

## **Faculty Information Guide**

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### **Section 1.1: What Every Honors Adviser Should Know About the Schreyer Honors College (SHC) in a Nutshell**

#### **SHC Mission**

The SHC mission drives both the in-class and out-of-class programs, commitments, and activities-and honors advising should reinforce and advance this mission

- Achieving academic excellence with integrity
- Building a global perspective
- Creating opportunities for leadership and civic engagement

## **SHC Contact Information**

The SHC office main number is 814-863-2635; the general e-mail address is [scholars@psu.edu](mailto:scholars@psu.edu). If you are not sure where to direct your questions, please use these general contacts and we will help in directing your inquiry. You may also reference the complete list of [SHC contacts](#).

## **Important SHC Resources**

This faculty information guide will frequently refer to the following SHC information resources:

### **SHC Student Handbook**

The SHC provides every entering Scholar with a student handbook. It is available in [PDF](#) format. Please familiarize yourself with the handbook and encourage your advisee to keep it and consult it for necessary information. If you would like to receive a hardcopy of this manual, please contact the [SHC associate dean](#).

### **SHC Annual Report**

The SHC produces an annual report of facts and figures regarding the college. It is available in [PDF](#) format. The report includes key information about the SHC, including admissions details, special initiatives, academic profiles, and alumni profiles. If you would like to receive a hardcopy of this report, please contact the [SHC coordinator of college relations](#).

### **SHC Websites**

The SHC maintains a public Web site at <http://shc.psu.edu> with a great deal of information, as well as a [secure forms Web site](#) for Scholars and honors advisers. The secure Web site is used for various activities related to forms and approvals. If you are an honors adviser, you should have access to the honors adviser's [secure forms Web site](#). Your SHC advisee list should be the same as your e-Lion advisee list. If you have difficulties accessing the secure Web site, contact the SHC associate dean's office.

### **SHC Listservs**

The SHC sends periodic e-mail announcements in the form of listservs to Scholars, honors faculty (advisers and coordinators), and academic administrators. Students receive listserv information twice per week –general content on Tuesdays and career development content (including on-campus lab opportunities) on Thursdays. The honors faculty listserv comes out approximately every other week. If you are not receiving the listserv messages and want to receive them, please subscribe by contacting the [SHC associate dean's office](#). If you wish to have something added to the student listserv, please contact the [SHC main office](#).

### **Current Requirements for Schreyer Scholars**

To remain in good standing and retain the benefits of the Schreyer Honors College, students must meet minimum GPA requirements, honors course and credit requirements, and deadlines for submission of required forms. See [Academic Requirements](#) for a complete list of requirements per year.

### **A Scholar's Area of Honors: What Do the Diploma and Transcript Really Say?**

The SHC uses the term “area of honors” to identify the academic area in which a Schreyer Scholar’s honors thesis work is done. The honors thesis is supposed to be extensive work culminating in-depth study in a specific area, therefore the honors notation for the transcript and diploma are in the area of honors. Because of the connection between the area of honors and the honors thesis, all honors advisers in a specific area of honors must assure that a student completing a thesis in that area has demonstrated appropriate expertise (see [Academic Unit-Specific Requirements](#).)

A majority of Scholars do their thesis work in their major. In these instances, the area of honors will be the same as the degree. For example: Scholar Sarah Abdul began in the Schreyer Honors College in the fall of 2002 and graduated in spring 2006 with a BA degree in English. Her adviser-approved honors thesis in English carries with it an implicit certification from the honors adviser in English that she has demonstrated appropriate expertise in the study of English.

Sarah’s diploma reads:

The Pennsylvania State University confers upon  
Sarah Abdul  
the degree of  
Bachelor of Arts  
College of the Liberal Arts  
In recognition of the  
completion of the Major in  
English  
With Honors in English  
Schreyer Honors College

The notation at the end of Sarah's transcript reads:

-----SPECIAL ACTIONS AND NOTES-----  
THE SCHREYER HONORS COLLEGE FA02 - SP06  
05-06 BACHELOR OF ARTS CONFERRED, ENGLISH  
WITH HONORS IN ENGLISH

In this case, Sarah’s area of honors is English.

If the thesis is completed and approved in an area outside of the major(s), the student will have an area of honors indicated by the degree earned in the area in which his or her thesis work is done. The area of honors must be the name of a minor, major, or graduate degree offered at Penn State. For example: Robert Rizzo began in the Schreyer Honors College in fall 2002 and graduated in spring 2006 with a BS degree in Kinesiology. His adviser-approved honors thesis in Meteorology carries with it an implicit certification from the honors adviser in Meteorology that Robert has demonstrated appropriate expertise in the study of Meteorology.

Robert’s diploma reads:

The Pennsylvania State University confers upon  
Robert Rizzo  
the degree of  
Bachelor of Science  
College of Health and Human Development

In recognition of the  
completion of the Major in  
Kinesiology  
With Honors in Meteorology  
Schreyer Honors College

The notation at the end of Robert's transcript reads:

SPECIAL ACTIONS AND NOTES-----  
THE SCHREYER HONORS COLLEGE FA02 - SP06  
05-06 BACHELOR OF SCIENCE CONFERRED, KINESIOLOGY,  
COLLEGE OF HEALTH & HUMAN DEVELOPMENT  
WITH HONORS IN METEROLOGY

In this example, Robert's area of honors is Meteorology.

Sometimes a student's work spans more than one area of honors. In this case, the student's area of honors is best described as interdisciplinary between two or more areas. The interdisciplinary honors thesis requires the approval of an honors adviser in each area. For example: Matthew Hardy began in the Schreyer Honors College in fall 2002 and graduated in spring 2006 with a BS degree in Engineering Science. His adviser-approved interdisciplinary honors thesis in Engineering Science and Mechanical Engineering carries with it an implicit certification from honors advisers in both Engineering Science and Mechanical Engineering that Matthew has demonstrated appropriate expertise in the study of these two areas.

Matthew's diploma reads:

The Pennsylvania State University confers upon  
Matthew Hardy  
the degree of  
Bachelor of Science  
College of Engineering  
In recognition of the completion of the Major in  
Engineering Science  
With Interdisciplinary Honors in Engineering Science and  
Mechanical Engineering  
Schreyer Honors College

The notation at the end of Matthew's transcript reads:

-----SPECIAL ACTIONS AND NOTES-----  
THE SCHREYER HONORS COLLEGE FA02 - SP06  
05-06 BACHELOR OF SCIENCE CONFERRED, ENGINEERING SCIENCE,  
COLLEGE OF ENGINEERING  
WITH INTERDISCIPLINARY HONORS IN ENGINEERING SCIENCE  
AND MECHANICAL ENGINEERING

### **Academic Unit-Specific Requirements**

Many academic units (colleges, departments, schools, divisions, programs, etc.) have established additional specific requirements for students earning honors in their discipline. Students planning to earn honors in your area need to be informed about any requirements imposed by your area. These can include the completion of specific honors courses, such as thesis preparation or honors seminar courses, or the completion of a major or a minor in the area. The documentation provided by the SHC administration does not systematically inform the students of unit-specific requirements. If your academic unit has such requirements, please see that every Scholar planning to do thesis work with faculty in your academic unit knows these other requirements for completing their honors work in this area.

