of Mathematics and Computer Science operates a small computing laboratory with about 12 workstations running the Linux operating system. Any student registered in a computer science course has an account on this system, which can be used in the lab or accessed through the Colleges' campus network.

**VISUAL RESOURCES COLLECTION**

The Department of Art's Visual Resource Collection holds more than 156,000 slides covering the history of art from prehistory through the present. The basis of the collection is Western European and American art and architecture, with strong holdings in African, Chinese, Japanese, and Native American arts. In addition, a small reference collection is available. Help in using the Visual Resources Collection is provided by the professional staff. The online database can be accessed at [vrcart.hws.edu/vrc/](http://vrcart.hws.edu/vrc/) through the campus network. The Visual Resources Collection is located in historic Houghton House.

**CENTER FOR TEACHING AND LEARNING (CTL)**

The Center for Teaching and Learning offers a wide range of services to create a learning environment that allows students to meet the academic standards of the Colleges. Its staff includes individuals who specialize in helping students in reading, writing, time

management, and general study skills. Students with less clearly defined academic goals may meet with someone to analyze the exact nature of their questions and devise strategies for becoming successful. A disabilities specialist is available for advising, consulting and ensuring services to students with disabilities. See Appendix A for a complete description of policies, procedures and services for students with disabilities.

Other services include course-specific tutoring for all students, and individualized programs for students for whom English is a second language.

**HENRY W. HANLEY PRESERVE**

The Colleges' 108-acre wildlife refuge, close to Cayuga Lake, offers students an area for ecological studies. The preserve, located about 20 miles from the Colleges, has 40 ponds, a hardwood forest, cultivated fields, old fields, swamps, and marshes. It is inhabited by waterfowl, deer, beaver, muskrats, coyotes, foxes, and many other small animals. The Richard Ryan Field Laboratory building was opened on the preserve in 1994, providing a location for lecture and laboratory activities.

**R/V THE WILLIAM SCANDLING**

*The William Scandling*, a 65-foot, steel-hulled research vessel owned by the Colleges and operated on the Finger Lakes and Great Lakes, supports teaching as well as the research activities of students and faculty. Berthed on Seneca Lake, *The William Scandling* has access to Cayuga Lake and Lakes Erie and Ontario via the Seneca Barge Canal. Recently renovated, the vessel is fully equipped to support studies of sediments, water, and biota. Capabilities include sediment coring, grab sampling, sub-bottom seismic reflection profiling, recording current meter measurement,

bathythermograph measurement, recording thermograph measurement, water and plankton sampling, and elementary chemical testing. *The William Scandling's* positioning equipment includes radar and GPS satellite navigation systems.

#### **LANGUAGE LABORATORY**

The Language Acquisition Center (LAC), located in Smith Hall, is an advanced, computer-based multimedia facility for the study of languages and cultures.

The LAC is equipped with 13 Internet-connected computer workstations, affording high-bandwidth access to a broad range of multimedia materials and resources for language learning and culture acquisition. In addition to CALL (Computer-Assisted Language Learning) materials available on CD-ROM and network-based interactive programs developed by department faculty and others, the LAC provides multilingual word processing, Web browsing, and e-mail capabilities for students in all department language programs.

#### **WARREN HUNTING SMITH LIBRARY/MELLY ACADEMIC CENTER**

The Warren Hunting Smith Library, electronically based, highly networked, and expanded into the L. Thomas Melly Academic Center, houses more than 380,000 volumes, provides more than 9,800 print and electronic text periodical titles, a microform collection of 42,000 items, and complete research access to the Internet. The Voyager online catalog provides Web access to the Colleges' print, video, and electronic holdings as well as electronic reserve materials for classes. A wide range of Web-based resources are reached through the library's Web page, including electronic-text databases, Web sites, direct connections to other library catalogs, and the interli-

brary loan system.

Through membership in the Rochester Regional Library Council, the library's student and faculty researchers can borrow from local library collections in excess of five million volumes; through the OCLC network, more than 52 million titles in more than 9,000 libraries are available. Hundreds of statistical, bibliographic, and full-text files can be searched by students, or as necessary, by librarians. Librarians conduct a vigorous program of course-related research instruction in first-year through upper-level courses and for the Honors Program.

#### **THE COLLEGE STORE**

The College Store, located in Sherrill Hall, is institutionally owned and proudly serves the students, faculty, and administrators of Hobart and William Smith Colleges as well as the local community. The College Store offers three floors of merchandise tailored to meet the semester and daily needs of all students.

The College Store offers a strong textbook program including competitively priced new and used textbooks as well as Copyrighted Custom Course Packs as required or recommended by faculty. Used book buybacks are offered at the end of each semester as well as throughout each semester. Used book buybacks offer students an opportunity to sell textbooks that they will not be retaining for personal libraries or no longer need for course work. Prices for used books are determined by anticipated store need and/or national demand.

The College Store also features a strong general book department containing more than 15,000 titles; specializing in computerized title searches, special orders, new releases, best sellers, reference materials, and books on tape. The College Store offers

an impressive collection of local interest titles, children's books, and faculty/alumni/alumnae titles. Also available are daily newspapers, magazines, periodicals, and complimentary *New York Times* reviews.

The College Store carries a wide range of imprinted and collegiate items in clothing, giftware, and glassware as well as class rings and diploma frames, along with general stationery, greeting cards, and convenience items. Also available is a vast assortment of school, office, computer, art and architecture supplies at affordable prices along with dorm room and decorating items, telephones and basic hardware supplies. Computer software is also available, for which education discounts apply for qualified buyers.

The College Store offers several services including phone and mail order, film processing, laundry/dry cleaning service, check cashing, and special order balloon bouquets as well as special event offerings. Copying and fax service are available for a nominal fee. Gift certificates are also available, as are U.S. postage stamps and change for vending and laundry machines.

Visit The College Store in person or through their Web site, <http://www.hws.edu/collegestore>, where patrons will find current store information and an opportunity to purchase best selling merchandise and insignia items.

#### **THE FISHER CENTER FOR THE STUDY OF WOMEN AND MEN**

The Fisher Center for the Study of Women and Men, located in Demarest Hall, supports curricular, programmatic and scholarly projects arising from the challenge of educating men and women for a future of gender equity and social justice. The Center, endowed with a gift from Emily Fisher and the late Richard

Fisher, was founded to further the Colleges' ideal of coordinate education and commitment to equity, mutual respect, and common interest in relations between women and men, as among individuals of other difference, through our educational program, scholarship and presence in the larger community.

The Center sponsors a lecture series that brings to campus a variety of scholars, public intellectuals and activists on themes such as globalization and education or health and human rights. In addition, the Center sponsors a morning seminar series with these speakers that offers students and others the opportunity for sustained conversation around central concerns of contemporary culture. Fisher Center Fellows are on campus as well, broadening students' access to the work of the Fisher Center.

The Fisher Center houses a library of work by Fisher Center speakers and fellows as well. On occasion, the Center offers interdisciplinary courses coordinated with its yearly theme. (See Courses of Instruction.)

The Center is led by a director, as well as a Steering Committee composed of students, faculty, and staff from across the Colleges.

### **STUDENT SERVICES**

#### **DEANS**

The deans of both colleges are responsible for the academic and personal well-being of their students and support students in the achievement of their educational goals. They and their staffs offer information and a variety of advisory and support services regarding both academic and co-curricular matters.

With the Committee on Standards, the deans consider petitions for exceptions to academic policies, review students' academic records at the end of

each semester, and act on disciplinary cases. All student grievances concerning both academic affairs and those areas of student affairs not under the jurisdiction of the student governments are brought to the attention of the deans. Each year the dean's offices publish the *Handbook of Community Standards* containing detailed descriptions of Colleges policies, as well as grievance and appeals procedures.

The deans also maintain academic and personal files on all enrolled students. Students' access to these files is governed by the Family Educational Rights and Privacy Act of 1975. Students who wish to challenge the contents of their files may appeal to the dean of their college and the Committee on Standards.

#### **FACULTY ADVISERS**

During first-year orientation, and at other points in the academic year, each student meets individually with a faculty adviser to discuss general questions concerning the Colleges, the academic course schedule, the student's academic preparation, academic goals, and issues of course placement. At the end of the first semester, there is a reevaluation of the student adviser relationship and different options are possible. The close relationship between student and adviser may continue until a major is declared and an adviser in that field is chosen. Student and adviser may also decide that a different adviser would better serve the student's interests and a new adviser is selected. Ultimately, the student and an adviser in the chosen major plan the student's program, which includes a detailed consideration of the senior year and often involves planning beyond graduation for careers or graduate study.

#### **MULTICULTURAL AND DIVERSITY SUPPORT PROGRAMS**

The Office of Intercultural Affairs oversees a wide range of programs and services designed to attract, support, and retain a diverse population of students, promoting an atmosphere of interactive pluralism throughout the Colleges. It coordinates many all-campus/community events and activities, including Martin Luther King Remembrance and Celebration, Black History Month, Caribbean Celebration, Gaypril, Asian Heritage Celebration, Latino/a Heritage Month, National Coming Out Day, and Kwanzaa.

The office offers workshops and seminars on intercultural issues, and staff members are available to meet individually with students about academic, social, career, and personal matters.

The Office of the Higher Education Opportunity Program (HEOP) administers a New York State program designed to improve the educational opportunities available to economically and educationally disadvantaged students who have demonstrated potential.

HEOP offers the Summer Academic Orientation Program (SAOP), a pre-college program, to provide comprehensive academic and non-academic preparation for college study. Special academic and supportive services—such as counseling, tutoring and study-skills workshops—are supervised by the Director of Opportunity Programs. The staff is assisted by student peer counselors, including persons who can converse with non-English-speaking parents.

Both offices, Intercultural Affairs and HEOP, are housed in the Intercultural Center, a campus house and an informal library/meeting space for campus groups.

## **PROFESSIONAL ADVISORY PROGRAMS**

### **Health Professions**

Hobart and William Smith Colleges have a long-standing reputation for sound preparation of students for graduate training in the health professions. Students are counseled regarding specific program requirements, the current application process, and required admission test preparation. This includes instruction preparing application materials, compiling faculty/non-faculty recommendations, and writing application essays.

Complete preparation for interviews is provided through written guides and mock interviews. The office schedules health-related presentations and maintains a file of internships, summer employment, and volunteer opportunities. Career Services includes a section of health profession reference materials covering topics from summer programs to military scholarship information. The active, student-run Health Professions Club on campus sponsors an annual conference in which health care practitioners discuss careers, current events, and innovative diagnostic, treatment and surgical techniques.

The Blackwell Medical Scholarship Program provides a unique opportunity for qualified high school seniors. Those who meet and maintain the standards of the program are guaranteed a seat in medical school at SUNY Upstate Medical University College of Medicine at Syracuse upon their graduation from Hobart and William Smith Colleges.

The Early Assurance Program, offered by SUNY at Buffalo School of Medicine and SUNY Upstate Medical University College of Medicine (Syracuse), allows qualified students to apply and be accepted to medical school at the end of their sophomore year. Acceptance by either of these

programs exempts the student from taking the Medical College Admission Test (MCAT) allowing more time for independent study honors work, extended internships, study abroad, etc.

The Health Profession Advisory Committee (HPAC), comprised of science faculty members, administrators, and the health professions counselor, advises students regarding all aspects of the application process and evaluates applicants' credentials for entrance to professional schools. A dossier of the student's faculty and health-related recommendations and a committee letter for recommended students is then sent to the health profession schools.

An opportunity to observe the delivery of healthcare and volunteer in the healthcare field is provided each semester for interested sophomores, juniors and seniors through a partnership with Finger Lakes Health located less than one mile from campus. Participants commit to 50 hours of shadowing/volunteer time in one or two hospital departments during the semester. Similar, though less formal, programs are available for those interested in other fields such as dentistry, veterinary medicine, physical therapy, etc., and are arranged on an individual basis.

Students contemplating a health-related profession should have a strong secondary school background in mathematics and science. Students are encouraged to major in any area that truly interests them, but must prove their excellence in selected science courses. Courses required for admission to medical and dental schools should be completed before the senior year, since the Medical or Dental College Admission Test (MCAT or DAT) is normally taken in the spring or summer preceding the final undergraduate year and includes material in the sciences.

Students are counseled on how to prepare for the exam and when it is best for them to take it.

Students have had a 67 percent acceptance rate to medical school, 80 percent acceptance to dental schools, and 100 percent acceptance to veterinary schools.

### **Law**

The Colleges offer extensive counseling for pre-law students throughout their undergraduate years, and a significant number of Hobart and William Smith students enroll in law school upon graduation. Admission to the best law schools requires more than an impressive academic record. Students must also have internship or workplace experience and involvement in extracurricular activities.

Almost any major can provide the skills and knowledge to prepare a student for law school, as long it is supplemented with coursework in disciplines such as political science, economics, history, English, and philosophy. The best preparation for a career in law is not a pre-law track, but the acquisition of depth and breadth of knowledge provided by combining a major and a minor, one of which is interdisciplinary.

Interdisciplinary majors and minors in Public Policy and Law and Society offer courses of study that provide the relevant breadth in a coherent manner. Internship programs in Geneva, Boston, Washington, D.C., Switzerland, and New York provide opportunities for educational experiences at worksites that include the U.S. Supreme Court, Congressional and Senatorial offices, human rights organizations, the Federal Trade Commission, lobbying organizations and public interest groups. In addition to student governments, judicial boards, and other co-curricular opportunities, HWS also fields a Debate

Team that competes successfully against the best teams in the country.

Distinguished graduates play an active role in assisting students with their education and related internship experience. These include federal judges, the Chief Justice of the Vermont Supreme Court, legislators, U.S. Attorneys for the Justice Department, as well as highly successful attorneys.

Virtually all graduates who apply to law school gain admission. In recent years, the best qualified have attended Yale, Harvard, N.Y.U., Chicago, Cornell, Columbia, the University of Pennsylvania, and U.C.-Berkeley.

### **THE SALISBURY CENTER FOR CAREER SERVICES**

The Salisbury Center for Career Services supports students, alumni, and alumnae with their career development. Services and resources are provided with a comprehensive developmental focus to facilitate an individual's exploration of career choices and opportunities. Career Services focuses on training individuals on lifelong skills relating to each phase of the career development process. This involves formulating career ideas, gaining career-related experience, and preparing to make the transition from Hobart and William Smith Colleges by conducting a job or graduate/professional school search.

### **Pathways**

Pathways is an active four-year program dedicated to sustaining students' growth and success in the professional development process, surrounding students with a support network including Career Services staff, trained student mentors, alumni/ae, HWS faculty advisers and parents or guardians. This program motivates and keeps students on track in gaining knowledge and experience

through such tools and opportunities as workshops, experiential learning, career counseling and on-the-job experiences (internships and student employment). Pathways encourages and motivates students to explore, execute and experience all of their academic, personal and career-related interests. The program features a support network dedicated to sustaining growth and success in the professional development process.

College is a time for exploration of new ideas, cultures and experiences. The HWS community believes that the professional path that starts in college should incorporate the very nature of college itself. To that end, Career Services offers a wide range of resources to help students explore their interests, passions and talents to determine what they love and what type of career they could have in which it feels like “time flies by.” Career Services staff surround students with people dedicated to helping them learn, grow and succeed. This results in a collaboration between students and members of the Colleges’ extended community.

First-year students are informed of the Pathways program at the start of the year. (Students in any class year are welcome to participate.) Once students choose to participate, they meet Career Services staff, faculty advisers, student mentors, future alumni and alumnae contacts and other peers involved in the program. A Career Services staff member reviews the program with each student and both agree to commit to a four-year, customized plan that maintains flexibility, as interests may change over the course of the program. Planning begins with filling out the four-year plan worksheet and documentation continues through graduation.

To keep on track, students meet regularly with an assigned Career Services staff member, a faculty adviser

and, if applicable, student mentors. Progress is continually evaluated and interests, goals and values are reassessed over the four-year period. Students are encouraged to attain employment in order to develop professional skills. Assistance in gaining internship and externship experience is provided.