Some examples are:

[www.bmb.psu.edu/undergrad/honors-thesis-policy.html](http://www.bmb.psu.edu/undergrad/honors-thesis-policy.html)

[www.hhdev.psu.edu/hdfs/undergrad/honors.html](http://www.hhdev.psu.edu/hdfs/undergrad/honors.html)

[psych.la.psu.edu/undergrad/HonorsPSY.html](http://psych.la.psu.edu/undergrad/HonorsPSY.html)

[fenske.che.psu.edu/ugrad/Honors/ThesisGuide2.htm](http://fenske.che.psu.edu/ugrad/Honors/ThesisGuide2.htm)

If your academic unit elects to initiate or change the unit-specific requirements for students earning honors, please inform the [SHC associate dean](#).

### **Nontraditional Scholars**

Adult and part-time students may be part of the SHC. Their progress towards graduation and their schedule for meeting honors requirements are adapted on an individual basis in consultation with the academic college and the [SHC associate dean](#) respectively.

### **Commonwealth Campus Scholars**

Schreyer Scholars may start at any Penn State campus location. The Commonwealth Campuses all have honors curriculum for the first two years for many majors; however, some Scholars at campus locations will need to get a change of assignment prior to their fourth semester in order to make appropriate progress in their major. These Scholars are asked to contact honors advisers at the campus where they intend to graduate to make appropriate transition and scheduling plans, so you may receive some of these inquiries. Please feel free to communicate with the honors coordinator or other members of the faculty and administration at the campus when working out the details of a Scholar's transition. For contact information, see [Current Honors Coordinators](#).

At present six Penn State campuses have four-year SHC diploma programs: University Park, Capital (Harrisburg), Behrend, Berks, Brandywine, and Abington. Scholars at all other locations are required to transition to one of these three campuses for their Junior/Senior block. If a student chooses to remain at another campus through graduation, they give up their membership in the SHC and cannot graduate with honors.

Occasionally it is necessary, due to health, personal, or financial reasons, for a Scholar to enroll temporarily at a campus without an SHC diploma program. In these instances, the Scholar is required to work closely with their honors adviser, the campus honors coordinator, and the SHC associate dean's office on planning the details of an emergency change of assignment.

## **Admission of Students into the SHC**

### **First-Year Scholars**

First-year-entering Schreyer Scholars come to us via an extremely competitive selection process: in 2012 only a quarter of applicants were successful, and of those around 40% chose to attend Penn State. These students all have exceptional academic records and were rated very highly by the Faculty Selection Committee on the more subjective parts of their application (essays, recommendations, and activities). You can legitimately expect these students to fulfill a rigorous program of honors study culminating in a research or creative thesis, and to take the lead in designing their educational program. They do, however, come to us from a wide range of high school settings and therefore will have varying initial comfort levels with the size and complexity of Penn State; it's also the case that our selection process does not evaluate every characteristic important to success as a Scholar, particularly on the interpersonal side.

### **Gateway Scholars** and Paterno Fellows

Rising sophomores and juniors may apply to join the SHC via the Gateway admissions process, which opens in mid-March of each year and closes in mid-May (usually earlier for the Smeal College of Business). Students must apply via the SHC website, although departments, colleges, and campuses are encouraged to reach out to qualified students to encourage them to apply. The SHC expects rising juniors to have at least a 3.70 cumulative GPA with at least 3.50 in the semester of application; rising sophomores should have at least 3.70 both cumulatively and in the semester of application, and should have some meaningful acceleration over the typical first-year schedule for the major. (The Colleges of Communication and Education, and the Smeal College of Business, generally will not consider rising sophomore applicants, nor will certain Liberal Arts majors.) The Gateway application is comprised of a general essay about why the student wishes to join the SHC, and a second essay in which the student explores possible thesis ideas; the second essay may be substituted with major- or college-specific content at the unit's discretion. As an honors adviser you may be asked to review Gateway applications online in May/June. While the SHC almost always honors the major's decision via the honors adviser(s), we reserve the right to reject an application approved by the major. Note that Gateway Scholars must pursue the major listed in their application, and must pursue honors in that major unless they secure special permission; for students with concurrent majors, only the major for which they have secured Gateway admission is committed to providing honors opportunities.

### **Paterno Fellows Program**

Liberal Arts entering first-year students are offered the opportunity to "aspire" to join the Paterno Fellows Program after two, three, or four semesters based on academic performance (GPA, completion of honors coursework, and any major-specific requirements). Full membership in the PFP includes Gateway admission to the SHC without additional application or review; as for regular Gateway Scholars, Paterno Fellows are committed to majoring and pursuing honors in the program they have indicated with the PFP. If you are a Liberal Arts honors adviser and have PFP-specific questions, please contact [Prof. Jack Selzer](#).

### **Special Admissions Petitions**

The SHC Associate Dean may admit students to the SHC outside of the usual first-year and Gateway processes, based on a completed petition form by the student with honors adviser support. The most common petition scenario is when the student has missed the Gateway process and is in their fifth semester; we expect Scholars to spend at least four semesters in the SHC, including the semester of

petition. Students admitted via the petition will receive specific guidance on the fulfillment of their honors requirements. For more information, and for the petition form, please contact the SHC office.

## **Warnings, Dismissals, and Other Sanctions**

### **Failing to Maintain Appropriate Grades**

If a student's GPA drops below the minimum required, the SHC automatically puts them in "warning" status as described in the student handbook. (Please note: We distinguish between the term "warning" and the term "probation" which is used by the university to describe students who are in jeopardy of failing altogether.) The student is sent a letter warning that they have fallen below the required minimum GPA and will be given one semester to return to good standing. The letter specifically asks the student to consult their honors adviser for assistance; a copy of this letter is sent to the honors adviser.

Scholars on "warning" may not receive most SHC grants (although they may apply for them, and have our decision held until their return to good standing), and they are barred from special leadership opportunities in the SHC such as student council or the peer mentorship program. The rationale is not to punish the student, but to encourage them to focus on their studies during the warning semester. Scholars receiving the Academic Excellence Scholarship will continue to receive their scholarship during the warning semester.

If a student's GPA does not improve sufficiently and either the semester GPA or the cumulative GPA remain below the required minimum after the warning semester, the student is dismissed from the Schreyer Honors College, and if they are receiving it, the Academic Excellence Scholarship is revoked effective that post-warning semester.

Issuing an early warning helps us alert students to pay closer attention to their academic situation and encourages them to make adjustments accordingly. Sometimes lower grades can be attributed to an isolated incident or problem, and in these instances; most Scholars rebound with a good GPA in their next semester. Sometimes the drop is related to academic and/or non-academic choices (e.g., taking too many credits, poor choice of major, too many majors, too many extracurricular activities, poor adjustment to advanced coursework, etc.), which may continue to affect their grades if left unattended. Sometimes; a student's academic performance suffers if they are experiencing unusual personal or health-related problems. If you know that a student's performance was adversely affected by non-academic issues, please alert the associate dean of the SHC or encourage the student to visit the SHC office and make an appointment. Scholars experiencing such difficulties may be granted a reversal of dismissal and extensions in their time in the SHC upon review of the specific details of the circumstances by the Dean's office. To initiate an appeal of a dismissal, students must submit a letter in writing to the Dean of the SHC.