Through participation in the Pathways program, students gain not only a résumé, but also valuable insight, understanding and experiences that build self-awareness. These include:

- Personal awareness and identification of career objectives—interests, goals to set, and values
- Internship/externship opportunities—internships or job-shadowing opportunities through externships available during both summer and winter breaks
- Campus and community involvement—joining clubs and volunteering through the Public Service Office
- Student employment—a position on campus to acquire the professional skills necessary for internships, graduate school and the world of work
- Study abroad—participating in one of the many programs offered through the Center for Global Education
- Collaborative Internship Program—work experience in Geneva, N.Y., through this partnership among students, faculty and worksite employers. This program features partners in a variety of industries, including human services, education, government, finance, public policy, environmental science and the arts.

These experiences enable students to develop:

- An understanding of their interests, talents and values
- A marketable résumé
- Effective networking skills
- Polished interviewing skills
- Effective letters of correspondence

- New and lasting relationships
- Decision-making skills
- Reflection on and articulation of experiences
  - Ability to define transferable skills
  - Transition from “backpack to briefcase”
  - Ability to recognize, execute and complete goals
  - Effective job search and graduate school search skills

Students who share this commitment to career development will have a firm grasp on professional objectives, as well as the necessary steps to obtain them upon graduation.

#### **Resources**

A user-friendly computerized career guidance system takes an individual through the career planning process. It contains self-assessment and decision-making inventories and current occupational information.

Alumni, alumnae and parents who are willing to discuss career fields, entry-level positions, educational preparation and training, internship opportunities, job search strategies and geographic areas are available on the Career Network database through the Career Services Web site.

An online resource, eRecruiting, lists thousands of internships and entry-level positions appropriate for liberal arts graduates is available to HWS students and graduates.

Career Services houses a comprehensive career resource library that offers current information about career exploration, occupations, internships, volunteer opportunities, position listings, graduate school information and job search methods. It also produces an electronic newsletter that publicizes career events, job search information and job and internship listings.

#### **Gaining Experience**

As part of their liberal arts education, students are encouraged to explore “the world of work” through internship, volunteer, and externship experiences.

Career Services sponsors the Collaborative Internship Program, which offers students the opportunity to gain experience in a field of interest directly related to their academic studies. These experiences give meaning to theories, concepts, and knowledge learned in the classroom while allowing students to think critically about their career field. Faculty and employers develop these credit-bearing internships to match academic needs with employer needs. These unique opportunities are currently being offered each semester in Boston, Mass., and in Geneva, N.Y. Students interested in a collaborative internship should visit Career Services for further details, applications, and project listings.

Students are encouraged to participate in externships as part of the career planning process. Through these opportunities students have the ability to shadow professionals in their fields of interest. These are available to students in the Geneva community as well as nationwide over winter, spring and summer breaks.

#### **Internship Funding**

Hobart and William Smith Colleges offer four different endowed internship funds for which students can apply in order to supplement an unpaid summer internship and/or housing costs incurred while doing a summer internship. These awards include the Harry W. Bowman '65 Award for Leadership and Civic Engagement, the Charles H. Salisbury, Jr. '63, P'94 Endowed Internship Fund, the John A. Ross '66 Endowed Internship Fund, and the L. Thomas Melly '52 Endowed Internship Fund. Students are welcome to apply to more than one

qualifying fund with the understanding that if selected, they will only receive an award from one endowed fund.

In addition to the endowed internship funds, the Colleges also offer several other stipends. The Salisbury Summer International Internship Award provides financial support of up to \$15,000 for three students interested in pursuing an international internship experience in a location of the student's choice. By supplementing classroom education with internship experience, students gain a practical understanding of the demands and rewards of future careers.

This award may provide a stipend for the internship, lodging, airfare, passport/visa expenses, meals, ground travel, traveler's insurance, and/or other expenses related to an international internship opportunity.

Supported by gifts from Mr. Eric Cohler '81, this annual award supports one Hobart or William Smith student interested in design and/or the arts through internship and study abroad experiences. By supplementing classroom education with off-campus experiences, students gain practical insights and a heightened understanding of the demands and rewards of future careers.

The first component of the award is a two-week internship at Eric Cohler Design, Inc. in New York City the summer prior to the recipient's senior year. Established in 1991, Eric Cohler Design, Inc. specializes in interior design and restoration. The second component of the award is completed during winter (*i.e.*, January) break of the recipient's senior year, when the student studies for 10 days in Europe. Possible cities include Florence, Venice, Rome, Paris, London, Prague and Athens.

This award covers lodging and a stipend for the New York City internship component; lodging, round-trip airfare and a stipend are provided for the European component.

### **Recruitment Program**

Representatives from a variety of organizations and geographic areas are invited to campus to conduct interviews with interested students or to hold information sessions. Through the use of Web-based technology, employers who cannot come to campus can arrange a résumé collection for interested students. Employers receive the résumés electronically for their review, and then invite candidates for interviews at their places of business or via telephone.

Interested seniors may submit their career field and geographic preferences when uploading their résumés to eRecruiting, the Web-based recruitment system. Career Services then submits résumés on the students' behalf to employers who request this service.

HWS sponsors and area colleges invite HWS students to participate in career, internship and graduate/professional school fairs. This is an opportunity for students to meet with a variety of employers and admissions representatives in one convenient location.

Career Services coordinates programs and services with other colleges as well as with HWS alumni, alumnae and parents. Some events have included the Big Apple Recruiting Consortium, virtual career and internship fairs, Career Connections with alumni and alumnae in New York City and Boston, and Backpack to Briefcase.

Information about services and resources offered through the Salisbury Center for Career Services is available through the Web site: <http://www.hws.edu/career>.

### **HEALTH SERVICES**

#### **Medical Services**

Hubbs Health Center provides health maintenance, acute care, counseling, and health education services to all students. The Health Center is open daily on the following schedule: 9 a.m.–4 p.m.

Monday–Friday, with nursing coverage 8 a.m.–9 p.m. and 2–4 p.m. Saturday and Sunday. Additionally, a satellite clinic runs from Sept. through May to evaluate and treat viral respiratory illnesses. A health care team consisting of registered professional and licensed practical nurses, a nurse practitioner and a physician’s assistant overseen by a physician is available for diagnosis, treatment, and referral when necessary. The staff treats acute illnesses and injuries, and promotes health education on issues including fitness, wellness, nutrition, smoking cessation, substance abuse, and sexually transmitted diseases, including HIV. The staff works with the athletics departments to provide sports medicine services to all intercollegiate teams. A full-service women’s health care clinic is available by appointment. Visits to the health center are free.

The Health Center has a formulary of commonly prescribed medications, for which the student incurs a nominal fee. Prescriptions are written for other medications as deemed necessary and appropriate. A health fee is required of all students, to provide basic accident and sickness insurance for students who have no coverage and supplemental insurance for all others.

The medical services staff includes a part-time physician, board certified in internal medicine; a full-time board certified nurse practitioner who serves as medical coordinator of the health center; a full-time board certified physician’s assistant; a registered nurse who serves as coordinator of nursing services; several nurses both full- and part-time; and a secretary/receptionist shared with the counseling services staff.

#### **Counseling Services**

The Counseling Center is staffed by a team of three doctoral-level psychologists. The services provided include

individual and group counseling, psychological consultation, psycho-educational outreach programs, and 24-hour emergency services. The staff at the Counseling Center are skilled in helping students address a wide range of concerns, including difficulties in adjusting to college life, concerns about relationships, sexual-identity issues, depression, anxiety, family problems, eating-related concerns, and more. Students concerned about the well-being of a friend are also welcome to consult with the staff. In addition, the staff can refer students interested in securing psychiatric services to private psychiatrists in surrounding communities.

All counseling services are free to enrolled students, and are offered in strict confidentiality. Students may secure services by visiting during the daily “walk-in hours,” or by calling for an appointment. Offices hours are 9 a.m. to 5 p.m. when classes are in session; “walk-in hours” vary from semester to semester, but can be determined by calling the office at ext. 3600. Visit the Counseling Center’s Web site, <http://www.hws.edu/studentlife/resources/counseling/index.asp>, to learn more about the services provided.

#### **ALCOHOL AND OTHER DRUG PROGRAMS**

The Office of Alcohol and Other Drug Programs takes a proactive approach to providing the prevention, education, and counseling necessary for students to make responsible choices concerning alcohol and other drugs.

The Office works from the premise that a wellness lifestyle is vital to achieving personal and academic success. Through the social norms approach, students receive current and accurate information regarding the norms at HWS. In addition, the Office takes a harm reduction approach to reduce the negative consequences associated with substance misuse. A variety of prevention

strategies are provided to engage students to look at their behaviors along a continuum of healthy to unhealthy consequences. Students are encouraged to evaluate the choices they make and to examine their misperceptions regarding alcohol and other drug use among their peers.

A variety of educational outreach programs are provided throughout the academic year. The Office works closely with a variety of student organizations, as well as with the students living in substance free housing to coordinate community-wide prevention programming.

Support through counseling is available to students who are at risk of developing alcohol and other drug-related concerns, as well as, for those who are impacted by another persons' abuse of substances. Students seeking assistance for themselves or a friend are protected under federal confidentiality guidelines.

#### **CHAPLAIN**

The Religious Life Offices are located in St. John's Chapel. The Chaplain, an Episcopal priest who lives on campus, is available to all members of the Colleges community, regardless of religious background or affiliation. The Hillel Programs Professional works primarily with the Jewish community on campus. For more information on programming and worship, see "Spiritual Life" in *Student Life*.

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# THE CURRICULUM

## GENERAL DESCRIPTION

Hobart and William Smith Colleges educate students in the liberal arts. The faculty strives to provide students with a framework for the development of knowledge, skills and independence through a program of work that combines general study with in-depth study of a single field of knowledge and inquiry.

The instructional program is presented in two semesters, and students take four courses each semester. All programs of study for the degree of Bachelor of Arts or Bachelor of Science are designed to be completed in four years. Most students graduate in the traditional four-year period, although individual programs allow for five years. The first year, either the second or third year, and the senior year must be spent in residence.

Hobart and William Smith Colleges offer a Master of Arts in Teaching program. Only students enrolled at HWS can be considered for admission. Students apply in two stages. Late in their first year they join the teacher education program (through a competitive application procedure), and in their sophomore and junior years they complete the teacher education seminars and field experiences. In January of their junior year, these students may apply to continue in the fifth year MAT program. More information is in Department of Education section.

## DEGREE REQUIREMENTS

The faculty of Hobart and William Smith Colleges has established the following requirements for the degrees of Bachelor of Arts and Bachelor of Science beginning with the Classes of 2000. To qualify for the degree, a candidate must have:

- 1) passed 32 academic courses or their equivalent with a minimum cumulative grade point average (GPA) of 2.0 (C). At least 28 of these courses must be passed with a grade of C- or higher;
  - 2) spent three years in residence: the first year, the second or third year, and the senior year. Normally, the senior year is defined as one complete academic year taken in sequence (fall and spring semesters);
  - 3) passed a First-Year Seminar with a grade of C- or higher;
  - 4) completed the requirements for an academic major and an academic minor or second major. One of these must be based in a discipline. The other must be interdisciplinary in character (an established interdisciplinary major or minor);
  - 5) completed any faculty-mandated writing requirement;
  - 6) completed a course of study, designed in consultation with a faculty adviser, which addresses each of the following skills, areas of knowledge, and qualities of mind and character. These are referred to as the eight educational goals.
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**GOALS**

The eight goals and objectives can be addressed through formal course work in the context of many different programs of study. Students must work with a faculty adviser to design a program of study that both meets their interests and addresses the goals and objectives—this is a graduation requirement. Goals are addressed through formal academic work, *i.e.* courses. Only courses in which students received a passing grade can be considered as evidence for having addressed a goal. After finishing the course work necessary to address a goal students must complete a Goal Certification form which must be signed by the adviser. (Note that no form is necessary for Goals 1 and 2.)

In petitioning for certification in a goal students must explain to the faculty adviser how they have addressed that goal. The eight goals and comments on the types of course work that may address them are described in greater detail below. Note that the goals can be divided up into three groups.

- Goals 1 and 2 are foundational; they will be part of any major.
- Goals 3, 4, and 5 speak to specific types of experiences, and the necessity of a breadth of experiences.
- Goals 6, 7, and 8 are higher order goals involving the application of learning to important problems. These goals are more likely to be met in the context of an entire major or minor, or by a combination of courses.

**Goal 1**

*The essential skills which serve as a foundation for effective communication.* These include the ability to read and listen critically and the ability to speak and write effectively. Beginning with the First-Year Seminar and continuing through the completion of the major, effective communication is an important

component of all course work at the Colleges. Academic work which supports this goal includes the reading of primary texts, sustained writing experiences, oral presentation of argument and extensive faculty feedback.

**Goal 2**

*The essential skills which serve as a foundation for critical thinking and argumentation.* These include the ability to articulate a question, to identify and gain access to appropriate information, to organize evidence, and to construct a complex written argument. Critical thinking, argumentation, and reflective reasoning are the skills that underlie most courses and all major programs at the Colleges. Work that supports this goal includes research-based papers, critical and explicative essays, evaluation of competing hypotheses, and experience in the use of bibliographic and other library resources to identify literature appropriate to a research problem or area of investigation. Special opportunities include the Colleges' Honors program and independent study.

**Addressing Goals 1 and 2**

Because these goals speak to foundational skills necessary for any major, completing a major (while meeting both course and minimum GPA requirements), addresses these goals.

**Goal 3**

*The ability to reason quantitatively.* Quantitative reasoning involves an understanding of magnitude and proportion, the ability to visualize those abstractions, and the ability to apply them to a problem. Courses in mathematics, the natural sciences, and the social sciences that require students to work with numbers; to recognize trends, patterns and relationships represented by those numbers; and to express

conclusions drawn from such evidence, address this goal. Courses that have typically been used to address this goal include introductory courses in biology, chemistry, computer science, geoscience, mathematics and physics. Courses involving statistical analysis in economics, sociology and psychology have also been used in support this goal.

**Goal 4**

*The experience of scientific inquiry and an understanding of the nature of scientific knowledge.* The understanding of scientific knowledge, in both its promise and limitations, is best achieved through the direct experience of experimental investigative, scientific inquiry. Such scientific inquiry involves the development and experimental testing of competing hypotheses. This normally means a lab-based course in biology, chemistry, geoscience, physics or psychology.

**Goal 5**

*An understanding of artistic expression based in the experience of a fine or performing art.* This goal exercises each individual's capacity for artistic expression through direct participation in a creative artistic endeavor. Courses that typically support this goal include studio art, music performance, dance, theatre and creative writing.

**Addressing Goals 3, 4, and 5**

Students must petition their adviser for certification in each of these three goals. This petition must spell out how the course work addresses the respective goal. Simply noting completion of a particular course is not sufficient.

**Goal 6**

*An intellectually grounded foundation for the understanding of differences and inequalities of gender, race, and class.* An intellectually grounded foundation for the understand-

ing of the differences and inequalities of gender, race and class can develop from courses that explore the historical development and social construction of difference, illuminate and allow the visualization of the experience of difference, and/or provide a framework for a critique of historical and or contemporary differences of privilege and the experience of peoples of different genders, races and classes. Students generally address this goal through a combination of courses. Students should address each element of "race, class and gender" in one or more courses.

**Goal 7**

*A critical knowledge of the multiplicity of world cultures as expressed, for example, in their languages, histories, literatures, philosophies, religious and cultural traditions, social and economic structures and modes of artistic expression.* Courses in history, literature, language, the social sciences and the arts that study and explore the multiplicity of world cultures address this goal, as does the experience of a different culture in an off-campus program. "Critical knowledge" refers to a broad understanding that allows students to understand the global complexity of the world and their place in it; this can include but is not limited to a critique of cultures. Students generally address this goal through a combination of courses that examine at least two distinct cultures.

**Goal 8**

*An intellectually grounded foundation for ethical judgment and action.* An intellectually grounded foundation for ethical judgment and action derives from a deep, historically informed examination of the beliefs and values deeply embedded in our views and experience. Courses that examine values, ethics, social action, social policy, social justice and the

responsibilities of citizens in contemporary society address this goal.

**Addressing Goals 6, 7, and 8**

Students must petition their advisers for certification in these goals explaining how the courses they identify meet the descriptions above. This petition must spell out how the course work addresses the respective goals. Simply noting completion of a particular course is not sufficient. Combinations of courses, rather than single courses, may more effectively meet these goals.

The faculty's intention in adopting this curricular plan is that students achieve breadth and coherence in their programs of study by working with faculty advisers to construct programs that simultaneously explore the student's interests, while concretely addressing the Colleges' educational goals and objectives through formal academic work.

The requirement that this program include both disciplinarily based work and work that is interdisciplinary in character reflects the Colleges' intention that students learn to see the world in its complexity, while at the same time acquire the essential critical skills of a specific area of inquiry.

**WRITING REQUIREMENT**

Students may be required to enroll in writing courses at two points in their studies.

First-year students needing special attention for their writing skills may be required to enroll in and pass with a grade of C-or better WRRH 100 *Writer's Seminar* during the fall semester.

First-Year Seminar instructors may require a student enrolled in their seminar to take a supplemental writing class during the student's first year. Courses that satisfy this requirement are any 100-level rhetoric course.

**THE MAJOR**

The major provides the means by which students acquire knowledge in depth of a discipline, interdisciplinary program, or individually designed area of study.

The typical departmental major at the Colleges requires eight to 10 courses in the major department and additional courses from related departments. The total number and sequence of courses needed to complete the major are determined by the department or program. Students should consult departmental or program offerings in this catalogue or discuss requirements with the department chair or program coordinator. In the case of individual majors, the student should consult with his or her adviser and the Individual Majors Committee.

Students normally file a declaration of major by the end of the second semester of their second year, and must do so by the beginning of the first semester of the third year. In addition, students are responsible for seeing that prerequisites for the major are met as they plan their schedules. Some students choose to do two majors rather than a major and a minor, but this is not a requirement. Of the courses required for a major, six must be unique to that major (cannot be counted toward another major or minor).

**INDIVIDUAL MAJOR**

A student whose interests involve several disciplines may create an individual major. Working with a faculty sponsor, the student plans a program and the specific courses to be taken. This program is then submitted to the Individual Majors Committee, which must approve the program. The committee and the faculty sponsor then oversee the student's program of study.

The committee's responsibilities

include approving any changes in the program and certifying the student as sufficiently prepared in the individual major to enter the senior year. While most individual majors earn a B.A., it is possible to earn a B.S. This requires 16 courses in the division of natural sciences and the approval of the Individual Majors Committee. Courses to be counted toward an individual major must be passed with a grade of C- or better.

### **MINOR**

A minor also allows students to focus on a particular area of study, though to a lesser extent than a major. Minors ordinarily consist of at least five courses. Students can file a declaration of minor at any time but should do so prior to the second semester of their third year. Declaration consists of completing a form that names the minor field, lists the courses that count toward the minor, and includes the signatures of the student and the department chair or program director of the minor department or field. Of the courses required for a minor, three must be unique to the minor (cannot be counted toward another major or minor).

### **TWO-DISCIPLINARY MAJORS AND THE INTEGRATIVE MINOR OPTION**

A student choosing to declare two disciplinary majors must complete an interdisciplinary minor. This interdisciplinary minor can be either a) an established interdisciplinary minor, for which any uniqueness requirements are waived, or b) an integrative minor, which the student constructs with the help and consent of the two major advisers. The integrative minor must consist of a minimum of five mutually agreed-upon courses that address a single problem or area of inquiry from at least two identifiable disciplinary points of view.

### **TWO-INTERDISCIPLINARY MAJORS**

A student choosing to declare two interdisciplinary majors must complete an established disciplinary minor listed in the catalogue. Any uniqueness requirements pertaining to this minor are waived.

### **BACCALAUREATE PLAN**

Late in their third year, all students meet with their faculty adviser to construct a baccalaureate plan. This plan records a student's progress in addressing the Colleges' educational goals and objectives and progress toward completing a major and minor or second major, and identifies work to be done in the senior or baccalaureate year to complete all requirements. Submission of this plan is a requirement for admission to the senior year.

### **INDEPENDENT STUDY**

Students who have demonstrated a capacity for individual work at an advanced level may, with permission of the department chair, register for independent study in place of one regular course. Each department sets its own qualifications for such advanced work.

Independent study may grow out of a regular course, or it may deal with problems or fields not otherwise covered in regular course offerings. It may take one or a combination of several forms:

- 1) extensive reading from a bibliography, ordinarily compiled in consultation with a faculty member, and a final examination;
- 2) an individual research topic approved by the department and culminating in a substantial course paper; or
- 3) a scientific experiment, a musical composition, an art project, a play, or some other individual work approved and supervised by the department.

In all cases, independent study is under the supervision of a faculty member, who guides the student in planning and carrying out the program.

Independent study is listed on the student's record and confers course credit.

### **COURSE EQUIVALENTS**

Normally, a student takes four courses per semester. However, students may develop imaginative alternative programs that substitute other forms of academic activity for one or more courses. Course equivalents have been undertaken in the form of internships at Geneva General Hospital, Rochester General Hospital, the Geneva Historical Society, radio stations and newspapers, and community service organizations. Students have also received course equivalents for volunteer research, and assistantships in law offices.

Course equivalents require the approval of the student's faculty adviser and the Committee on Standards. Course equivalents, which are listed with their title on the student's transcript, may count toward the major with the approval of the appropriate department chair. Course equivalents are not graded; they may be taken as credit/no credit only.

### **DEGREE PROGRAMS**

Hobart and William Smith Colleges award two undergraduate degrees, the Bachelor of Arts and the Bachelor of Science. The Colleges award one graduate degree, the Master of Arts in Teaching (MAT). In addition, the Colleges participate in several joint degree programs leading to a Hobart or William Smith undergraduate degree and a specialized degree from another institution.

Graduating seniors in the humanities and social sciences are awarded the degree Bachelor of Arts. Students who

major in biology, chemistry, geoscience, mathematics, physics, psychology, or environmental studies may choose to receive the degree Bachelor of Science, provided they meet departmental requirements, and apply to receive approval from the chair of the major department. Individual Majors in scientific subjects may also receive the B.S. if their applications are approved by the Individual Majors Committee. At the discretion of each science department, certain courses not counted toward a normal major in that department may also not be counted toward the courses required for the B.S. Consultation with department chairs is advised.

Hobart and William Smith Colleges offer a Master of Arts in Teaching program. Only students enrolled at HWS can be considered for admission to the MAT program. Students apply in two stages. Late in their first year they join the teacher education program (through a competitive application procedure), and in their sophomore and junior years they complete the teacher education seminars and field experiences. In January of their junior year, these students may apply to continue in the fifth year MAT program.

Admission to the program is highly competitive. In order to be considered, students must have an outstanding academic record, an outstanding record of performance in the teacher education program, and strong faculty recommendations. Those who are admitted take a research/thesis preparation seminar in the spring of their senior year. In the fall of their postgraduate year, they take a semester of teaching along with two education seminars: one to guide their reflection on student teaching, and the other to guide their thesis. In the spring semester they take four graduate courses. Three are courses in a department or

departments of the students' choice, and one is a research seminar in the Department of Education that is thematically related to the other courses. Also in the spring the candidates complete a master's thesis in their area of concentration. For more information see the Department of Education section.

### **JOINT DEGREE PROGRAMS**

#### **ENGINEERING**

The Colleges have joint degree programs in engineering with the School of Engineering and Applied Science at Columbia University, the Rensselaer Polytechnic Institute, the Thayer School of Engineering at Dartmouth College, and the School of Engineering and Applied Sciences at Washington University (St. Louis).

In general, for these programs, students spend three years at Hobart and William Smith, and then two years at the other institution. At the end of five years the student receives a B.A. or B.S. from Hobart or William Smith and a B.S. in engineering from the cooperating university. In some cases, a student can arrange to receive the degree from Hobart or William Smith at the end of the fourth year, and the degree in engineering from the partner institution at the end of the fifth year.

The Dartmouth program is structured a little differently. Typically, students spend the first two years at Hobart and William Smith, the third year at Dartmouth, the senior year in Geneva, followed by the fifth and final year at Dartmouth. Upon completion, they receive two degrees, one from Hobart or William Smith and one from Dartmouth.

For more details on the joint degree programs in engineering, consult Professor Donald Spector, Department of Physics.

#### **BUSINESS**

The Colleges have agreements with both Clarkson University and the Rochester Institute of Technology (RIT) allowing students to complete the requirements for a Master of Business Administration (M.B.A.) degree in one year rather than the usual two or more.

Admission to the "4-1" programs at Clarkson and RIT is available to students who include foundation courses in their undergraduate programs and meet prescribed admissions standards.

For more details, consult Professor Patrick McGuire and/or Professor Alan Frishman of the Department of Economics.

#### **ARCHITECTURE**

The Colleges offer a 3+4 cooperative program in architecture in conjunction with Washington University in St. Louis. Under this arrangement, the student studies the first three years at Hobart and William Smith and the last four years at Washington University. After seven years, the student receives a B.A. from Hobart or William Smith and a M.Arch., the advanced professional degree in architecture, from Washington University. It is also possible for students to spend their third year at Washington University and come back to Geneva for their senior year before returning to St. Louis for the remaining years of graduate study.

While at Hobart and William Smith, these students may pursue an individual major in architectural studies, but are not required to do so. They may pursue any program of study that enables them to meet both the standards of preparation for Washington University and the degree requirements within their major before departure. Admission into the graduate program is not automatic; that decision is based on the student's performance after the first year of study

at Washington University.

This is one of several options offered by the architectural studies program. For more details, see p. 99, or consult Professor A. E. Ted Aub, Department of Art.

#### **FINANCIAL AID**

##### **3-2 Joint Degree Programs**

Financial aid for the 3-2 joint degree programs (in which the student spends three years at HWS followed by two years at a partner institution) is available during the first three years at Hobart and William Smith Colleges through the regular financial aid application process and deadlines. For the two years of study at the other institution, Hobart and William Smith Colleges will not process or award *any* sources of financial assistance. Students should contact the other institution directly to find out what, if any, sources of financial assistance are available.

##### **2-1-1-1**

Financial aid for the 2-1-1-1 program with Dartmouth is available for the first four years of study through Hobart and William Smith Colleges. Financial aid for the fifth year is processed through Dartmouth. Contact Dartmouth directly for application requirements and deadlines.

*Note: Participants in cooperative programs may qualify for a maximum of four years of financial aid from Hobart and William Smith Colleges, and may apply that aid to coursework credited toward a Hobart or William Smith degree only.*

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# ACADEMIC POLICIES

## **PRINCIPLE OF ACADEMIC INTEGRITY**

The faculty of Hobart and William Smith Colleges, recognizing the responsibility of the individual student for his or her own education, assumes honesty and integrity in all academic work at the Colleges. This assumption is the foundation of all intellectual efforts and lies at the heart of this community. In matriculating at the Colleges, each student accepts the responsibility to carry out all academic work with complete honesty and integrity and supports the application of this principle to others.

Categories covered by this principle include, but are not limited to, the following:

*Examinations:* Giving or receiving assistance during an examination or quiz violates this principle.

*Papers:* The adoption or reproduction of ideas, words, or statements of another person as one's own, without due acknowledgment, is considered plagiarism and violates this principle.

*Library Use:* Failure to sign for materials taken from the library and similar abuses of library privileges infringe upon the rights of other students to fair and equal access and violate this principle.

*Reports and Laboratory Exercises:* Giving or receiving unauthorized assistance and the fabrication of data or

research results violate this principle.

*Computer Use:* Any deliberate attempt to prevent other users access to computer services, deprive them of resources, or degrade system performance violates this principle. The use of programs or files of another computer user or the use of another person's account number or password without permission also violates this principle.

Academic dishonesty is determined in every case by the evidence presented and not by intent. Questions of intent and circumstances under which an infraction occurred may be considered in determining a penalty.

## **GENERAL ACADEMIC REGULATIONS**

1) *Advanced Placement:* Admitted students who have achieved a score of four or five on an advanced placement test receive course credit toward graduation to a maximum of seven course units. In most programs, advanced placement examinations covering a semester's work receive one course credit; examinations covering a full year's work are given two course credits. Advanced placement scores of four or five are also considered for advanced placement by the appropriate department.

2) *Course Load:* The normal course load is four per semester. Exceptions to

this rule can be considered by submitting a petition to the Committee on Standards. Withdrawals from courses (see below) do not diminish the minimum requirement for the degree. A reduction in the course load carries no reduction in tuition; students taking six or more courses pay extra tuition.

3) *Full-Credit Requirement*: A minimum of 30 of the required 32 courses presented in satisfaction of the Colleges' graduation requirement must be in full-credit courses, with the exception of courses accepted by the dance department and music department as meeting requirements for majors and minors beyond two cumulative full credits based on partial-credit course work.

4) *Incompletes*: The incomplete, or "I," is a temporary grade indicating that a student has been granted permission by the instructor or the dean to complete work for a course after the end of the semester without penalty. A request for an incomplete must be supported with a credible account of the student's problem and with documents (a note from a physician, for example) wherever appropriate. An instructor may grant an incomplete for any part of the semester's work except the final examination; only a dean can excuse a student from a final examination. All outstanding work must be completed by the sixth week of the following semester (second week of the Fall semester for Spring semester incompletes), or the "I" becomes a grade of "F." An extension in time to complete the work may be granted if a petition is submitted to the appropriate dean's office on or before the deadline. An accepted petition is an agreement between the student and faculty member that the work will be completed and graded by a specific time, and allows the grade to be changed from "I" to the grade earned. Any student who takes more than two incompletes over three

consecutive semesters is reviewed by the Committee on Standards.

5) *Course Withdrawals*: There are two kinds of course withdrawals.

The voluntary course withdrawal (see "a" below) is available to students twice in their career. The first course withdrawal may be used during the first two years and the second during the second two years, and at the discretion of the student.

The authorized course withdrawal (see "b" below) is available to students only under exceptional circumstances beyond their control. Changes of grade once submitted are described in point 7 below:

a) Before the end of the 11th week of a semester, a student may petition his or her dean for withdrawal from one course during his or her first two years, and another course during his or her second two years. The appropriate Voluntary Course Withdrawal Form must be filed (including all required signatures) by the student at the dean's office by noon on Friday of the 11th week of the semester. Approved voluntary withdrawals are communicated immediately to the student's adviser and instructor.

b) With the exception of the one unchallenged voluntary withdrawal described above, withdrawal from any course after the first five days of class and prior to the due date for the semester's grades is granted only for serious and compelling reasons beyond the student's control. A student seeking to withdraw under such circumstances must petition the Committee on Standards. The Committee makes its recommendation to the dean in consultation with the student's dean and others it deems appropriate. Medical or other appropriate documentation is normally required. Approved withdrawals are communicated immediately to the student's adviser and instructor.

Withdrawals under this policy carry no penalty, but do not diminish the minimum requirement for the degree. A reduction in course load carries no reduction in tuition.

6) *Unauthorized Withdrawals*: A student who withdraws from a course without official permission receives the grade of “F” on his or her permanent transcript.

7) *Grades*: Students’ transcripts include a record of each course taken at the Colleges. Students must choose a “graded” and “non-graded” (credit/no credit) option in each of the courses taken. This choice is indicated at registration for the course and may not be changed after the end of the eleventh week of the semester.

The following designates the numerical values of various grades used in calculating the student’s grade point average: A+ = 4.3; A = 4.0; A- = 3.7; B+ = 3.3; B = 3.0; B- = 2.7; C+ = 2.3; C = 2.0; C- = 1.7; D+ = 1.3; D = 1.0; D- = .7; F = 0.

Grades of D+, D, or D- are passing but unsatisfactory grades.