### **Failing to Complete Annual Honors Course Requirements**

A Scholar who does not complete the annual requirements for honors courses will be contacted by the SHC Coordinator of Student Records. The sanction and remediation of deficiencies are handled on a case-by-case basis by the associate dean's office. At this time, however, there are no unilateral sanctions for students not in compliance with this requirement until the final honors audit prior to graduation.

### **Failing to File an Academic Plan**

Scholars must submit the required Academic Plan by the annual deadline. Students not complying with the forms deadline are contacted (repeatedly, if necessary) by the SHC coordinator of student records, and given the vital importance of the Academic Plan the SHC now dismisses students who do not file.

### **Failing to File a Thesis Proposal**

Scholars must submit the required Thesis Proposal to the SHC one year prior to their intended graduation. Students not complying with this deadline will be contacted (repeatedly, if necessary) by the SHC coordinator of student records. The Thesis Proposal form is used by the SHC to activate the SHC graduation checks. A student must submit the Thesis Proposal in a timely fashion or they risk not having appropriate information from the SHC for thesis submission, they will not be checked for graduation in a timely fashion, and they risk not being included in the SHC's Medals Ceremony. Students out of compliance with this requirement will be notified (repeatedly, if necessary) by the SHC coordinator of student records. Students who fail to file a Thesis Proposal by a specified time early in the semester before their intended graduation will be dismissed from the Schreyer Honors College and may only be reinstated when a Thesis Proposal is submitted and all other requirements for graduating with honors are completed (or in progress, in the case of registered honors courses).

### **Failing to Submit an Approved Thesis**

A Scholar cannot graduate with honors without submitting an honors thesis with all required signatures. There are no exceptions to this rule. A student who graduates without submitting an approved honors thesis does not graduate with honors. It is not possible to receive honors at a later date. A student with an incomplete thesis who wishes to graduate with honors must defer their graduation to a later semester in order to complete their thesis.

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## **Section 1.2: New Honors Advisers**

### **Becoming an Honors Adviser**

New honors advisers for majors (and, as appropriate, for unique minors) are nominated by the department head and approved by the SHC associate dean. Changes, whether temporary (e.g. for sabbatical) or permanent, should be communicated to the SHC in a timely manner, as well as to advisees. The SHC expects honors advisers to be tenure-line faculty, the same requirement as for honors course instructors and thesis supervisors; we do admit exceptions for pre-major advising especially when there are governing requirements that students be held in pre-major status.

### **Orientation for New Honors Advisers**

The SHC offers orientation for newly assigned honors advisers to give you key information and answer specific questions about being an honors adviser. Please take advantage of these sessions if you are new to honors advising. Please contact the [SHC advising coordinator](#) for more information. The short videos at <https://www.shc.psu.edu/srs/help/adviser/index.cfm> cover most uses of the SHC's Student Records System (SRS).

### **Getting on the System as an Adviser and Being Assigned Advisees: eLion and ISIS**

The SHC generally does not assign honors advisers nor does it assign your advisees. These things must be done in your academic unit by the staff member with access to the ISIS system. They will use ARUSAA and ARUSAB in ISIS to get you added to the system as an honors adviser and to assign your advisees. The SHC staff uses ARUSSU in ISIS to manage your advisees' honors status, including information about the receipt of approved documents, entry status (semester and first year vs. Gateway), and warning status if any.

You do not need access to the ISIS system because everything you need is available on the SHC's Student Records System (SRS) or on eLion. Once you are assigned as an adviser with advisees, check out the features of both systems. The SRS will be part of your honors adviser orientation, and it provides a convenient summary of the student's situation as a Schreyer Scholar; it also has a notes and email feature for you to keep in touch with both advisees and the SHC. You should use eLion only for those functions unique to that system, such as the Academic Summary, Degree Audit, Student Schedule, and Transcript. The SHC does not maintain the eLion site, so if you have questions or problems, see <http://www.psu.edu/advising/> or send e-mail to [AIS-Support@psu.edu](mailto:AIS-Support@psu.edu).

The SRS now permits us to maintain honors adviser records accurately when the honors adviser is in a concurrent major. For instance, a student majoring in Finance and English, who enters the SHC through the Gateway for English, will have Smeal advising listed on ISIS because the "first major" appears there but an English honors adviser on SRS. (In the past this had to be handled on an ad-hoc basis.) Continuing with this example, the English honors adviser will not see that student in the initial advisee listing on ISIS, but that system permits you to look up *any* student to view their information. There are also miscellaneous temporary situations in which the SHC office may make an honors adviser assignment on SRS that does not match ISIS.

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## Section 1.3: Honors Advisers' Typical Tasks and Responsibilities

### Substitutions and Waivers

As an honors adviser you have broad authority, [by University policy](#), to approve waivers and substitutions for degree, university, and general education requirements for your honors advisees. This authority does not extend to (a) total number of credits required for graduation and (b) anything governed by external accreditation requirements. The waiver is intended for specific student proposals to *meet the spirit of standing requirements by non-standard means*, not to ignore those requirements. The mechanism by which approved waivers and substitutions are incorporated into the student's degree audit varies by academic college, so please contact your college's associate dean's office for more information. The SHC does not enter waivers and substitutions except for honors-specific requirements.

Note that in certain situations, you may be asked to review a waiver or substitution request that primarily impacts another academic unit. For instance, as a campus honors coordinator or adviser you may be asked to approve a substitution concerning the student's eventual University Park major, or as a pre-major honors adviser you may receive a request concerning requirements in the eventual major. *You should not grant these requests without consulting with the honors adviser in that major.* Even within your major you should act as an agent of your department and academic college, to avoid situations where an exception that you grant is questioned at the department or college level.

### Variations for Meeting Honors Course and Credit Requirements

There are five ways to complete honors course and credit requirements. A Scholar may:

1. take regularly scheduled honors courses or sections (designated with the suffix H, M, or T)
2. do honors option (HO) courses
3. do honors independent study (HISR) courses.
4. Advanced Level courses may also be used to fulfill honors credit requirements. In particular, 400-level courses count as advanced courses for meeting a Scholar's honors requirements during any of the first four (4) semesters at Penn State; 500-level courses always count as advanced courses for meeting a Scholar's honors requirements.
5. Study abroad can be used to fulfill honors credit requirements according to the following equivalence chart:
  - o Full academic year study abroad – equivalent of six (6) H-credits,
  - o Full semester study abroad – equivalent of three (3) H-credits,
  - o 4-14 weeks study abroad – equivalent of two (2) H-credits,
  - o 1-3 weeks study abroad – equivalent of one (1) H-credit.

### **Advising Scholars with Multiple Majors**

As noted earlier, a Scholar will have only one honors adviser of record at any given time; this will be the adviser listed (at the University level) on ISIS and SRS except in cases where the student is admitted through the Gateway for a concurrent major, in which case the SRS listing will be accurate. For Scholars with multiple majors, the approval path will formally be through the honors adviser in the major that appears first on ISIS but in practice we expect the student and/or adviser to consult with and secure approvals from other honors advisers as appropriate to the situation. For instance, a request for waiver or substitution that impacts the student's studies in the other major(s) should be approved by all relevant honors advisers. This is a general "rule of reason" which we ask you to reinforce with your advisees as appropriate.

### **Role of the Honors Adviser in Thesis Preparation**

Please refer to chapter 3, under "Honors Adviser's Role in the Thesis Project."

### **Evaluating and Approving SHC Forms**

#### **Academic Plan**

Every Scholar submits an Academic Plan via the SRS. New Scholars have a filing deadline of the day before priority registration in September and returning Scholars file their plan during spring semester. The Academic Plan must be reviewed and approved by the honors adviser. The SHC expects you to:

1. check to see that the student is making appropriate progress in major, general education, University, and honors requirements,
2. evaluate any requests for substitutions and waivers, and
3. discuss other relevant opportunities, plans, and problems in the context of the SHC's mission and our high expectations of Schreyer Scholars.

While face-to-face appointments are the basis for effective advising, some routine communications can readily be done through e-mail or by phone. Once the student completes the Academic Plan, the adviser of record receives an e-mail alert. An Academic Plan filed by a student but not approved by you is

considered incomplete; if you decline to approve a plan for any reason, you should make an online notation and the student can make appropriate changes.

### **Honors Option (HO) Forms**

If a student plans to complete an honors option for a non-honors course (see next chapter), an Honors Option form must be filed by the fourth week of the semester in which the course is being taken. When an advisee seeks your approval on an Honors Option form, you should review the plan for completing honors-quality work, including the plan for appropriate assessment of any alternative work.

Instructors for honors options should be tenure-line faculty, just as we expect for honors courses. If you believe that the credentials for the instructor teaching the course warrant an exception, please include a short explanation and the SHC associate dean will make a final decision. The SHC maintains a database of non-tenure-line faculty who have standing approval (based on past requests) for honors courses, honors options, and thesis supervision.

### **Honors Independent Study/Research (HISR) forms**

If a student plans to do honors work in an independent study or research course, an Honors Independent Study/Research form must be filed by the sixth week of the semester in which the course is being taken. When your advisee seeks your approval on an HISR form, you should (as with the honors option) review the plan for completing honors-quality work, including the plan for appropriate assessment of any alternative work.

Instructors for honors independent study or research should be tenure-line faculty. If you believe that the credentials for the faculty member teaching the course warrant an exception, please include a short explanation and the SHC associate dean will make the final decision.

### **Thesis Proposal**

By the end of the sixth semester, all of your advisees must submit a Thesis Proposal except if they do not intend to graduate in eight chronological semesters. The proposal is very important since it documents:

1. what area(s) of honors a student is seeking,
2. which faculty members will be serving as thesis supervisor(s) and honors adviser(s) for the student's thesis project,
3. when the student intends to graduate, and
4. a summary of the student's thesis project.

As honors adviser you should:

1. review the thesis project plan for completing honors-quality thesis work, and ask rigorous questions about the scholarly significance and viability of the proposed thesis,
2. review the student's academic and preparation for the thesis project, and
3. confirm the appropriateness of the credentials of the thesis supervisor.

The thesis is covered in greater detail in chapter 3.

### **Advising an Integrated Undergraduate/Graduate (IUG) Scholar**

The Schreyer Honors College offers Scholars the opportunity to pursue a concurrent undergraduate and graduate degree, in the same or related areas. For a small but significant percentage of students this is a uniquely attractive option; depending on your area you may never have an IUG discussion or it may come up very frequently. Because the IUG involves the Graduate School and the conferring of an advanced degree, the process of advising a student is relatively complex from start to finish. The SHC associate dean's office has a significant role in guiding interested students through the IUG, but the honors adviser is the primary source of guidance about whether or not an IUG is intellectually and professionally worthwhile for any given student: for instance, in some fields there is significant value to coming out with a concurrent bachelors and master's degree, while in other fields the value is much less (or might require a student to repeat masters-level work in an eventual doctoral program). While Schreyer Scholars are the only undergraduates who can custom-design an IUG program regardless of field (with the appropriate approvals), an increasing number of departments have stand-alone IUG programs that any approved undergraduate may pursue; note that in such departments Schreyer Scholars must still follow the SHC's (expedited) approval process because of specific honors requirements that must be fulfilled. We invite you to contact the SHC's advising coordinator or associate dean if you are working with a Scholar interested in IUG. While students may inquire about this at any time, the typical window for applying is fall of junior year.

Your formal role in the IUG process is to:

1. write a letter of endorsement for the Scholar's plan to enter the IUG program, focusing attention on the student's ability to achieve a satisfactorily rich and meaningful honors undergraduate education while accelerating into an appropriate master's program,
2. review and approve the Scholar's IUG plan of study, and
3. review and sign the Scholar's Semester Reports used by the graduate school to build the Scholar's graduate transcript.

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## **Section 1.4: Frequently Asked Questions (FAQ) From Honors Advisers**

### **What are the specific deadlines for forms?**

Deadlines will be listed on [Important Dates](#); imminent deadlines will appear on the [full SHC calendar of events](#) online. If you are unable to find the deadline you are seeking, contact [SHCRecords@psu.edu](mailto:SHCRecords@psu.edu).

### **How do I approve an Academic Plan online?**

Access the [SHC student records system](#). Your dashboard will display all forms awaiting your approval.

### **What if I don't approve of what my advisee put in his/her Academic Plan?**

Provide feedback in the text box provided for necessary corrections or additions, then disapprove the Academic Plan. An e-mail will be sent to the student with that information.

### **What if my advisee doesn't show up in the advisee list on the SHC Web site?**

Check the student's adviser information in [eLion](#) to see if he/she is assigned as your advisee. Alert your department office if your advisee has not been properly assigned to you. (See Getting on the System for information about how to access [eLion](#).)

**My advisee has missed several appointments with me and has not answered my calls or e-mails. What do I do about this?**

Contact the [SHC advising coordinator](#) and, if appropriate, ask your department to have the student assigned a different adviser.

**My advisee is insisting that I approve a very unusual waiver for a university requirement. How do I know whether it is okay or not?**

Senate Policy gives honors advisers broad authority and responsibility to grant waivers and substitutions, with very few exemptions. Ask yourself, does this meet the spirit of this requirement for this student? (See Senate policy for details.) If the student is insisting on getting waivers and substitutions that you believe are not appropriate, you may refer him to your college's advising center or the office of the administrator who approves waivers for your college. Contact the [SHC associate dean](#) if you would like to discuss a particular substitution or waiver.

**My advisee is asking questions I don't know the answers to. Is there someone else he can talk to?**

Yes. If the student is asking about other majors or programs in the university, you can give him/her the names and contact information for an honors adviser in those academic areas. (See [Honors Adviser list](#) for contact information.) If the student is asking about scholarships, study abroad, SHC co-curricular programs, or other SHC opportunities, you may refer the student to the SHC main office. If the student is asking academic questions, you may refer him/her to the [SHC advising coordinator](#).