The purpose of the credit option is to allow students to take academic risks without grade worries. A grade of “Credit” on a student’s transcript indicates at least competent work (C- or better), but no inference can or should be made beyond this. The grade “NC” shall be equivalent to “D” or “F” and used by the Committee on Standards in applying guidelines for academic deficiency. Courses taken for credit/no credit are not calculated in the GPA.

8) *Grade Changes*: No student is permitted to submit any academic work, examination, or revision of previously submitted work with the intent of affecting a grade change after a final grade has been entered by the instructor with the Registrar’s Office. An instructor may change a grade only when a computational error exists.

Such changes must be submitted to the Dean’s Office for approval.

9) *Academic Deficiency*: Students are expected to make normal progress toward the degree. A student whose cumulative grade point average (GPA) falls below 2.0 (C) at any point is reviewed.

a) *Academic Probation* is the likely outcome of a first review when a student’s cumulative grade point average is lower than 2.0 (C). Students placed on academic probation are expected to be in good standing (2.0 GPA) within two semesters.

b) *Continued Academic Probation* is the likely outcome of a review when a student previously on academic probation has been successful in removing part of the deficiency but not the entire deficiency. Students on continued academic probation are expected to be in good standing (2.0 GPA) by the end of their next semester.

c) *Required Withdrawal—Academic* is the likely result of a review when a student earns less than a 2.0 term average while on academic probation or continued academic probation. A student may also be required to withdraw when he or she fails to gain good standing (2.0 GPA) after being on continued academic probation, or if he or she has earned less than 1.0 for the semester, regardless of the student’s cumulative average.

d) A student who fails a First-Year Seminar for a second time is reviewed by the Committee on Standards, with the likely outcome that the student is permanently separated from the Colleges.

e) A student who has been required to withdraw or has been suspended may not make progress toward the degree.

10) *A Permanent Separation* is the result of a second suspension or required withdrawal.

11) *Leaves of Absence*: Leaves of absence may be granted for personal growth or to participate in academic programs not sponsored by Hobart and William Smith Colleges. Approval of the student's dean is required. The Colleges are not obliged to accept toward the degree coursework for which prior tentative approval had not been procured.

12) *Senior Standing*: All students must have passed at least 23 courses to enter their senior year.

13) *Residency Restrictions*: All requirements for the degree must be met by the end of the 10th semester in residence.

14) *Transfer Credits*: Courses that are to be taken in transfer toward degree requirements must have prior approval of the student's dean, and, as appropriate, the department, program, or Individual Majors Committee. Only courses passed satisfactorily, with a grade of C or better, are accepted for transfer credit. Grades of transferred courses have no impact on the student's GPA at the Colleges.

15) *Commencement Exercises*: Commencement exercises are held annually at the end of Spring semester. Students are recommended for a degree upon completion of requirements pertaining to their class. A student who has no more than two courses outstanding toward degree requirements may petition his or her dean in order to participate in Commencement exercises. If a student completes requirements prior to October 1, the student is considered a member of his or her graduating class.

16) *Transfer Students*: The requirements for the degree described above apply also to transfer students. One year of the residency requirement may be waived, provided the transfer student is capable of presenting the faculty with two years of acceptable coursework from another

accredited institution of higher learning.

17) *Repeatable Courses*: Courses may be designated "repeatable" if they are fundamentally creative and/or experiential in nature, such that student performance is cumulative or held to a progressively higher standard of expectation across successive registrations and/or the content of student experience is substantially different with each offering of the course. Repeatable courses are identified as such in this *Catalogue*, subject to any published limit which may be established by the sponsoring department. Additionally, students may elect *Independent Study* (450) without limit. Each registration of such courses carries full credit and is calculated independently in a student's grade point average.

18) *Special Topic Courses*: Courses designated as "Special Topics" registrations may vary in content by semester or by instructor. Each unique offering is considered an independent course and ordinarily carries a title extension indicating the topic in a given term. Each carries full credit and is calculated independently in a student's grade point average.

19) *Course Repeat* (does not apply to "repeatable courses"): Students may only repeat courses in which they have earned a grade *below* a C-, unless the course is designated "repeatable." The deans do not approve any exceptions. Both grades are recorded on the student's permanent transcript. However, in computing the student's grade point average, the second grade is substituted for the first grade, even if the second grade is lower. Courses repeated at other institutions and transferred to the Colleges are not included in the grade point average. Repeated courses count only once toward the 32 required courses for graduation.

### **CREDIT BY PROFICIENCY EXAMINATION**

The Colleges participate in the college-level credit-by-examination program of the College Entrance Examination Board and in the College Proficiency Examination program, sponsored by the New York State Education Department in cooperation with colleges and universities throughout the state. These programs of examinations enable individuals to demonstrate college-level competencies attained outside formal classroom instruction. Detailed information about both programs can be obtained by writing to: College Proficiency Examination Program, State Education Department, Albany, NY 12224.

The Colleges allow credit whenever such examinations cover material given in the various courses leading to a degree, provided that the approval of the appropriate dean and department has been obtained and a grade of C or better is earned. Normally, such credit is granted only to students who meet the entrance requirements and who matriculate, or have previously matriculated, in a program of study in residence leading to a degree. A student may normally earn two course credits through proficiency examinations, although additional credit (up to a total of seven courses) may be granted to a student applying for admission with advanced standing. Further information may be obtained from the dean of each college or, in the case of an entering student, from the director of admissions.

### **REGISTRATION**

All students are encouraged to register on days and times specified by the Registrar and published in the *Registration Handbook and Schedule of Courses*. However, class or scheduled laboratory time may not be used for the purposes of

registration. No registration is accepted after the fifth day of classes, and students who have not registered are asked to leave campus. A fee is charged for late registration. Students who fail to meet their financial obligations to the Colleges may be denied registration or deregistered from classes. (See "General Payment Schedule" in *Admissions, Expenses, Financial Aid*.)

All students are required to consult with their faculty advisers prior to registration. If a student registers for a course without meeting all prerequisites and without written approval of the adviser, his or her enrollment in the course may be canceled at any time by the instructor offering the course. Students declare their course selections via the Web-registration system or by submitting a registration form signed by their faculty adviser. Students are required to register for four full credit courses per semester. Any exceptions must be approved by the Committee on Standards and the Dean of the College in advance.

Hobart and William Smith Colleges reserve the right to cancel any course without prior notice should minimum enrollment not be reached, or staffing situations necessitate it.

### **DROPPING AND ADDING COURSES**

Students may drop and add a course during the first five days of class via the Web-registration system. Students seeking to drop or add beyond this period require the approval of their adviser, dean, instructor, and the Committee on Standards, as described by the Colleges' Authorized Withdrawal Policy.

Registrations and student class schedules are finalized at the end of the five-day drop/add period. Students are accountable for all courses for which they are enrolled from that point on, and those courses are reflected on the

permanent academic transcript.

If a student has attended a course in which he or she was not properly registered, no credit or grade is recorded. If a student stops attending a course but fails to drop or withdraw properly, a grade of "F" may be assigned by the instructor of the course and recorded on the permanent academic transcript.

### **ATTENDANCE**

The faculty of Hobart and William Smith Colleges, recognizing the responsibility of the individual student for his or her own education, assumes class attendance to be an important part of academic work at the Colleges. This responsibility is three-fold:

I. *The Colleges:* No student shall be suspended or refused admission because he or she is unable to participate in any examination, study, or work requirement because of religious obligations and practices. The Colleges accept responsibility for making available accommodations for students who wish to observe their religious observations or participate in their religious practices. The faculty member teaching the course will provide each student who is absent from class because of religious obligations and practices an equivalent opportunity to make up any examination, study, or work requirement missed because of such absence. It is the student's responsibility to communicate to his or her teachers, in a timely manner, his or her intention to observe. The student must consult with his or her teachers regarding an alternative time and place for an examination or other academic exercise. No fees shall be charged to students for costs incurred in providing special classes, examinations, or work requirements. The deans and provost will jointly mediate any difficulties between a student and a faculty member in implementing any appropriate accommodation.

In effecting these provisions, the

Colleges' administration and faculty agree to exercise the fullest measure of good faith and agree that no adverse or prejudicial effects shall result to any student who avails himself or herself of the Colleges' policy on religious observances.

It is not institutional policy to provide medical excuses when a student has been absent from class.

Regarding incompletes and absences from final examinations, either a student's dean or the instructor may allow an incomplete based on coursework, but only a dean can excuse a student from a final examination. Incompletes and excuses from final exams are given normally only for reasons beyond the student's control. In this instance, the dean communicates with both the student and the instructor of the course.

II. *The Faculty:* Each faculty member is responsible at the beginning of the semester for announcing in writing his or her attendance policy and the effect that absences may or will have on a student's final standing and grade in the course. Each instructor respects the time allotted other academic and extracurricular exercises by not rescheduling academic exercises for which attendance is required. Rescheduling classes at times other than those published by the registrar causes conflict with other regularly scheduled classes and activities. Should it be necessary to meet at non-regularly established times, the instructor of the class provides an alternate opportunity for making up the rescheduled meeting if a student requests it. Faculty members may require additional activities, such as individual conferences with the professor, attending symposia, films, etc. Faculty members should include a schedule of such additional activities in the syllabus.

III. *The Student:* Students are

expected to attend all regularly scheduled classes, laboratory periods, and other academic exercises. Should an absence from regularly scheduled academic exercises be unavoidable (beyond a student's control), it is the student's responsibility to communicate with the professor, preferably beforehand, concerning the absence. Individual faculty members have the authority to drop students from a course for non-attendance on the first class day, unless the student has made prior arrangements with the dean or has extraordinary circumstances. The dean's offices convey to the faculty information about personal emergencies, including medical illness, faced by students when students are unable to convey the information themselves. Students are advised that absence from class, for whatever reason, does not excuse them from meeting course requirements and objectives.

When a conflict exists between the attendance policy of an instructor and the student's planned extracurricular activities, the student must decide where his or her priorities lie before enrolling in the course. By remaining in the course, the student agrees to accept the attendance policy set by the instructor.

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# OFF-CAMPUS STUDY

We live in an increasingly interdependent world. Economic events that topple Tokyo stockbrokers affect investors on Wall Street; political events that rattle Russia affect farmers in Iowa; and cultural events that rock Great Britain affect music retailers in Syracuse. With the quickening pace of historically significant events, as evidenced by the past few years in the former Soviet Union, Eastern Europe, the Middle East, and the Pacific Rim, we recognize that we can no longer be satisfied with an existence that is isolated from and unconcerned with events that occur in the world around us.

Most Hobart and William Smith students engage in some kind of off-campus/international learning experience before they graduate. Whether the experience is teaching English as a second language in the Dominican Republic, interning with a business in London, or living with a family in the south of France, students at the Colleges understand the value of “breaking away” to discover something about themselves and others that cannot be as easily discovered in upstate New York.

Hobart and William Smith Colleges encourage students to look for an off-campus experience that is appropriate to their personal and academic interests. The Colleges sponsor a variety of programs in different academic disciplines at different sites, both abroad and within the United States.

Because the Hobart and William Smith curriculum seeks to prepare students for world citizenship, the junior year has been structured to encourage off-campus study. By enabling students to encounter the cultural differences between their own society and other parts of the country and the world, they become sensitized to major world issues and are encouraged to reflect on their own cultural identity.

## **HWS PROGRAMS**

In recent years, the Colleges have offered off-campus programs on six continents, including such locations as: Auckland, New Zealand; Madrid, Spain; Central Europe; Geneva, Switzerland; Galway, Ireland; New York City; South America; London, England; Hanoi, Vietnam; Queensland, Australia; Washington, D.C.; and Los Angeles. Hobart and William Smith professors, representing various disciplines, design courses utilizing the sites and resources of the host countries. A list of Colleges-sponsored off-campus programs is provided at the end of this section.

The Colleges are part of three consortia, one for North India, one for the Dominican Republic, and a third more broad-ranging link with Union College. The North India group includes Bard, Skidmore, St. Lawrence, Hamilton, and Hartwick; the Dominican Republic group includes Colgate, the University of Illinois at Chicago, and

LeMoyné College. The Union College link includes several co-enrollment arrangements and jointly administered opportunities in various locations.

There are other opportunities for Hobart and William Smith students to gain international experience and awareness. With special permission, students in recent years have also studied in various locations through independent arrangements with foreign universities, other U.S. university programs, or special institutes.

### **REQUIREMENTS**

All off-campus study requires the appropriate dean's permission. A minimum GPA of 2.5 is required for all programs. Some affiliate programs require a GPA of 3.0. Prior approval of courses to be counted toward the major at Hobart and William Smith must be obtained from the appropriate department chairs. Detailed information is available from the Center for Global Education. No transfer credit is given for work receiving a grade lower than C.

HWS off-campus programs generally conform to the current calendar. The Colleges assist with travel arrangements and students reside in prearranged housing.

On return to campus, participants are expected to live in college housing unless written exemption is granted by the appropriate dean.

Students planning to study abroad should be aware that travel often involves increased risks and inconveniences. These include different standards of accommodations, sustenance, medical care, and—in cases of foreign travel—different systems of law and justice. The Colleges do not carry insurance protecting individual students against liability for personal acts. In the unlikely event that students traveling abroad encounter legal difficulties, there can be no assurance that they will receive the same treatment afforded

them in this country. Therefore, each student planning to study off-campus should be prepared to accept the risks of travel.

### **ESTIMATED EXPENSES**

Expenses for the semester generally include tuition and room and board at the same rate as on campus. Minor upward adjustments are occasionally needed for room and board charges when the program is longer than the normal 14-week semester. In addition, there is a small administrative fee charged to all students studying off-campus. Airfare and personal expenses vary from site to site and are normally the responsibility of the participant.

### **FINANCIAL AID**

Hobart and William Smith financial aid applies to HWS programs only. Students not currently receiving aid, but who can demonstrate need in meeting additional costs involved in off-campus study, may also apply for support. Students should consult the financial aid office to determine how their financial aid package fits with the total cost of off-campus study.

### **SELECTION OF APPLICANTS**

Applicants are selected to participate in the programs based on past academic record, seniority, and the strength of personal statements indicating their reasons for studying abroad in their particular course of study. Students must note carefully any prerequisites, especially foreign language requirements, for programs of interest; these requirements are identified in program literature and at informational meetings, and students may be advised to take a particular course in order to qualify. Special consideration is given to those students who have demonstrated particular interest and background in the disciplines offered.

Selection is made by a committee

including faculty, representatives from the dean's offices, and staff of the Center for Global Education.

#### **APPLICATION**

Application forms may be obtained at informational meetings or from the Center for Global Education in Trinity Hall.

Announcement of students invited to participate and status of alternates is normally made a few weeks after the application deadlines. These deadlines are late October for programs to be offered during the fall term of the following academic year and early March for programs to be offered during the spring term of the following academic year. A non-refundable deposit of \$350 is due after acceptance to secure a place in the program.

#### **ORIENTATION**

Selected students are expected to attend orientation meetings, do the required readings, and make other preparations as suggested for each program. For some programs there may be a required preparatory course in the semester prior to the semester off campus.

Orientation meetings, scheduled soon after the selection committee has announced its decisions, cover such matters as airline reservations, roommate selection, course registration, book requirements, and other academic, cultural, and administrative issues.

Further information about these programs, as well as additional study-abroad and student-exchange opportunities, is available from the Center for Global Education or by consulting the HWS Web pages. Students should consult the CGE Programs Handbook for specific program details such as program dates, course work, accommodations, eligibility, approximate cost, and group excursions. The following is a listing of the programs by type.

#### **DIRECT ENROLLMENT EXCHANGE PROGRAMS**

The Colleges have official exchange agreements with the following institutions: Curtin University of Technology, Perth, Australia; Tokyo Woman's Christian University, Tokyo, Japan (for William Smith students only); The University of Tuebingen, Tuebingen, Germany; Lingnan University, Hong Kong; and Yonsei University, Seoul, Korea.