**A brand-new Gateway Scholar is studying abroad the summer before her junior year starts. Can she get honors credit or an SHC grant for that international travel?**

No, Junior Gate Scholars start in the SHC in the fall. International experiences in the summer cannot be counted to meet her Junior/Senior block requirements.

**How many credits must a student earn for doing their thesis?**

The SHC's only rule about thesis credits is a maximum: "Up to six (6) honors credits can be devoted to thesis research and writing." Most of the time, a student will choose to register for six (6) honors thesis credits total (often three (3) in Fall, three (3) in Spring). However, in some cases, especially when the work is done as part of a project that precludes the easy production of a significant number of undergraduate honors credits (such as a summer project, as part of a co-op or internship, or as part of an IUG master's program), then the student may end up earning fewer than six (6) honors credits specifically related to the production of the thesis. In those cases, the student must still complete the full complement of honors credit requirements.

**Does a general research methods course count toward a student's six thesis credits?**

Many departments provide (and some require) a "research methods" course. Most permanent courses of this type have the course number 300H, though some are also offered at the 400-level, such as B A 412H.

Such “methods” courses are designed to help prepare students, in general, for research in an academic area. Such "methods" credits are not counted against the student’s maximum of six (6). If you are unsure about whether a course will be counted toward the student’s thesis credits or not, please consult the [SHC associate dean’s office](#) for clarification.

**If a student does an honors thesis outside of their major how will the thesis credits count toward their degree?**

How thesis credits count toward the completion of a student's major requirements really depends greatly on what major the student is doing and what thesis the student is doing. In some extreme cases, they will not count at all. For example, a biochemistry student doing his honors thesis in music may not be able to use his music thesis credits to meet any of his major requirements, though they will still be used to meet the SHC undergraduate honors requirements. In many majors, there are secondary requirements, sometimes called “supporting and related areas” or “electives.” Thesis coursework may be used to meet those requirements on a Scholar's degree audit. Case by case, a Scholar can request substitutions of thesis credits for any suitable degree requirement; those substitutions are granted if the student's major honors adviser is satisfied that the proposed substitution meets the spirit of the requirement. That gives a lot of individual flexibility to the student, with concurrence from her/his adviser, to use the thesis credits toward meeting certain degree requirements when the thesis area overlaps with the major area. In all affected areas, external accreditation requirements and requirements based on state or federal laws must also be met before a substitution is approved.

# **Faculty Information Guide**

## **Chapter 2: Honors Courses, Honors Options, Honors Independent Study, Honors Research**

### Section 2.1: Honors Courses

- [What is an Honors Course?](#)
- [What is an Honors Instructor?](#)
- [SHC Schedule of Honors Courses](#)
- [Designing an Honors Course](#)
- [Temporary vs. Permanent Courses](#)

### Section 2.2: Honors Option, Honors Independent Study, and Honors Research

- [What is an Honors Option?](#)
- [Establishing an Honors Option for a Course](#)
- [Establishing an Honors Independent Study Course or an Honors Independent Research Course](#)

### Section 2.3: Frequently Asked Questions (FAQ) for Honors Courses, Options, and Independent Study

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## **Section 2.1: Honors Courses**

### **What is an Honors Course?**

In October of 2004, the SHC Faculty Advisory Committee (FAC) approved a position paper called "[What is an Honors Course?](#)" describing the ideal characteristics of an honors course. This document is periodically reviewed by the FAC. As a formal matter honors courses carry an H, T, U or M suffix; T courses are also First-Year Seminars (S), U courses also fulfill the US/International Cultures general education requirement (US/IL), and M courses are writing-intensive (W).

### **What is an Honors Instructor?**

In March of 2004, the SHC Faculty Advisory Committee approved a position paper called "[What Is an Honors Instructor at Penn State University?](#)" describing expectations for instructors of honors courses. This document is periodically reviewed by the SHC. There is no formal designation of "honors faculty" at Penn State.

## SHC Schedule of Honors Courses

A list of all [honors courses](#) available to Schreyer Scholars at University Park for the current academic year can be found on the SHC Web site. Information at that site is continuously updated as new information becomes available. To view all courses in a given semester, request a search with no keywords. You can check enrollments (not quite real-time, but updated daily after midnight) at <http://schedule.psu.edu/> (choose “honors courses” under “Additional Search Criteria”)

## Designing an Honors Course

We welcome the development of new honors courses across the curriculum. While the impetus for new honors sections of existing (*Bluebook*-listed) courses typically comes from department or academic college administration in consultation with the SHC, wholly new honors courses without non-honors counterparts usually are proposed by interested faculty. Whatever the case, such proposals should (a) refer to the “What Is an Honors Course?” position paper cited above, and (b) take a realistic and data-driven view of potential enrollments. The SHC associate dean’s office is happy to provide data and advice on that latter question. Honors courses (whether sections or entirely new) must meet all requirements for curricular approval, both locally (department and college) and via the Faculty Senate. The SHC’s associate dean evaluates and approves all honors course proposals.

## Temporary vs. Permanent Courses

A temporary honors course is offered during a single semester, whether it is an x97H course (without a non-honors section) or an honors version of a permanent *Bluebook*-listed course.

A course—honors or not—is not a permanent course until it appears in the *Bluebook* without an end date. The process for listing a permanent course can look daunting to faculty, who are typically the impetus behind honors course development, which is why many “temporary” courses have been taught for years without moving to permanent status. There are many advantages to making recurring temporary courses permanent, in terms of simplified processes (after the initial approval) and the overall integrity of the system, and the SHC is now making this a priority by contacting departments and academic colleges as appropriate. Your department and college offices have the resources to assist you in getting new honors courses through the approval process or migrating recurring temporary courses to permanent status, but the SHC associate dean’s office is happy to assist you; note that the SHC associate dean is part of the approval path for all honors course proposals, temporary or permanent. See the Faculty Senate [Guide to Curricular Procedures](#) for complete information.

After you receive approval to teach a course from your department head, the online system is used to seek the rest of the approvals. To be advertised properly by the SHC, courses offered Fall or Spring semesters must be submitted to the SHC’s online system by the deadline at the end of January.

Rich J. Stoller 6/29/12 8:54 AM

**Comment [1]:** I think working with them individually on their schedules will move these courses more effectively than making them attend a workshop; the process is daunting but I assume it’s not like doing a competitive grant application!

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## Section 2.2: Honors Options, Honors Independent Study, Honors Research

### What is an Honors Option?

In December of 2005, the SHC Faculty advisory committee approved a position paper, "[What is an Honors Option at Penn State University?](#)" describing the honors option. In short, an honors option incorporates honors elements into a non-honors course by mutual agreement of student and instructor, making it sufficiently similar to what a free-standing honors course would look like to justify honors credit for the student.

### Establishing an Honors Option for a Course

A Schreyer Scholar intending to earn honors credit via honors option **MUST** submit an approved *Honors Option* form. The form is completed [online](#) by the student and is approved (also online) by the instructor and the honors adviser. Any individual who is not a tenure-line faculty member wishing to supervise an honors option must be reviewed and approved by the SHC associate dean. The form should be submitted no later than the fifth week of the semester and should have all necessary approvals as soon as possible thereafter.

### Establishing an Honors Independent Study Course or an Honors Independent Research Course

Similar to an honors option, an honors independent study course or honors independent research course is an independently arranged honors experience approved by an eligible faculty supervisor and the student's honors adviser, all via an online process. While these credits are typically the vehicle for achieving honors credit for the thesis, they may also be proposed for non-thesis work. Unlike the honors option, there generally is no pre-existing syllabus even if the department has a *Bluebook*-listed 496H (or, in some departments, a different number). An individual plan for achieving course credit must be documented in the online form. The form should be submitted no later than the sixth week of the semester and should have all necessary approvals as soon as possible thereafter. Note that the underlying course (e.g. 496) is not registered for via the SHC online system; it must appear on the student's schedule before the H can be attached via our process. If there is a *Bluebook*-listed honors independent study or research course for the major, the online process is not used.

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## Section 2.3: Frequently Asked Questions (FAQ) for Honors Courses, Options, and Independent Study

### **Does the SHC compensate faculty for teaching an honors section?**

No. The SHC does not provide direct compensation to any faculty member teaching honors courses. Most honors courses ought to be treated as part of the faculty member's regular teaching load, and not taught on overload, although that is entirely a departmental decision. All compensation issues should be addressed to your department.

### **I have an idea for honors course, so how do I get started?**

The first step is to share the idea with your department head and the honors advisers in your departments. The decision to offer an honors course or to create a new course rests with the department's administration, while the honors advisers have a good sense of the enrollment possibilities. (There's no point offering a course if it won't attract the necessary number of students!) The SHC associate dean's office can offer assistance with course design, and we can give you some indication about enrollment possibilities outside of your major and college.

### **Can a staff assistant in my department office submit an honors course proposal?**

Yes, but you will need to supply that person with all the pertinent information.

### **My advisee wants to do an honors option in a course that also has an honors section. Is that allowed?**

The SHC has a strong preference that students *not* request honors options when the honors section is being offered that year (not just that semester). Having said that, there are scenarios in which such a request might be legitimate:

- The honors section is full (especially if it filled with Scholars—in other words, the student didn't simply miss priority registration)
- The honors section is scheduled at the same time as a *required* course for the student's major(s)
- The student and instructor have a uniquely attractive proposal for honors enrichment that differs from the design of the honors section

Since instructors may not know about our presumption against honors options where honors sections are offered, it is up to the honors adviser to review these requests with special care, and to refer them to the SHC associate dean in case of doubt.

### **My department offers a 494H course for thesis preparation. Does my student need to submit honors independent study forms for that course?**

No, if the course already has a permanent H, or if the department has requested a standing temporary 494H course, the student does not need to submit additional paperwork. That is one advantage to having such permanent honors courses, and we encourage departments to create

such courses rather than asking students and multiple faculty/staff to review and approve individual honors requests.

**My undergraduate research student is working on a project in my lab, but that project will probably not relate to his thesis work. Is it possible for him to earn honors credit using honors independent study/research form, or is that credit limited to thesis research only?**

It is possible. If you believe that the student will be doing honors-quality research, it need not be their thesis research. The honors independent study/research form provides a means to notate if the research is meant to be thesis research—please review this section carefully because of the SHC policy that no more than six credits may be allotted to the thesis (and fewer in the case of some departments).

## Faculty Information Guide

### Chapter 3: The Honors Thesis

- The SHC's goals and minimum standards for the thesis
- Seeing What the Scholar Sees: SHC Resources
- The Honors Adviser's Role Before the Thesis Proposal
- So You Want To Be (Or Don't Want To Be) a Thesis Supervisor
- The Thesis Proposal
  - Area of Honors
  - Types of Theses
- The Thesis Supervisor's Role During the Thesis Process
- The Honors Adviser's Role During the Thesis Process
- Submission Requirements and Last-Minute Crises

#### The SHC's goals and minimum standards for the thesis

The thesis is the culminating experience for Schreyer Scholars, demonstrating their ability to make the transition from being an accomplished student in their chosen field to being a producer of scholarly or creative value. It is no exaggeration to say that all of the “value-added” aspects of the Scholar experience, from advising to courses, are preparation for a successful thesis. Our goals for the thesis are as follows:

- It should make as significant a contribution to the field as is practicable for a talented and well-prepared undergraduate without extending the graduation date.
- It should solidify the student's understanding of their chosen field as a discipline—a professional/scholarly community that they should feel part of, at least in an entry-level way.
- It should offer students the opportunity to disseminate their work in settings appropriate to the field.
- It should give the student a realistic sense of what advanced study in the field would be like.
- It should build professional/scholarly relationships in the field that can serve as resources in the student's career decisions.

These are aspirational goals for all Scholars, but realistically we have to maintain a minimal set of requirements that define the lower limit of an acceptable thesis for graduation as a Schreyer Scholar:

- It must adhere to the highest standards of academic integrity, in terms of research methods, citation, and interactions with others.
- It must have as a goal the creation of new knowledge or creative value appropriate to the area of honors being pursued—it must, in other words, not just *be* a thesis, it must *have* a thesis (with appropriate accommodations for creative projects).

- It must have a final form and format appropriate for permanent deposit in the Penn State Libraries, where it will be freely available for consultation.

Whether you are a thesis supervisor or the student's honors adviser (or a "thesis honors adviser," the honors adviser in the student's area of honors if it's not his or her major), please make sure you and the student share an understanding of what these aspirational goals and minimum requirements mean for the student's thesis. As signatory to the completed thesis you are attesting to its satisfaction of the minimal requirements, and of course as signatory you should hope to be associated with a thesis that goes far beyond that.

### **Seeing What the Scholar Sees: SHC Resources**

Ideally we would have a single thesis guide for use by Scholars as well as faculty, but there are too many differences in perspective and responsibilities. We don't expect Scholars to find and read though the faculty guide, but it would be worthwhile for you to become familiar with the [thesis resources for Scholars](#) on the SHC website, particularly the recently rewritten [Thesis Project Guide](#). The revised Guide focuses less on procedures (with some important exceptions) and more on the big picture of what it takes to conceptualize and complete a project that's larger than anything the student has previously undertaken. We invite you to direct Scholars to the resources page and the Guide early in their exploration of thesis possibilities, and knowing what's in the Guide will permit you to offer any major-specific advice or cautions. In deference to the composition of our Scholar population the Guide is tilted towards research rather than creative projects, but we have tried to point out relevant similarities and differences.

### **The Honors Adviser's Role Before the Thesis Proposal**

We wouldn't expect a student to research and write a thesis without substantial faculty supervision, but the faculty role in *developing and refining the thesis topic* gets much less attention even though it's hard to imagine a successful thesis that's not well conceived in the first place. This is especially true given the unique constraints of the undergraduate thesis: undergraduates (however bright) typically don't know much by the prevailing standard of people about to embark on a non-trivial research or creative project, and they're under a severe time constraint. This puts a big responsibility on the honors adviser to work closely with advisees, if not from the outset then certainly by late in sophomore year, to get them thinking systematically about the thesis project.