In such exchanges, students typically choose from the regular university course offerings in a wide variety of subject areas, including humanities, sciences, social sciences, and fine arts. Students are assisted with housing at the partner school. Options usually include university dormitory space at modest prices, homestay possibilities, and private apartments. On all exchanges, participants pay their normal tuition to the Colleges, not to the exchange school. Living costs are the responsibility of the student, but financial aid can be applied toward these costs in the same way as it is on campus. Additional expenses include airfare, personal travel, entertainment, and books. Because the number of spaces on exchanges are very limited (usually no more than one or two per semester), applicants should have a solid GPA, 3.0 or above, and a strong personal statement that outlines clearly why participation in the exchange would help to fulfill academic and personal goals.

#### **URBAN STUDIES**

Students are encouraged to examine the opportunities for an off-campus American or international urban experience. Such experiences off campus are among the most powerful offered at HWS. There are many possibilities for studying in cities; perhaps most prominent among them are the Colleges' regular programs in Washington, D.C., and Los Angeles and, in any given year, there are a number of programs

based in major cities around the world. In Europe, regular programs are offered in London, Rome, and Galway, Ireland; in other parts of the world students can visit Cape Town, South Africa, Hanoi, Vietnam, and Quito, Ecuador. Other HWS world cities programs run on different schedules. In addition, the Colleges have consortial agreements with other colleges and universities for programs in Belgium, Japan, and India. Some of these accept students on a yearly basis, others go biannually. In all the above cases it is best to check with the Center for Global Education first to determine what programs are available; then, after a decision is made, students should contact the coordinator of the Urban Studies Program to determine how the course(s) taken in these places will count toward their Urban Studies major or minor.

### ARCHITECTURAL STUDIES

Students may choose to apply for entry into a number of suggested pre-architecture programs, including a semester of study in Copenhagen through Denmark's International Study Program (DIS), a two-semester program at Columbia University, held in both New York City and Paris, and a one- or two-semester program in Florence through Syracuse University, among others. These programs are usually attended during the junior year. Two years' work in studio art, history, urban studies, and related studies are suggested as preparation. More information on the architectural studies program is provided in the *Courses of Instruction* section.

A 3+4 cooperative program with Washington University in St. Louis, leading to a graduate degree in architecture, is also an available option. More information about this program is given in the *Joint Degree Programs* section.

### OFF-CAMPUS PROGRAMS

*Aix-en-Provence/Avignon, France*  
French language, art, art history  
(*Every Spring*)

*Auckland, New Zealand*  
Education, school internships  
(*Fall, Odd Year*)

*Bath, England (Advanced Studies in England)*  
Humanities, social sciences, psychology, internships (*Every Semester*)

*Beer-Sheva, Israel (Ben-Gurion University)*  
Middle East studies, Israeli culture and society (*Currently Suspended*)

*Boston, Mass.*  
Internships, urban studies (*Every Semester*)

*Beijing or Nanjing, China (Council on International Educational Exchange)*  
Chinese language, literature, culture, society, social science (*Every Semester*)

*Cape Town, South Africa*  
Africana studies, history, literature, sociology, and the natural sciences  
(*Spring, Odd Year*)

*Central Europe (Germany, Romania and Hungary)*  
Political science, social sciences, economics (*Every Fall*)

*Copenhagen, Denmark (Denmark's International Study Program)*  
Humanities, social sciences, pre-architecture, biology, chemistry, pre-health, education (*Every Semester*)

*St. Louis, Senegal*  
Africana studies, French language, francophone studies (*Spring, Even Year*)

OFF-CAMPUS STUDY

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*Dominican Republic* (DR Consortium)  
Spanish language, Latin American and Caribbean studies, women's studies (*Every Spring*)

*Galway, Ireland*  
Literature, Irish studies, humanities, social sciences, science (*Every Fall*)

*Geneva, Switzerland*  
Political science, economics, French language (*Spring, Even Year*)

*Hanoi, Vietnam*  
Asian studies, anthropology, sociology, Vietnamese language (*Every Fall*)

*Hikone, Japan* (Japan Center for Michigan Universities)  
Japanese language and culture (*Every Fall*)

*Hong Kong* (exchange, Lignan University)  
Asian studies, business, environmental studies, philosophy, psychology (*Every Semester*)

*Jaipur, India* (New York State Independent College Consortium for Study in India)  
Religious studies, social sciences, Hindi language (*Every Fall*)

*London, England*  
Humanities, social sciences, and internships (*Spring, Even Year*)

*Los Angeles, Calif.*  
Architecture, sociology, media studies, urban studies (*Spring, Even Year*)

*Madrid, Spain*  
Spanish language, culture, and society (*Fall, Odd Year*)

*New York City*  
Fine and performing arts, film, internships (*Fall, Even Year*)

*Perth, Australia* exchange  
All disciplines (*Every Semester*)

*Queensland, Australia*  
Sciences, ecology, field studies, Australian culture (*Every Fall*)

*Rome, Italy*  
Studio art and art history, humanities, Italian language and culture (*Every Spring*)

*Russia*  
Russian area studies, culture and society (*Every Semester*)

*Sao Paulo, Brazil*  
Latin American studies, Portuguese, gender studies (*Fall, Odd Year*)

*Seoul, Korea* (exchange Yonsei University)  
Asian languages (Korean) and culture (*Every Semester*)

*Ecuador/Peru*  
Environmental studies, Spanish language, Latin American studies (*Spring, Odd Year*)

*Taipei, Taiwan* (Council on International Educational Exchange)  
Chinese language, literature, culture, society, economics (*Every Semester*)

*Tokyo, Japan* (Tanaka Memorial Fund)  
Two-week program in Japanese culture (*Every June*)

*Tuebingen, Germany* (exchange, University of Tuebingen)  
German language and literature, other disciplines (*Every Semester*)

*Washington, D.C.*  
Political science, economics (*Fall, Even Year*)

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# HONORS AND AWARDS

## DEAN'S LIST

The Committee on Standards has established the following standards for this distinction: Students must complete four full credit courses or their equivalent for the academic semester; at least three of the courses must be taken for grades, with no grades below C-; courses taken for CR/NC must receive a grade of CR; no incomplete may be taken; and a grade point average of 3.5 must be attained.

The Dean's List is calculated each semester. A notation of this honor is made on the student's transcript.

## LATIN PRAISE

This is the highest recognition the faculty can bestow on a student for general academic excellence during his or her college career. Latin praise is voted for seniors only, each year at the final faculty meeting when degrees are voted. There are three degrees of praise: *cum laude* ("with praise"), *magna cum laude* ("with high praise"), and *summa cum laude* ("with highest praise").

The number of seniors graduating with some degree of Latin praise is approximately 20 percent of the class. Latin praise is noted on the student's official transcript.

## HONORS PROGRAM

The Honors Program is a distinctive feature of the Colleges, open to qualified students who wish to achieve a high level of excellence in their departmental or

individual majors. Working closely with an Honors adviser for the equivalent of one course per semester for two semesters, the student designs a project that is a focused scholarly, experimental, or artistic activity within the Honors field. Its basic value is to afford the student an opportunity for sustained, sophisticated work and for growth in self-understanding as the project develops. Results of Honors work are incorporated in an Honors paper and/or an artistic, musical, or theatrical production. Honors students take a written and an oral Honors examination. The oral is conducted by their individual Honors committee, which consist of two faculty members from the Colleges and a specialist in the field, usually from another college or university. Successful candidates receive their degree with Honors or High Honors, and that achievement is noted in the Commencement program, as well as on their permanent record. All Honors papers, including supplementary photographic materials and videotapes, are kept in a permanent collection in the Warren Hunting Smith Library. About eight percent of graduating seniors earn Honors.

Although "doing Honors" may assist students in pursuing their professional ambitions after graduation, such preparation is not the only objective of the program. During the more than 60 years that the Honors program has been in existence, it has responded to changing

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HONORS AND AWARDS

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educational needs, often anticipating them. In addition to traditional Honors projects in which the Honors “field” more or less coincides with the student’s departmental major, Honors work can be done in interdisciplinary subjects and in areas in which courses are not given. Purposeful off-campus activity, including study abroad, can become part of an Honors project and is encouraged.

**2005-2006 HONORS PROJECTS**

Ayokunle A. Abogan, *Economics*

The Economy of The Finger Lakes Region: A Model for Economic Development

Patrick A. McGuire, *Adviser*

Jill M. Bowman, *Economics*

The Economic Impact of the Wine Industry in New York State: Specifically, the Finger Lakes Region

Patrick A. McGuire, *Adviser*

Zachary P. Bullock, *Sociology*

Searching for Good Work and Social Affection: An Exploratory Study of Workers in Geneva, New York and Hanoi, Vietnam

James L. Spates, *Adviser*

Kathleen F. Bush, *Environmental Studies*

A Preliminary Study of Water Quality and Water Quality Protection in the Finger Lakes

John Halfman, *Adviser*

Jodi L. Connell, *Chemistry*

Mechanism and Kinetics of the Reaction of Allyl Bromides at Indium Surfaces: A Fundamental Study of Indium-Mediated Allylation

Walter J. Bowyer, *Adviser*

Lennox N. Debra, *English*

Lady Godiva’s Operation: A New Consciousness in *le sinthome* and *Finnegans Wake*

Jonathan W. Pickett, *Adviser*

Sarah E. DeGray, *Political Science*

Hip Hop and Authenticity: Navigating the Semiological, Ideological and Commercial Functions of Authenticity in Rap Music and Culture

Kevin C. Dunn, *Adviser*

Kathryn D. Feller, *Biology*

Characterization of an Ultraviolet Opsin in *Microchiroptera* Bats

Kristy L. Kenyon, *Adviser*

Matthew J. Garman, *Chemistry*

Novel Approach to Natural Product Synthesis: Aristolactam Alkaloids Preparation by Organopalladium Chemistry

Erin T. Pelkey, *Adviser*

Stephanie L. Goldson, *Economics*

The Development of the Hospitality Industry in Jamaica And Its Effect on the Overall GDP of the Country

Daniel McGowan, *Adviser*

James C. Gray, *Psychology*

Constraint Induced Learning: Conditioning, Compensation, and Metacognition in the Motor System

Uta Wolfe, *Adviser*

Michelle U. Grocke, *Economics*

The Overall Well-Being of the United States: An Analysis, a Critique and a New Perspective

Patrick A. McGuire, *Adviser*

Seraphine E. Hamilton, *Africana Studies*

Visualizing Survival: Three Films of the African-American Experience

Marilyn Jiménez, *Adviser*

Rachel A. Henderson, *Media and Society*

Young and Thin: Images of Women in the Media

Iva E. Deutchman, *Adviser*

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HONORS AND AWARDS

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Amanda M. Jantzi, *Political Science*  
The Immorality of Choice: An  
Analysis of the Abortion Rhetoric  
of the Christian Right  
*Cedric Johnson, Adviser*

Susan E. Jordan, *Russian Area Studies,  
History and Society*  
Post-Soviet Russian Women's  
Literature: A Historical and  
Feminist Analysis of Works by  
Liudmilla Petrushevskaia and  
Natalia Baranskaia  
*Kristen E. Welsh, Adviser*

Kara J. Kenney, *Art History*  
The Reading of Pictorial Imagery:  
Empress Yang's Collaboration with  
Xia Gui on *Twelve Views of Landscape*  
*Lara C. W. Blanchard, Adviser*

Sean A. Kipperman, *Physics*  
Investigations Into the Effects of  
Thermal Noise on LIGO's Detection  
of Gravitational Waves  
*Steven D. Penn, Adviser*

Sarah M. Kirchoff, *Art History*  
Matron, Virgin, Fallen Woman:  
Female Sexuality as Commodity in  
Ancient Rome  
*Michael C. Tinkler, Adviser*

Suprita Kudesia, *Psychology*  
Pet Facilitated Therapy: Exploring the  
Forgotten Perspectives of Pet Handlers  
*Michelle L. Rizzella/Andrew S. Walters,  
Advisers*

Sandra M. Maroska, *History*  
Tuberculosis: From Afterthought to  
DOTS - Evaluating the Successes  
and Failures of Technical TB  
Control Programs in an Historical  
Framework  
*Derek S. Linton, Adviser*

Philip J. Recchio, *Religious Studies*  
Liberation Theology: A Continuation  
of the Christian-Marxist Dialogue  
*Hyo-Dong Lee, Adviser*

Carolyn J. Smith, *Sociology*  
Educating World Citizens: The Effect  
of the BRIDGE Program on Students'  
Global Perspectives  
*Jack D. Harris, Adviser*

Peter J. Smith, *Public Policy*  
A Critical Analysis of the Larger  
Lesbian and Gay Social Movement:  
Strategies for Success  
*Craig A. Rimmerman, Adviser*

Alyson C. Spery, *Public Policy*  
Youth Court: An Effective Alternative  
to Traditional Juvenile Justice?  
*Jack D. Harris, Adviser*

Jennifer E. Thorne, *Sociology*  
Working with Death: A Case Study  
of Hospice Work in the Finger  
Lakes Region  
*T. Dunbar Moodie, Adviser*

Colleen Wahl, *Dance/Arts and Education*  
The Role of the Body in Creativity:  
Cultivating Creative Bodies  
*Cadence Whittier, Adviser*

Pria D. Young, *Chemistry*  
Controlled Architecture of Molecular  
Wire Candidates: Construction of  
Ferrocene Based Systems  
*Christine M. R. de Denus, Adviser*

### HONOR SOCIETIES

Phi Beta Kappa is represented at William Smith and Hobart by the Zeta Chapter of New York. Each spring, students from the junior and senior classes of both Colleges are chosen to become members. This is the highest academic honor an undergraduate can achieve and is based on their GPA and breadth of coursework across the divisions.

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Other scholastic honor societies are Sigma Xi (scientific research society); Phi Lambda Upsilon (national honorary chemical society); Omicron Delta Epsilon (honorary economics society); Eta Sigma Phi (national honorary classics society); Pi Sigma Alpha (honorary political science society); and Lambda Pi Eta, Nu Omega Chapter (national honorary society in communications).

Hai Timiai is the senior honor society at William Smith. Its members are chosen each year for their outstanding achievements in scholarship, leadership, character, and service by the outgoing senior members.

The Laurel Society is the junior class honor society for William Smith women, which was founded in 1998 to honor the College's 90th anniversary. Women who are selected for membership have demonstrated a commitment to the community through their involvement on campus, which may include leadership ability, participation in clubs, organizations, or athletics, academic achievement, social awareness, and community service.

The Hobart Druid Society was formed in 1903, to bring together a group of senior leaders to further the ideals of the College: character, loyalty and leadership. According to legend, the Seneca brave Agayentah presented a Hobart student with his oar at Charter Day in the late 1800s as a reminder not to forget those who have come before. The passing of the oar at each subsequent Charter Day, therefore, symbolizes the link between generations of five to seven Hobart men, chosen by their peers, who epitomize those cardinal virtues.

Chimera is the junior honor society, founded also in 1903, to acknowledge those men at the College who, as sophomores, exemplify those same cardinal virtues which set apart those several students selected into the Druid Society. Like their Druid counterparts, Chimerans are inducted on Charter Day.

The Orange Key honor society entered Hobart history in 1923 to honor those rising sophomores who had distinguished themselves in their first year at the College. Nomination is by one's peers and election by the preceding members of Orange Key.

### **ENDOWED FUNDS AND SCHOLARSHIPS**

A considerable number of endowed scholarships and prizes are among the memorial and commemorative funds that have been established at the Colleges over the past 150 years. In addition to these endowed funds, grants in support of scholarship aid, prize awards, library support, and other special purposes are received annually from generous friends.

A list of endowed funds and awards is listed under *Directories*.

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# STUDENT LIFE

Life at Hobart and William Smith Colleges is that of community. A limited student enrollment, drawn from many areas and backgrounds, and a distinguished faculty produce an atmosphere conducive to individual effort and achievement. In co-curricular, as in academic matters, students play a major role in their own governance. From helping to enforce their own residence regulations and guidelines for student conduct, to overseeing many co-curricular programs, students are involved in shaping the campus lifestyle. Many campus committees encourage student membership, and two students—one senior from each college—are voting members of the Colleges' Board of Trustees.

## **RESIDENTIAL EDUCATION**

Hobart and William Smith Colleges are residential colleges. The Colleges seek to provide students with a comfortable and attractive living environment, designed to support the Colleges' mission while fostering the development of interpersonal skills, moral reasoning, sense of self, well-being, and a strong commitment to the community.

## **CAMPUS HOUSING**

A variety of single-college and mixed college residences, including theme houses, cooperatives, townhouses and traditional residence halls, are available. Theme houses, of which there are more than a dozen, include a community service

house, a leadership house for each College, a vegetarian house, a writers' house, a substance free house, a gender equity house, and more.

All students are required to live in college residences. Housing for first-year students is based on first-year seminar assignments and questionnaire responses. After the first year, housing assignments are determined by lotteries and other housing processes conducted during spring semester.

## **FRATERNITY HOUSING**

Some upperclass Hobart students choose to live in one of five fraternity houses. There are no sororities at William Smith.

## **OFF-CAMPUS HOUSING**

The limited number of seniors (approximately 70) granted permission to live off-campus are responsible for locating their own living quarters and then providing the Colleges with their address and phone numbers by the first week of the semester. The Colleges place an emphasis on citizenship and helping students gain an understanding of the responsibilities of residential community living. Students who abuse this responsibility may lose the privilege of their off-campus status.

## **MEAL PLANS**

All students except co-op, fraternity and a few small house residents, are required to participate in a full meal plan, (Geneva, Seneca or Finger Lakes plan).

The dining service offers a varied menu, selected to accommodate regular, vegetarian, and special diets. Participating students may take their meals in Saga Hall in the Scandling Center. Students in selected small houses have a choice of one of the full meal plans or the Partial plan (115 meals/semester). Students who live in fraternities or live off campus have two additional board options: a 45 meal/semester plan, or a 90 meal/semester plan.

### STUDENT GOVERNMENTS

Hobart College and William Smith College have separate student governments, each with its own jurisdictions and powers. Together, they fund clubs and maintain several joint committees (*e.g.*, social affairs).

Every enrolled student is a member of student government (Hobart Student Government or William Smith Congress). Voting members are elected within residence halls. Students who live off campus elect representatives as well. The executive board is elected at large by the student body.

The governments have three major functions: coordinating the advisory roles performed by students on trustee, faculty, and administrative committees; legislating the uses of student activities monies; and representing and voicing the views of students about campus issues. Through their representatives to trustee, faculty, and administrative committees, the governments exert and shape student influence at nearly every level of decision-making within the institution. The governments are represented by several standing committees such as Academic Affairs, Room Selection, Social Affairs, and Finance.

### CULTURAL LIFE

#### ART

An art gallery at Houghton House provides an excellent space for six or seven art exhibitions each year. These

exhibitions include works by artists with international reputations as well as by young artists early in their careers. Studio classes regularly visit and discuss these exhibitions. Students enrolled in ART 440 *The Art Museum* organize an exhibition as a class project. At the end of every year, an exhibition of student art work is displayed.

A formal opening marks the start of each exhibition. Openings are generally held on a Friday night, and include a reception for the artist. These are important social and cultural occasions open to the campus and Geneva community.

Independent studio work is encouraged. Access to studios is available to students not enrolled in classes if permission is obtained from an art department faculty member. There is also a model scheduled one night a week at the Carriage House, in an informal program open to any member of the campus who wishes to pursue her or his own visual interests by drawing and painting directly from the human form.

#### DANCE

Dance education offered by the Colleges not only encourages growth in artistic creativity and dance technique but also provides a foundation for graduates seeking careers in the dance field: teaching, dance therapy, movement science, research and other professional work. This education takes place in the classroom and in the studio, with the dance faculty and with a lively student dance club.

The Department of Dance offers a variety of courses suited to the interests and needs of students pursuing a serious study of dance as well as those seeking knowledge and understanding of the art form. The dance courses, in conjunction with related cognates and electives, fulfill the requirements for either a disciplinary or an interdisciplinary major in dance.

The Department of Dance has four

full-time faculty members and additional adjunct faculty, two accompanists, a technical director, and a lighting designer. Annually, the faculty is supplemented by residencies of guest artists and choreographers. The facilities include a dance studio and a gymnasium-theatre. Dance Ensemble, the department's performance company, is showcased annually in the Spring Faculty Dance Concert. The department also presents informal performances throughout the semester.

The student dance collective, Koshare, provides additional performance opportunities for dancers and choreographers and is open to all interested students.

### **MUSIC**

Students have many opportunities to take private music lessons and to participate in musical ensembles. They include: private instruction in piano, organ, voice, guitar, brass, string and woodwinds.

For instrumentalists, the Woodwind, String, Brass and Jazz Ensembles are open to Hobart and William Smith students by audition. Opportunities for students to play classical repertory are enhanced by the formation of additional chamber groups, dependent on student interest in a given year. For vocalists, the Colleges Chorale, *Cantori* and Community Chorus present a wide range of high-quality choral works for mixed voices.

For classical music lovers, both the Syracuse and the Rochester Philharmonic Orchestras present several concerts a year at the nearby Smith Opera House for the Performing Arts. The music department hosts guest artists as well. In addition, Hobart and William Smith student clubs are encouraged to organize regional outings to performing arts events in Rochester, Ithaca, and Syracuse.

### **THEATRE**

The active theatre and drama program at the Colleges provides students with a solid foundation that, in keeping with its close-

knit relationship with the English department, is both performance-oriented and theoretically based.

The core of the program includes a basic curriculum in theatre skills, drama study, and faculty-directed mainstage productions. Recent productions, such as *Twelfth Night*, *Absent Friends*, and *A Hard Heart*, attest to the dual emphasis on the best in contemporary and classical drama. Classes given by the program constitute a substantive basis for further study and professional training or an elective facet of the Colleges' arts and humanities program. Practicum courses in acting and playwriting are complemented by academic courses on world drama and theatre history.

The Phoenix Players, a student-managed organization, present a variety of work acted, designed, and directed by students. Recent productions include one-act plays by David Mamet, Christopher Hampton, and student playwrights. Both Phoenix Players' and Bartlett Theatre productions take place in the Blanchard Howard Bartlett Theatre located in Coxe Hall, as well as in other less formal venues around campus.

### **VISITING SPEAKERS/PERFORMERS**

Although academic departments and programs and administrative offices play an important role in providing a wide variety of cultural offerings, many campus events are initiated, funded, and organized by students. Many clubs and organizations sponsor a varied program of speakers and performers. Recent visitors to campus have included Charles MacCormack, Bill Shore, Gaddi Vasquez, Grover Norquist, Jim Hightower, David Gergen and Helen Thomas.

### **CO-CURRICULAR ACTIVITIES**

#### **STUDENT ORGANIZATIONS**

There are a variety of campus clubs and organizations financed by student

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STUDENT LIFE

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activities fees through the Hobart Student Government and William Smith Congress. Club activities vary somewhat from year to year in response to student interests. Students with a shared interest may seek formal recognition and financial support for a new club or organization by petitioning their student governments.

Some of the current student organizations include:

**Advocacy Groups**

AIDS Awareness  
Campus Greens (environmental group)  
College Democrats  
College Republicans  
Habitat for Humanity  
NARAL Pro-Choice  
Progressive Student Union  
Safer Sex Collective

**Arts**

A Perfect Third (co-ed *a cappella*)  
Anime Central  
Artist Collective  
*Cantori* (voice)  
Colleges Chorale  
Hobartones (men's *a cappella*)  
It Might Be Funny (improv group)  
Jazz Ensemble  
Koshare (dance)  
Phoenix Players (theatre)  
Three Miles Lost (women's *a cappella*)

**Educational**

Architectural Club  
Chemistry Club  
Glassblowing Club  
HWS Debate Team  
HWS Investment Club  
Math Club  
Physics Club

**Intercultural**

Asian Student Union  
Caribbean Student Association  
International Students Club

Latin American Organization  
Pride Alliance (Gay, Lesbian, Bisexual, and Friends Network)  
Sankofa  
Women's Collective

**Leadership**

Chimera (Hobart junior honor society)  
Hobart Student Government  
Druid Society (Hobart senior honor society)  
Inter-Fraternity Council  
Hai Timiai (William Smith honor society)  
Laurel Society (William Smith junior honor society)  
Orange Key (Hobart sophomore honor society)  
William Smith Congress

**Media and Publications**

*Echo and Pine* (yearbook)  
*Martini* (magazine)  
Media Society  
*Scry* (literary magazine)  
*The Herald* (weekly newspaper)  
*TheI* (magazine)  
WEOS (radio)

**Community Service**

America Reads  
Geneva Heroes

**Religious**

Bible Study  
Hillel  
InterVarsity Christian Fellowship  
Newman Community

**Sport and Recreation**

Bujinkan Budo Club  
Chess Club  
Concrete Dance Club  
Cycling Club  
Fencing  
Field Hockey (WS)  
Heron Society  
Hip Notiqs Step Team  
Ice Hockey (H)  
Ice Hockey (WS)

Lacrosse Club (H)  
 Lacrosse Club (WS)  
 Leisure Club  
 Outdoor Club  
 Rugby Club (H)  
 Rugby Club (WS)  
 Seneca Flyers (ultimate Frisbee)  
 Seneca Lacrosse (HWS)  
 Ski Racing Club  
 Statesmen Athletic Association  
 Track and Field (HWS)

### **Social**

Campus Activities Board

### **STUDENT MEDIA**

At the Colleges, several groups give the campus specialized news and feature coverage and provide students with a training ground for careers in communications.

*The Herald* is the oldest continuously published newspaper in Geneva and is published once a week throughout the school year. Staffed entirely by students, *The Herald* offers experience in photography, journalism, desktop publishing, and business.

*Echo and Pine* is the yearbook, published annually.

*Thel* is the annual student literary magazine, featuring student poetry, prose, photography and art.

WEOS-FM, the Colleges' 4,000-watt campus radio station, is a member of National Public Radio, and offers a comprehensive broadcast schedule of public affairs, sports, information and entertainment programs. Staffed by student and community volunteers, WEOS broadcasts around the clock to the Colleges' community and the Finger Lakes region, airing both locally produced programs and those of Public Radio International and the BBC.

### **SOCIAL FACILITIES**

A variety of social areas are available for community use. The Cellar, located in the basement of Coxe Hall, combines a pub and coffeehouse. Frequent weekend entertainment is provided. In addition, The Barn provides space for both large and small gatherings. The Café and the Creedon and Wasey Rooms in the Scandling Center serve as gathering places for students and members of the faculty.

### **FRATERNITIES**

There are five fraternities at Hobart with national affiliation: Sigma Chi, Chi Phi, Kappa Alpha, Delta Chi, and Kappa Sigma.

### **SPIRITUAL LIFE**

The Religious Life Office located in St. John's Chapel serves the campus as a center for spiritual life and pastoral care.

St. John's Chapel offers weekly and special programs of hospitality, service, fellowship, education, reflection, study and worship.

The Chaplain and the Hillel Programs Professional serve as on-campus pastors, teachers, counselors, and resource persons. Students seek them out to talk over personal or family crises, relationship problems, questions of belief, adjustment issues, faith and politics, sexuality and many other topics.

Weekly worship and prayer services offered by campus groups include Episcopal, Jewish, Roman Catholic, Evangelical Christian, Buddhist and Muslim traditions. There are also weekly services in the Quaker and Black Church traditions.

St. John's Chapel and Hobart College have historic and continuing ties with the Episcopal Church. The Chaplain, who serves all members of the Colleges' community regardless of religious affiliation, is an Episcopal priest. The Bishop of the Episcopal Diocese of Rochester serves on the Board of Trustees. Episcopal Eucharist is offered weekly.

The clergy of the Roman Catholic Community of Geneva work in association with the Religious Life Office to serve the Roman Catholic students. In addition to saying weekly Masses in the Chapel, the clergy hold weekly office hours.

In addition to its own programs and services, the Religious Life Office provides students with information on programs and services offered at Geneva area churches and synagogues.

### COMMUNITY SERVICE

Hobart and William Smith Colleges are committed to the idea that civic engagement plays a central role in fostering students' personal and social development and is a vital component in a liberal arts education. Through public service, students' assumptions are challenged, their perspectives broadened, their voices strengthened, and they learn to become active, engaged citizens. The Colleges are committed to turning their vision of community service into reality through new and ongoing initiatives involving students, faculty, staff, and meaningful partnerships with community agencies. Staff from the Colleges were instrumental in the formation of the New York Campus Compact, an organization of college and university presidents committed to public service and civic engagement on their campuses. The Colleges' commitment to service was recognized with inclusion as one of 81 colleges in the Princeton Review's *Colleges With a Conscience*.

The Colleges have developed an academic curriculum that recognizes the educational value of service. The American Commitments service-learning program and the public service minor offer students an experiential component within academic courses. Through meaningful reflection activity, students relate their service experience to the course content, thereby enriching their classroom learning. Incoming first-year

students participate in a service-learning project as part of Orientation, read a chapter of Bill Shore's *The Cathedral Within*, and go into the community to work with an agency.

In addition, the Public Service Office, located in Trinity Hall, works with students individually to identify opportunities for ongoing community involvement and oversees the America Reads and Jumpstart programs, which mobilize nearly 100 HWS tutors each year to work in local elementary schools and Head Start programs as part of their college work-study position. The Colleges also sponsor Alternative Spring Break trips each year. In previous years, students have spent a week working with children in a North Carolina school, helping with environmental projects at a state park in Virginia, and assisting residents of St. Bernard Parish, La., in Hurricane Katrina recovery efforts.

Many groups on campus direct their efforts toward community service. Geneva Heroes, a 10-week community service and leadership corps for approximately 20 eighth graders, is created, staffed and run by HWS students. A campus chapter of Habitat for Humanity assists area affiliates with home building and sponsors its own spring trip. S.O.S. (Students Organized for Service) coordinates a variety of service projects on campus and at various community agencies. This includes the annual Holiday Project through the Community Action Partnership agency that provides gifts for 15 area families. Two months a year volunteers from the Colleges prepare and serve the Thursday meals at the local soup kitchen. HWS Votes! is the continuing campus voter registration and education program.

In April 1994, a group of HWS students, faculty, and staff joined with many local community members to organize "Celebrate Service, Celebrate Geneva," a day of community service that

mobilized more than 500 volunteers to provide community service at approximately 50 sites across Geneva. Now an annual event, Day of Service continues to organize as many as 750 campus and community volunteers working at a number of agencies.

In addition, students coordinate an after-school mentoring program, sponsor Red Cross blood drives, and host Halloween activities for children. The residential education program, fraternities, and athletics teams work with the Public Service Office to support various local community and national agencies, including the Boys and Girls Clubs, United Way, YMCA, Finger Lakes Visiting Nurse Service, Rotary Club programs and the Geneva Food Pantry, through ongoing partnerships and volunteer fund-raising efforts, such as the Charity Ball.

Students interested in living with others committed to service may apply to live in Community Service House, a theme house in which residents work weekly at various local agencies and develop larger, house-wide projects.

## **ATHLETICS, PHYSICAL EDUCATION, AND RECREATION**

### **HOBART**

Hobart athletics seeks to afford experience in intercollegiate sports to as many men as possible. Annually, about one-third of the Hobart student body participates in intercollegiate athletics. Many participate on more than one team. While student athletes are encouraged to strive to fulfill their athletic potential, emphasis is placed on achieving a healthy balance between their scholastic and athletic endeavors. The broad-based program receives excellent support in the areas of equipment, facilities, staff, and sports medicine.

Under the supervision of the Department of Athletics, Hobart fields intercollegiate teams in football, soccer, basketball,

ice hockey, squash, cross country, lacrosse, golf, and tennis. Hobart is a member of Division III of the National Collegiate Athletic Association and competes in this division in all sports except lacrosse. Since 1995, Hobart has competed in lacrosse at the Division I level.