# Chapter 4: SHC Programs and Opportunities

## [Section 4.1: Integrated Programs](#)

- [Integrated Undergraduate/Graduate \(IUG\) Program: Earning a Master's Degree with the Bachelor's Degree](#)
  - [Eligibility and Credentials for IUG](#)
  - [Advantage: Double-Counting Courses in IUG](#)
  - [Advantage: Undergraduate Tuition when in IUG](#)
  - [Advantage: Master's Thesis as Honors Thesis](#)
  - [Advantage: Timing in IUG](#)
  - [Graduation Planning in IUG](#)
  - [Application for IUG](#)
    - [Letters](#)
    - [Plan of Study](#)
  - [Role of Honors Adviser in IUG](#)
  - [Semester Reports for IUG](#)
  - [Frequently Asked Questions \(FAQ\) about IUG](#)
- [IUG/Medical Doctorate \(IUMD\) Program: Earning a Medical Doctorate Degree with the Bachelor's Degree](#)
- [IUG/Veterinary Doctorate \(IUVD\) Program: Earning a Veterinary Doctorate Degree with the Bachelor's Degree](#)
- [IUG/Juris Doctorate \(IUID\) Program: Earning a Juris Doctorate Degree with the Bachelor's Degree](#)

## [Section 4.2: Travel Abroad](#)

- [How Faculty Help with Plans to Study Abroad](#)
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- [Honors Credits](#)
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## [Section 4.3: Co-curricular Programs](#)

- [Faculty Involvement in SHC Programming](#)
- [Getting Involved with Co-curricular Programming](#)

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## Section 4.1: Integrated Programs

**Integrated Undergraduate/Graduate (IUG) Program:  
Earning a Master's Degree with the Bachelor's Degree**

## **Eligibility and Credentials for IUG**

The Integrated Undergraduate/Graduate (IUG) program attracts students with superior, accelerated credentials in an academic discipline. In departments where a terminal masters program exists the students can consider earning a master's degree concurrently with the baccalaureate degree through the IUG program. Students are generally expected to have a GPA of 3.7 or higher and will usually have significant acceleration manifested on their transcript even by the 4th semester. Most IUG students have a GPA of about 3.85 and could easily graduate with their undergraduate diploma in 3-3½ years without the addition of the masters program. [Integrated Undergraduate/Graduate Study](#) describes the program and the eligibility requirements in more detail.

### **Advantage: Double-Counting Courses in IUG**

A student in the IUG program is allowed to double-count up to 12 credits towards both the master's and the undergraduate degrees. At least half of these credits must be at the 500-level. Thesis credits cannot double count.

### **Advantage: Undergraduate Tuition when in IUG**

While the IUG Scholar is still an undergraduate student they will continue to pay undergraduate tuition, even while doing the master's level work. Undergraduate tuition is lower than graduate tuition.

### **Advantage: Master's Thesis as Honors Thesis**

The master's thesis written by an IUG Scholar can be submitted to the Schreyer Honors College in place of the honors thesis, as long as the student earns both diplomas in the same semester. A student may also write an honors thesis that is separate but related to the master's thesis.

### **Advantage: Timing in IUG**

An IUG Scholar will typically graduate in 4-5 years, usually saving one full year over the typical 4+2 sequential programs.

### **Graduation Planning in IUG**

IUG Scholars should plan to graduate with both degrees at the same time. The student needs to understand that, even though they may have fulfilled all requirements for graduating with the bachelor's degree, it is often quite useful (as described above) to delay the declaration of their intent to graduate until the master's degree is finished, too.

An IUG Scholar is recognized by the graduate school and by the university as a graduate student for the purposes of routine graduate funding and support. IUG scholars ought to be eligible for any support given to every graduate student in a program and ought to be eligible to compete with other graduate students for competitive funding.

## **Application for IUG**

The [IUG Application](#) program is prepared by the student and submitted to the honors college for review.

### **Letters**

Three to four letters are required for an IUG application. Recommendation letters from the student's honors adviser and prospective master's thesis supervisor are requested. In addition, administrative letter(s) from the department head or the directors of the graduate and undergraduate offices must be submitted certifying that the departmental graduate admissions process has been completed and that the student would be welcomed by the program upon admission by the Graduate School. These letters represent the culmination of the departmental review of the IUG student. No student application will be forwarded to the graduate school from the SHC without departmental approval of that student as a graduate student in the program.

### **Plan of Study**

Students are asked to submit a Plan of Study with the proposal identifying courses they still need to take for each degree program, identifying the courses that will double count in both programs and the relationship between their honors thesis and their master's thesis, as well as identifying how they will meet their honors and general education requirements.

### **Role of Honors Adviser in IUG**

The honors adviser writes one of the recommendation letters for the application. He/She also works with the student to assure that their undergraduate major and honors requirements are met. Sometimes the honors adviser is closely involved with finding a place for the student to do appropriate master's research. The honors adviser will be required to read and approve the thesis as an honors thesis, even if he/she is not on the master's thesis committee, since the student needs the honors adviser's approval on their honors thesis.

### **Semester Reports for IUG**

All of an undergraduate student's credits automatically show up on the undergraduate transcript. The Semester Report is a form that shows what courses need to be moved to the graduate transcript (designated as "GRC" courses on the graduate transcript) and which courses will be double-counted (designated as "IUG" courses on both transcripts). After the conclusion of any semester in which graduate classes are taken, a semester report must be filed, if any of the courses need to show up on the graduate transcript. Semester reports are signed by the Scholar and the faculty adviser and taken to the SHC Associate Dean's office for processing. (Note: The signature line for the graduate school representative will be blank when the student submits it to the SHC.)

### **Frequently Asked Questions (FAQ) about IUG**

**I am not sure how to answer questions being asked by one of my students about the IUG program. Where can I send her for more answers?**

Aside from the Web page, [Integrated Graduate /Undergraduate Study](#), which answers many typical questions, the student should also be directed to talk to the [Associate Dean](#) in the Schreyer Honors College.

**I don't think it is in the best interest for a student I met to do the IUG. What's the best way to make my opinion known?**

The best way, of course, is to tell the student directly. If that is not fruitful, and the student applies for the IUG anyway, you could discuss your concerns with any of the IUG letter writers (department head, undergraduate officer, graduate officer, honors adviser, etc.). Lastly, all applications come through the SHC Associate Dean's office, so you can also express your concern with that office.

**I don't think students in my major are allowed to do IUG because our department does not have a terminal master's program. Who do I refer the student to find out more about it?**

The student can be referred to your department head's office or to the graduate office in the department, if your department has one. They can also be referred to the [SHC Associate Dean](#).

**My department typically accepts graduate students whose undergraduate GPAs are in the range of 3.50. Is there some latitude in the GPA requirement for the IUG program in such departments?**

While it is important to keep things equitable, a higher GPA for an IUG student is still preferred, since they will be taking a full-time undergraduate course load, including honors work, along with the completion of the master's degree. That being said, it still remains largely in the hands of the department whether a student is acceptable as an IUG scholar at GPAs below 3.70. In applications where the scholar's GPA is below 3.70, it is important for the faculty letters to address this issue explicitly to set an appropriate context for the lower GPA.

**Why should the honors college be involved at all in the decision of whether a student is eligible for a graduate program?**

It is important for the SHC to be involved for a couple of reasons. If the master's thesis is going to serve as the honors thesis, that information needs to be known in advance. The student's honors credits, which can be satisfied by 500-level coursework, must appear on the undergraduate transcript. Most importantly, the SHC assures that the student does not sacrifice appropriate and necessary undergraduate honors experiences by accelerating too quickly into graduate studies.

**Integrated Undergraduate/Medical Doctorate (IUMD) Program:  
Earning a Medical Doctorate Degree with the Bachelor's Degree**

The Integrated Undergraduate/Medical Doctorate (IUMD) Program is the result of a partnership between the SHC and the Penn State College of Medicine. It allows a Schreyer Scholar the opportunity to integrate any appropriate Penn State baccalaureate degree – a bachelor of science (BS) or a bachelor of arts (BA) – with a professional program in medicine leading to a doctorate in medicine (MD). The IUMD Program is designed exclusively for Schreyer Scholars who have

definite plans for a career in medical practice. Visit the [IUMD Web site](#) for program details and application timeline.

### **IUG/Veterinary Doctorate (IUVD) Program:**

#### **Earning a Veterinary Doctorate Degree with the Bachelor's Degree**

The Integrated Undergraduate/Veterinary Doctorate (IUVD) Program is the result of a partnership between the SHC and the University of Pennsylvania's College of Veterinary Medicine. It allows a Schreyer Scholar the opportunity to integrate any appropriate Penn State baccalaureate degree – a bachelor of science (BS) or a bachelor of arts (BA) – with a professional program in medicine leading to a doctorate in veterinary medicine (MD). The IUVD Program is designed exclusively for Schreyer Scholars. Contact Dr. Lester Griel, Professor of Veterinary Science, [lcg1@psu.edu](mailto:lcg1@psu.edu), 115 Henning Bldg, 814 865 7696 for more information about this program.

### **IUG/Juris Doctorate (IUJD) Program:**

#### **Earning a Juris Doctorate Degree with the Bachelor's Degree**

The Integrated Undergraduate/Juris Doctorate (IUJD) Program is the result of a partnership between the Schreyer Honors College (SHC) and Penn State's Dickenson School of Law. Details may be found on at this Web site *<give IUJD guidelines web address>* It allows a Schreyer Scholar the opportunity to integrate any appropriate Penn State baccalaureate degree with a professional program in law leading to a doctorate in law (JD) from the Penn State School of Law. The IUJD Program is designed exclusively for Schreyer Scholars who have definite plans for a career in law. Please contact the [SHC Associate Dean's](#) office for more information about this program.

## **Section 4.2: Travel Abroad**

### **How Faculty Help with Plans to Study Abroad**

Faculty members are critical resources when a Schreyer Scholar is contemplating study abroad. There are two things that students will most often need from you: Information about the advantages of going to a particular place and what courses to take. Clearly, these things depend both on the academic discipline the student is studying and to what extent the experience is meant to contribute to the student's scholarly progress in major. Sometimes a student will need guidance to find a place to go that will simultaneously allow them the make progress in major. However, sometimes a student will insist on going someplace that simply does not lend itself to academic progress in major. In those instances, the student should be counseled about the limitations and advised to take courses that will count toward general education or general electives. The Global Programs office, college-based study abroad offices, and the SHC Coordinator of International Programs can be recommended as sources of information, but sometimes the student will need faculty to advise them about choices and options.

### **Schreyer Ambassador Travel Grants**

The SHC offers subsidy to Schreyer Scholars studying abroad. The Schreyer Ambassador Travel Grants can be used for traditional study abroad, internships abroad, and research abroad. The student must identify structured academic components and goals for such a trip to be eligible for SHC funding. Students should be directed to see the SHC Coordinator of International Programs for more information. Please note: Requests for funding after the deadline are not typically considered, so strongly encourage your advisee to make travel plans well in advance, if they wish to seek SHC support.

## **Honors Credits**

To encourage education abroad, the SHC allows students to replace annual honors requirements with study abroad work according to the following schedule:

Full academic year study abroad – equivalent of six (6) H-credits,

Full semester study abroad – equivalent of three (3) H-credits,

4-14 weeks study abroad – equivalent of two (2) H-credits,

1-3 weeks study abroad – equivalent of one (1) H-credit.

To encourage long-term, immersive education abroad in a student's non-native language, the SHC allows students to replace annual honors requirements with study abroad work according to the following enhanced schedule:

Full academic year study abroad – equivalent of six (8) H-credits,

Full semester study abroad plus full summer – equivalent of three (6) H-credits,

Full semester study abroad – equivalent of three (4) H-credits,

## **Frequently Asked Questions (FAQ) about Study Abroad**

**My course takes students out of the country for a period of time. Can it qualify with the Schreyer Honors College for study abroad credit?**

If the course has the students spend a week or more in another country, then yes, a Schreyer Scholar may count your course toward their honors requirements, according to the replacement schedule described above.

**My advisee spent six week last summer riding a bicycle around Europe. He has now asked me to approve this experience for honors credit. Is that acceptable?**

If the student did not PLAN a scholarly component to his trip, it will usually not suffice to qualify to meet honors requirements after the fact. If, however, the student does demonstrate to your satisfaction that the experience had a meaningful scholarly component, then you may support his claim. It is recommended that the student be asked to provide or produce a durable and examinable component, such as a report, journal, diary, or portfolio to show evidence of scholarly accomplishment.

**I don't know anything about any country and don't feel qualified to answer any question a student might ask me about study abroad. What should I do if I get questions?**

Generally, a student can be referred directly to the International Programs office, your college's study abroad office, or the SHC coordinator of international programs for assistance. The questions you should feel compelled to address are ones related to a course's academic content.

(e.g., “Judging from its syllabus, would this course from XXX University appear to meet the requirements for the parallel PSU course?”) If you do not wish to answer that question, refer the student to their honors adviser or the department head.

## **Section 4.3: Co-Curricular Programs**

### **Faculty Involvement in SHC Programming**

The SHC relies on faculty to provide expertise for a large number of co-curricular programs provided to Schreyer Scholars, from Honors Faculty Colloquiums to case study and summer reading book discussions, to special events programs such as the Luchinsky Memorial Lecture, to special niche interest programs. The SHC Coordinator of Student Programs and the [SHC's Scholar Assistants](#) design the events, staff the events, and will work directly with faculty member(s) involved.

### **Getting Involved with Co-curricular Programming**

Whether you have an idea for a new program suitable to high-achieving students or if you just want to be alerted when your expertise might be useful, please feel free to contact the [SHC Coordinator of Student Programs](#). Often, the Scholars themselves will identify faculty who have taught specific courses or been involved in specific kinds of research, so don't be surprised if the SHC gives you a call sometime with regard to a program or event. Another way faculty can be a resource to student programs is through collaborations with industry and government. If your work takes you to interesting parts of the world or has you interacting with professionals, politicians, or businessmen that you believe would be good fit for Scholar Programming, simply send e-mail or telephone the SHC Coordinator of Student Programs.