Since 1980, Hobart College has won 18 national championships, three Eastern College Athletic Conference regional titles, and 16 conference championships.

### **WILLIAM SMITH**

The Department of Athletics, Physical Education and Recreation has as its foundation an educational philosophy that emphasizes the importance of the medium of movement as a learning vehicle for individual growth and development. Recognizing that students learn in a variety of ways and through a variety of experiences, the department provides a wide range of activity courses and a comprehensive intercollegiate athletics program. Certain activity courses are offered for credit, others are offered for no credit. Students may select from team sports, individual sports, fitness, wellness, and aquatics classes. Included in the offerings are soccer, lacrosse, tennis, skating, squash, skiing, swimming, scuba diving, weight training, conditioning, aerobics, and more.

Designated as a Division III institution, William Smith engages in varsity competition in the following sports: basketball, crew, cross country, field hockey, golf, lacrosse, soccer, swimming and diving, tennis, sailing, and squash. Soccer provides opportunities at the junior varsity level as well.

William Smith is a member of the Liberty League, MAISA, NCAA, and ECAC.

Through their membership in the William Smith Athletic Advisory Council, student-athletes play a significant role in the operations of the athletics

department. They select a board of team representatives who work closely with the athletics director, providing input in policy development.

**RECREATION AND INTRAMURALS**

The Colleges provide an extensive recreation and intramural sports program for those who enjoy sports activities but don't necessarily wish to compete on the intercollegiate level. This enables each student to choose the activities that best satisfy his or her needs. Walleyball, touch football, basketball, volleyball, soccer, softball, and a host of other team and individual sports are available.

**PHYSICAL EDUCATION CLASSES**

The Colleges also offer a wide variety of physical education classes (some are credit-bearing courses) designed to develop skills in activities that can be performed throughout one's life. These classes, which range from scuba diving to ice skating, are instructed by staff members who have significant experience and expertise in that related activity.

**CLUB SPORTS**

Club sports include rugby, bicycling, field hockey, fencing, ice hockey, lacrosse, and skiing. These sports are organized under the Office of Student Life and Leadership and do not carry varsity or intercollegiate status.

**OUTDOOR RECREATION PROGRAM (ORAP)**

ORAP provides both structured and unstructured recreational opportunities for outdoor enthusiasts in the Hobart and William Smith Colleges community. In addition, a concerted effort is made to introduce novices to a variety of outdoor activities.

This program sponsors a combination of courses, clinics, and outings throughout the school year. Examples of instructional courses and clinics which may be offered are: hiking and backpacking, kayaking, ice climbing, nordic skiing, spelunking, and ice skating.

Dates and times of programs are publicized and a fee is charged to cover equipment and administrative costs. A resource center and an equipment rental system also provide individuals with the means to coordinate their own outings.

**THE WELLNESS PROGRAM**

As an extension of the physical education program, the wellness program emphasizes the interrelationships between nutrition, stress management, fitness, and mental and physical well-being. More information about the program can be obtained by contacting the director of the Sport and Recreation Center.

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# ADMISSIONS EXPENSES FINANCIAL AID

## **ADMISSIONS**

Hobart and William Smith Colleges are exclusive users of the Common Application that is accessible from our Web site: [www.hws.edu/admissions](http://www.hws.edu/admissions). Alternatively, students may obtain a copy of the Common Application in their high school's college counseling office or at [www.commonapp.org](http://www.commonapp.org). In addition, students must file the Hobart and William Smith Colleges Supplement to the Common Application.

Applications should be submitted to the Office of Admissions no later than February 1 of the senior year in high school, if the student is applying under the Regular Decision admission plan. (Students applying for the Trustee Scholars, Blackwell Medical Scholars or Arts Scholars programs should consult the Colleges' Web site for further information regarding deadlines and requirements.)

The Colleges offer two deadlines for Early Decision: November 15 and January 1. All candidates are urged to submit their application materials well in advance of the deadline. A \$45 non-refundable fee must accompany the application before it can be processed. Please note: The application fee is waived for all applications submitted electronically.

All applicants who wish to apply for financial aid must submit both the CSS Profile and the Free Application for Federal Student Aid (FAFSA). The Profile should be completed by the

student by February 15. The CSS code for Hobart and William Smith Colleges is 2294. The FAFSA must be completed by February 15. The Federal code for Hobart and William Smith Colleges is 002731.

Candidates are encouraged to contact the Office of Financial Aid Services should they need assistance. For more information, refer to the *Financial Aid* section.

## **ACADEMIC PREPARATION**

Candidates must offer a strong and well-balanced secondary school record. In addition to involvement in community and school activities, special talents are also considered.

Candidates for admission are expected to complete a secondary school program with a minimum of four academic subjects each year, and that program should include four years of English, three or more years of mathematics, three or more years of social science, three or more years of science, and two or more years of a foreign language.

We recognize that school criteria vary, and therefore are willing to consider applications from students whose preparation for college differs from the suggested plan of study where there is clear evidence of continuity in the study of fundamental subjects and readiness for college.

**APPLICATION PROCEDURE**

All candidates must submit the following materials to the Office of Admissions:

1) A completed Common Application to Hobart and William Smith Colleges and the accompanying \$45 application fee.

2) The Hobart and William Smith Supplement to the Common Application.

3) *Secondary-school Report*: All applicants are responsible for having their secondary-school transcript sent to the Office of Admissions. Forms for this purpose, as well as for reporting senior mid-year grades, are available with the Common Application.

4) *Standardized test scores*: Beginning with the class entering the Colleges in the fall of 2007, standardized test scores will be an optional part of the admission process. Students have the option to submit their scores if they believe the results present a fuller picture of their achievements and potential. Students who opt not to submit scores will be at no disadvantage in the admission evaluation process. Please note: Students applying for either the Trustee or Blackwell Scholars program will be required to submit scores either from the SAT Reasoning test or the ACT test.

5) *Recommendations*: In addition to the high-school counselor's recommendation, Hobart and William Smith require a recommendation from an 11th or 12th grade teacher in one of the following subject areas: English, history/social sciences, mathematics, science or foreign language.

Candidates are notified by the last week in March of the action taken on their application. Financial-aid applicants receive a response from the Office of Financial Aid shortly thereafter. Hobart and William Smith Colleges participate in the Candidates Reply Date Agreement of the College Entrance Examination Board. Under the terms of this agreement, successful candidates for admission are expected to confirm their intention to attend the Colleges by

May 1 and pay the non-refundable matriculation fee of \$300. Final acceptances are contingent upon successful completion of their last term in secondary school. A medical form will be sent to the incoming first-year students after May 1 and must be returned prior to the students' arrival on campus for fall registration.

**CAMPUS VISIT AND INTERVIEW**

A campus visit is highly recommended. Typically, the visit will include a personal interview and a student-guided tour of campus. The interview is recommended but not required unless the student is applying for the Trustee Scholars program. Alumni or alumnae interviews may be arranged in many areas of the country by contacting the admissions office.

During the academic year, the Office of Admissions is open from 8:30 a.m. until 5 p.m., Monday through Friday; and from 9 a.m. until 2 p.m. most Saturdays. During the summer, the office closes at 4:30 p.m. and is open most Saturdays in July and August for campus tours and information sessions.

Appointments may be made by calling the Office of Admissions at 315-781-3622 or toll free at 800-852-2256.

Prospective students are advised to arrange for their interviews well in advance of the time they wish to visit. Students who wish to come for a day visit or stay overnight should request to do so two weeks ahead of their visit. Overnight visits can be arranged for high school seniors from mid-September through early December, and February through April.

**EARLY DECISION PLAN**

Students who have selected Hobart College or William Smith College as their first choice are encouraged to apply under the Early Decision plan. The Colleges offer two deadlines to those students who wish to exercise this option: November 15, with notification

December 15; or January 1, with notification February 1. In addition, students who have applied under the Regular Decision option, and whose files are complete, may change their status to Early Decision until February 15 and will be notified within four weeks. The Early Decision Agreement form, available with the Common Application, must be signed by the student, as well as by the college counselor or guidance counselor and a parent or guardian. This, and all related application materials, may be accessed on the Colleges' Web site, [www.hws.edu/admissions](http://www.hws.edu/admissions). Senior grades (either first-quarter or first-trimester) must be sent as well.

Students admitted under the Early Decision plan are expected to forward the matriculation fee within two weeks of notification of admission and withdraw all applications to other colleges. Candidates who are not granted admission under the Early Decision plan may be deferred for consideration in March.

Students who seek financial assistance under the Early Decision plan should submit the College Scholarship Service (CSS) Financial Aid Profile Registration Form to CSS no later than December 1.

#### **EARLY ADMISSION**

The Colleges offer an Early Admission Plan to particularly strong students who intend to complete their secondary-school preparation in three years.

In addition to following the procedures for admission outlined above, a personal interview is *required* for Early Admission candidates. Evidence of maturity and readiness to undertake the academic and social demands of a residential undergraduate institution are weighed by the Committee on Admissions. The recommendation of their principal or guidance counselor is carefully considered.

#### **DEFERRED ADMISSION**

Students who have been accepted for admission and have paid the required matriculation fee may elect to delay the start of their academic career for as long as two years. These students must give notice to the Director of Admissions in writing and submit a brief description of what they hope to do in the interim.

#### **HEOP (HIGHER EDUCATION OPPORTUNITY PROGRAM)**

New York residents who meet the state-mandated guidelines may apply to Hobart and William Smith under the Higher Education Opportunity Program for economically and educationally disadvantaged students. For further information, contact the Director of Opportunity Programs at Hobart and William Smith.

New York residents who meet the guidelines may apply to Hobart or William Smith under the Higher Education Opportunity Program for economically and educationally disadvantaged students. For further information, contact the director of the program at the Colleges.

#### **ADVANCED PLACEMENT**

Enrolled students who have achieved scores of four or five on an advanced placement test receive course credit toward graduation.

#### **INTERNATIONAL BACCALAUREATE**

Hobart and William Smith Colleges recognize academic work taken toward the International Baccalaureate and grant credit for specific performance levels on the exams for higher-level courses. The amount of credit is determined after an official copy of results has been received by the Registrar's Office. Guidelines for the granting of credit are comparable to those for Advanced Placement exams, with scores of 5, 6, or 7 generally receiving credit.

### **INTERNATIONAL STUDENTS**

The Colleges welcome applications from international students. Applications are due March 1. Students whose native language is not English must present scores from one of the following: the Test of English as a Foreign Language (TOEFL), the English Language Proficiency Test (ELPT), the International English Language Testing System (IELTS), the SAT Reasoning test, or the ACT. Students should designate Hobart and William Smith Colleges as a recipient of these scores when they register to take these examinations. International students for whom English is their native language are not required to submit standardized test scores.

### **TRANSFER STUDENTS**

The Colleges annually receive applications from qualified students who wish to transfer from either two-year or four-year institutions. Applications are reviewed and decisions made on a rolling basis upon receipt of all credentials. Transfer students may be admitted at the beginning of either the fall or spring semester. Students should offer at least one full year of undergraduate work. Exceptions may be made at the discretion of the Director of Admissions.

In addition to a transfer application and a non-refundable application fee of \$45, candidates must forward to the Office of Admissions the following credentials: 1) an official transcript; 2) a final high school transcript; 3) a recommendation from the academic dean; and 4) a recommendation from a professor at their current institution.

Candidates are encouraged to visit campus. An admissions interview provides the opportunity for the Colleges to assess the candidate's status as a transfer student. A visit to the Colleges allows the student an opportunity to consult with faculty members in his or her proposed field of study.

Hobart and William Smith Colleges

accept a maximum of two years' work in transfer from other undergraduate institutions. Most transfer applicants possess at least a solid B grade average. Transfer credits are used to determine placement in the curriculum. Only courses in which a student has received a grade of at least C or its equivalent are considered for transfer credit. Transfer students must spend a minimum of two years in residence at the Colleges. Exceptions may be made at the discretion of the appropriate dean.

### **LIFELONG LEARNERS**

This program provides an opportunity for adult learners to attend college, either full- or part-time, with services geared to their special needs. It is designed for students who have interrupted or delayed their college careers, for those in need of refresher courses prior to entering a new field, and for those pursuing further education. Students are incorporated into the regular academic program of the Colleges and take their courses for academic credit. An on-campus admissions interview is required for consideration. For more information, contact the Office of Admissions.

### **GRADUATE ATTENDEE PROGRAM**

Graduates of Hobart College or William Smith College who are five or more years beyond graduation are eligible to take one or two courses per semester tuition free.

Most courses are open to graduate attendees, by permission of the instructor, except for the following: first-year seminars, bidisciplinary courses, the teacher certification program, applied music courses, self-instructional language programs, and off-campus programs. Courses are available on a space-available basis only, after regular undergraduates have preregistered for the next term, inclusive of seats in introductory courses held for entering first-year students.

Interested alumnae and alumni should direct inquiries to the provost's office no later than six weeks prior to the intended first semester of registration.

Graduate attendees are fully registered students, subject to all policies governing students' academic conduct generally, including the Colleges' grading and withdrawal policies. Graduate attendees are responsible for all course work, including written work and examinations, attendance, and required out-of-class field trips, projects, etc. Courses must be taken for credit, and an official transcript of all work attempted is maintained by the registrar. Work so certified is generally treated by other institutions as fully transferable credit, subject to their own policies and procedures.

#### **VISITING STUDENTS**

The Colleges welcome students from other institutions who wish to spend part of their academic careers at Hobart and William Smith. Visiting students are admitted as space allows. Inquiries should be directed to the dean of Hobart College or the dean of William Smith College.

#### **SPECIAL STUDENTS**

Students who are not candidates for a degree are admitted to courses only with approval of the respective college's dean and permission from the instructor, who determines their qualifications to undertake the work.

Financial aid is not available to special students, and they may not register until all matriculated students have selected their courses.

Special students who wish to work toward a degree must go through formal admissions procedures and matriculate when their dean indicates that it is necessary.

#### **EXPENSES**

The following table contains standard fees established in May 2006 for the 2006-2007 academic year. (The *Student Accounts Bulletin* provides policy and fee information for the current year.) Other fees and deposits may be established from time to time by action of the Board of Trustees. Books, personal expenses, travel, recreation, laundry, and incidentals vary with the individual. The average cost of such expenses, however, may be averaged at \$1,660.

Charges of the Colleges are subject to adjustment, as authorized by the Board of Trustees. In such cases, due notice is given.

##### *Annual Standard Fees*

Tuition	\$33,730
Room and board	<u>8,828*</u>
	\$42,558

\*Eleven cooperative houses are available for students demonstrating financial need. Annual room charges are \$4,674, and board charges are \$1,200. A meal contract is mandatory for all students. Refer to the board plan bulletin for meal-plan options. The rate for the 15-meals/week plan is included in the above rates.

<i>Student Activity Fee</i>	\$266
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The student activity fee is assessed by the students upon themselves for the support of undergraduate activities. As a convenience to the Hobart Student Government and the William Smith Congress, this fee is billed and collected by the Colleges.

#### **GENERAL FEES FOR ENTERING STUDENTS**

<i>Application Fee</i>	\$45
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Payable at the time application for admission is filed, and not refundable.

<i>Matriculation Fee</i>	\$300
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Payable on the candidates reply date of May 1 and not refundable. Early decision candidates must pay this fee within two weeks of notification of admission. (Refer to the *Early Decision Plan* section.)

Candidates accepted after that date must

pay the fee within one week of acceptance. In both cases, it is credited to the institutional deposit.

*Institutional Deposit*      \$300

A deposit to cover either damage incurred to property of the Colleges or other expenses incurred by the student. At the Colleges' discretion, it may be used to pay for expenses incurred by the student that remain unpaid when the student leaves the Colleges permanently. In addition, students who are not returning for a semester must notify the appropriate dean's office no later than 30 days before the start of the semester or the institutional deposit is forfeited.

**GENERAL FEE FOR RETURNING STUDENTS**

*Enrollment Deposit*      \$300

Payable by all returning students by mid-March and credited against tuition. It is not refundable after June 30.

**GENERAL PAYMENT SCHEDULE**

The charges for the fall semester are billed on July 1 and are due by August 1. The charges for the spring semester are billed on November 18 and are due by December 18. The student accounts office also sends out periodic billing statements during each semester reflecting additional incidental charges and other account activity.

Payments of fees, room and board charges, and deposits should be remitted in the envelope provided or, if paying in person, they should be made at the student accounts office. Checks, bank drafts, or money orders should be drawn to the order of Hobart and William Smith Colleges for the exact amount due.

The Colleges reserve the right at any time to amend or add to the policies governing payment of fees, rents, charges, and deposits and to make such changes applicable to students presently in the Colleges, as well as to new students.

Tuition and other charges that are not paid when due may be subject to a late-

payment charge. The late charge is currently computed at a rate of 1.5 percent per month on any outstanding balance from the due date, until paid in full. This amounts to an annual rate of 18 percent. A minimum monthly penalty of \$50 is assessed. The late penalty charge rate is reviewed annually.

A student who fails to pay the fees and other charges, in accordance with the Colleges' payment terms, may be dropped from the Colleges' rolls and excluded from classes, laboratories, examinations, and occupancy of dormitory quarters until payment is made. The student will be held accountable for all absences through the operation of this rule and, for continued delinquency, will be dropped permanently from the Colleges. Enforcement of this regulation does not relieve the student of the obligation to pay fees and other charges due. Until the outstanding accounts are settled, no transcripts or records will be issued by the Colleges. Should a student's unpaid balance remain outstanding 90 days after the due date, the Colleges reserve the right to transfer the account to a professional collection agency and pass any additional costs of collection to the student's account.

**TUITION STABILIZATION PLAN**

The Colleges offer a plan for students who wish to prepay their entire college expense for tuition. They may do so by prepaying four years of tuition at the current rate to avoid yearly increases. The student accounts administrator will provide details upon request.

**REFUND POLICIES**

Notification of withdrawal or cancellation and requests for refunds must be made in writing and addressed to the appropriate dean with copies to the student accounts office. Oral requests are not accepted.

A 100-percent refund is given to students who withdraw after tuition, fees,

room and board have been paid, but prior to registration and the first day of classes.

After the beginning of classes, refund of tuition, room, board, and off-campus program charges, and return of all federal and institutional financial aid and education loans and other sources of payments are prorated based on the percentage of the semester the student is enrolled. There is no refund of costs of attendance, and no financial aid or loans are returned to the grantors after the student is enrolled past 60 percent of the semester. The official withdrawal date used to determine the enrollment period is the date the student's written request for authorization of official withdrawal is received by the appropriate dean, or the last date the student attends classes, whichever is later. This policy applies only to charges processed by the Colleges on the student's account.

Group health insurance fees are excluded from refunds because coverage remains in effect for the contracted period. Student activity fee, technology fees and vehicle registrations are also excluded from refunds.

Examples of the application of this policy may be obtained from either the financial aid (315) 781-3315, or student accounts offices (315) 781-3343.

#### **TUITION INSURANCE**

An insurance plan is offered by A.W.G. Dewar, Inc., to protect tuition and fees if a withdrawal is necessary due to personal illness or accident. A mailing describing this plan is sent each year.

#### **EXTRA FEES AND DEPOSITS**

*Health Fee* \$376

The health fee is required of all students. This fee provides for a broad range of general medical services at the on-campus Health Center. It also provides for basic accident and sickness insurance for students who have no other coverage and

supplemental insurance for all others.

*Technology Fee* \$316

The technology fee is required of all students. This fee enables technology-related student services like help desk support, wireless networking, access to instructional technology tools and software, and training classes.

*Course Equivalents* Students taking course equivalents for degree credit are charged tuition per course as applicable.

*Drop/Add Fees* Course changes may be made during the first five class days into the semester. After that time, the charge is \$25 per course. No changes may be made after the middle of the semester.

*Late Registration Fees* For returning students who were on campus the previous term and did not preregister, a late registration fee of \$50 is assessed during the first five class days of a semester; thereafter, a late fee of \$75 per course is imposed.

*Administrative Fee for Off-Campus Study at Other Institutions* An administrative fee for off-campus study at other institutions is billed to any student who wishes to transfer credit earned through participation in another institution's off-campus program.

*Teacher Certification Fee* Students in the Teacher Certification Program are charged a \$125 fee for each semester they register for an Education Practicum (EDUC 010-015) or a Teacher Seminar (EDUC 020-035). There is no teacher certification fee for the student teaching experience that is completed in the senior year.

*Transcript Fee* \$5  
Fee for each copy of an official academic transcript.

*Returned Check Fee* \$20  
A fee charged for each check returned to the Colleges that was uncollectible when presented for payment.

*Note: Returned checks result in the loss of check cashing privileges.*

*Special Fees* Fees are charged in some courses (art, music, sciences, English,

education, etc.) Students are advised of such fees and subsequently billed.

<i>Key deposit</i>	\$20
<i>Lock replacement fee</i>	\$30
<i>Replacement Identification Card</i>	\$15
<i>Car Registration Fees</i>	
Annual	\$100
One semester	\$60

**SPECIAL STUDENTS**

Students not matriculating for a degree are classified as special students. The following fees and charges are applicable:

<i>Application Fee</i>	\$50
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Payable at the time application for admission is filed and not refundable.

<i>Tuition</i>	\$4,216
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Charge for each semester course, payable before registration or on the date specified in the semester bill.

**FRATERNITY HOUSING**

All college-managed fraternity housing must maintain 95 percent occupancy or the fraternity residents must meet a corresponding financial obligation. Occupancy levels will be determined each semester following the second week of that semester. If such a financial obligation arises additional room charges necessary to meet the 95 percent occupancy target will be charged to the appropriate students' accounts for that semester.

**MONTHLY PAYMENT PLANS**

A monthly payment plan is available through TuitionPay from Sallie Mae. A mailing describing this plan is sent to students each year. Additional materials may be requested from the student accounts office.

**FINANCIAL AID**

The Colleges assist as many qualified students as possible who do not have sufficient resources to meet all of their college expenses. More than 75 percent of Hobart and William Smith students

receive some form of financial aid. The financial aid program is designed to help bridge the gap between family resources and college expenses when all other possible sources of funds have been used. Each family is expected to contribute as much of the college expense as is reasonably possible before requesting financial aid.

The financial aid office reviews the qualifications of each applicant and places importance on academic promise, potential contribution to the life of the Colleges, and demonstrated financial need as shown by the Free Application for Federal Student Aid (FAFSA) and the College Scholarship Service (CSS) Profile form. The Colleges realize the limitation of standardized forms, and encourage parents and students to provide additional information unique to individual situations directly to the Office of Financial Aid Services and Student Employment.

Detailed information regarding the distribution of financial aid is available from the Office of Financial Aid Services and Student Employment.

**PROCEDURES**

The Free Application for Federal Student Aid (FAFSA) should be submitted to the Federal Processing Center by February 15, designating Hobart and William Smith Colleges as a recipient. The FAFSA and instructions for its completion may be obtained from any secondary school. The Colleges also require the completion of the College Scholarship Service's Profile form. Registration materials for the Profile may also be obtained from secondary school guidance offices, or completed online at [www.collegeboard.com](http://www.collegeboard.com). Announcement of awards is made in March. The applicant for admission who has been awarded financial aid must notify the Colleges of acceptance of such aid by May 1 or forfeit the award. Financial aid awards are for one

year only unless otherwise stated. Continuation of assistance depends on satisfactory academic progress and demonstrated eligibility. Renewal financial aid applications must be filed before April 15. Renewal applications are available in the Office of Financial Aid Services and Student Employment at the end of the fall semester. Renewal awards are distributed beginning in May if all application deadlines are met. Late applications will be subject to a reduction in grant assistance. The Colleges may readjust a student's award if additional outside assistance is received or if the family's financial situation changes.

Hobart and William Smith Colleges subscribe to the student self-help concept of financial aid. The student is expected to work during summers, contribute to expenses from savings, and may also be asked to work on campus and borrow as part of a financial aid award.

### **SCHOLARSHIPS**

Most scholarships awarded annually to incoming first-year students are based on secondary-school record, recommendations and personal interviews.

Financial need is not a consideration for the following scholarships. Please note: Students applying for either the Blackwell Scholars program or the Trustee Scholars program will be required to submit standardized test scores.

The *Cornelius Wood Scholarship*, offering full tuition each year for four years, is awarded each year to the most outstanding first-year student who participated in the on-campus Trustee Scholars program.

The *Richard Hersh Scholarship*, offering full tuition and fees each year for four years, is awarded each year to an entering Hobart and an entering William Smith student of great promise who participated in the on-campus Trustee Scholars program.

The *Elizabeth Blackwell Scholarship*, offering full tuition, a guaranteed seat in medical school at SUNY Upstate Medical University, and a waiver of the requirement to take the MCAT, is awarded typically to two students each year who are first generation college students, from an under-represented minority or from a rural community.

The *Trustee Scholarships for Academic Excellence*, in the amount of \$20,000 per year for four years, is awarded to 50+ students each year.

*Faculty Scholarships*, which range from \$3,000 - \$15,000 each year for four years, are awarded on the basis of academic merit.

*Presidential Leaders Scholarship*, which range from \$3,000 - \$12,000 a year for four years, are awarded on the basis of scholarship and leadership in their school and/or community.

*Arts Scholarships*, which range from \$3,000 - \$15,000 each year for four years, are awarded each year to applicants with demonstrated creative ability. Applicants must participate in one of two audition/portfolio review days held on campus. Recipients are chosen by the fine arts faculty.

Among the many general scholarships awarded at Hobart and William Smith is the *Rectory Grant*, available to qualified sons and daughters of the clergy.

The *Geneva Scholarship Associates* have established, by contribution, a scholarship fund to enable qualified Geneva-area residents to attend the Colleges and live on campus.

The Colleges participate with other colleges and universities in providing tuition-exchange benefits to their employees.

Programs of the Colleges are approved for the training of veterans and eligible individuals. Grant awards are available for NYS residents who are the children of deceased or disabled veterans. For more information, see the *State Programs* section within the *Scholarship and Loan Programs* section.

A separate section of this catalogue, *Endowed Funds and Awards*, describes specific scholarships at the Colleges. Separate application for these scholarships is not necessary. Awards from these funds are included in the student's award letter.

**EMPLOYMENT OPPORTUNITIES**

Part-time work is available in dining halls, departments, offices, and residence halls. Some off-campus employment is available. Hobart and William Smith Colleges participate in the Federal Work Study Program, which is federally funded and provides on-campus jobs for students with need. For more information, see the section on Federal Programs within the *Scholarship and Loan Programs* section.

**ADDITIONAL INFORMATION**

Many Hobart and William Smith students receive some financial aid from various state and federal grant and loan programs.

*Standard of Satisfactory Academic Progress for the Purpose of Determining Eligibility for Financial Aid*

**NEW YORK STATE STUDENT AID**

In order to maintain eligibility for NYS financial aid awards, students must meet minimum requirements for academic progress. These requirements are both qualitative (minimum GPA) and quantitative (minimum courses accumulated). Eligibility is reviewed prior to the start of each semester using cumulative GPA and courses completed. There is no minimum per-semester requirement that must be met. Thus, students who do not pass any courses in a particular semester may meet the progress requirement if their cumulative total at the end of the semester equals or exceeds the minimum number indicated in the following progress chart.

Before being certified for this semester payment:

1 2 3 4 5 6 7 8 9\* 10\*

a student must have accrued at least this many courses:

0 2 4 7 10 13 16 20 24 28

with at least this grade point average:

0 1.1 1.4 1.7 2.0 2.0 2.0 2.0  
2.0 2.0

*\* Note: Only students participating in HEOP, which is an approved five-year program, are eligible for more than eight semesters of undergraduate awards.*

*Loss of Eligibility:* Students who do not meet either of the requirements listed above forfeit eligibility for NYS awards for each subsequent semester until academic progress standards are met. Students are notified about the loss of state awards by the Office of Financial Aid, in writing, prior to the start of each semester.

**FEDERAL AID**

In order to maintain eligibility for federal financial aid awards, students must meet minimum requirements for satisfactory academic progress. These requirements are also both qualitative (GPA) and quantitative (maximum time frame for program completion). Eligibility is reviewed prior to the start of each academic year using cumulative GPA and the percentage of courses completed in each academic year. Instead of the chart used for NYS awards, the following criteria must be met in order to renew eligibility for federal awards.

*Qualitative Standard:* Federal regulations specify that by the end of the second academic year (measured as a period of time, not by the student's grade level), the student must have a 2.0 GPA through the remainder of the undergraduate program.

*Quantitative Standard:* A student who is maintaining a high GPA by withdrawing from a significant number of courses that he/she attempts would meet the qualitative standard, but would not be progressing toward graduation. Therefore, the satisfactory academic progress policy includes a quantitative measure to determine the percentage of courses completed each academic year.

The Colleges use 150 percent as the maximum time frame in which a student is expected to complete his/her program of study. Using academic years as the measurement, the maximum time frame is six years (1.5 x 4). Based on this standard, students must complete 67 percent of the coursework they attempt each academic year. For example, students attempting eight courses per year must complete five.

*Loss of Eligibility:* Students who do not meet either of the standards listed above forfeit eligibility for federal financial aid awards for each subsequent academic year until academic progress standards are met. Students will be notified about the loss of federal awards by the Office of Financial Aid, in writing, prior to the start of the academic year.

#### **WAIVERS**

The satisfactory academic progress requirements for both federal and state aid may be waived for undue hardship based on: 1) the death of a relative or student; 2) the personal injury or illness of the student; 3) other extenuating circumstances. The waiver is intended only to accommodate extraordinary or unusual cases directly related to academic performance and the student's failure to meet the minimum requirements. Documentation must show the relationship of circumstances to the student's failure to achieve the requirements. The waiver will be granted only when there is a reasonable expectation that the student will meet future satisfactory academic progress requirements.

Note:

- A student may be granted only one waiver of NYS requirements for failing to meet the minimum requirements, whether the number of courses or the GPA requirement, before the fifth payment.

- A waiver of NYS requirements may be granted only once for failure to accrue the required number of courses in a student's undergraduate career.

- A student may be granted more than one waiver of NYS requirements for failing to meet the GPA requirement after the fourth semester.

- A student may be granted only one waiver of federal requirements.

*Process for Obtaining a Waiver:* The written notification sent to students who do not meet the minimum requirements for satisfactory academic progress outlines the process for obtaining a waiver. The student may write the appropriate dean to petition for a waiver if he or she believes he or she is eligible. The student's dean reviews the petition and official records to determine whether he/she meets the criteria for a waiver. The dean's office informs the student whether or not a waiver was granted, and notifies the Office of Financial Aid about the decision. For federal awards, approved waivers reinstate eligibility for the entire academic year. For NYS awards, approved waivers reinstate eligibility for a semester.

*Appeals:* A student can submit a letter of appeal to the appropriate dean after being denied a waiver. The letter must be received within five working days of notification of denial. The dean reviews the case and notifies the student and Office of Financial Aid of the decision.

#### **OTHER ELEMENTS**

*Reinstatement of Eligibility:* If a student does not meet the standards of satisfactory progress for either federal or NYS awards, he/she is not allowed to receive further

federal aid, unless a waiver is granted, until the student is again meeting minimum standards. For federal awards, if minimum standards are met during the academic year, some aid may be reinstated for the remainder of the year and some may be reinstated for the entire year. Contact the Office of Financial Aid for details.

*Grades of Incomplete:* Grades of incomplete are only acceptable if changed to a standard passing or failing grade before completion of the next semester of study.

*Grades of W (withdrawal):* Grades of W do not constitute grades which indicate that the student passed, failed, or completed all work in a course and cannot be counted toward meeting either qualitative or quantitative standards of both the NYS and the federal policies.

*Repeated Courses:* Grades for repeated courses replace the previous grade and constitute a recalculated GPA.