Contact Information:

University Honors Program

California University of Pennsylvania

250 University Avenue

P.O. Box 100

California, PA 15419

Email: honors@calu.edu

Website: http://www.calu.edu/current-students/academic-resources/honors-program/index.htm

The Honors Program office is located in the east wing of Residence Hall A.

The Honors Mission Statement:

“The Honors Program at California University of Pennsylvania provides an opportunity for an enhanced educational experience to our most talented students and faculty. Honors Program students desire to pursue intellectual and creative growth beyond the usual requirements of their major field of study and intend to cultivate their individual and personal aspirations to learn. Honors Program students and faculty expect to explore and participate in scholarly, professional, and artistic exercises outside the classroom; they engage in community service activities, which complement their academic studies and nurture their personal sense of commitment and communal responsibility. Honors students anticipate exercising leadership while at California University; they prepare to become leaders while students in our program, and they expect to continue as leaders when they graduate.”
**Directory:**

Dr. M. G. Aune, Director Email: [aune@calu.edu](mailto:aune@calu.edu)

Dr. Craig Fox, Associate Director Email: [fox@calu.edu](mailto:fox@calu.edu)

Mrs. Kimberly Orsene, Secretary, Email: [orslene@calu.edu](mailto:orslene@calu.edu)

**Honors Advisory Board**

Dr. William Hug, Elementary Education, Email: [hug@calu.edu](mailto:hug@calu.edu)

Dr. Paul Hettler, Business and Economics, Email: [hettler@calu.edu](mailto:hettler@calu.edu)

Dr. Summer Arrigo-Nelson, Biological & Environmental Sciences, Email: [arrigonelson@calu.edu](mailto:arrigonelson@calu.edu)

Dr. Gregg Gould, Chemistry & Physics, Email: [gould@calu.edu](mailto:gould@calu.edu)

Dr. Rebecca Hess, Health Science, Email: [hess_ra@calu.edu](mailto:hess_ra@calu.edu)

Dr. Ayanna Lyles, Health Science, Email: [lyles@calu.edu](mailto:lyles@calu.edu)

Dr. J. Drew McGukin, Communication Studies, Email: [mcgukin@calu.edu](mailto:mcgukin@calu.edu)

Prof. Loring Prest, Library Services, Email: [preset@calu.edu](mailto:preset@calu.edu)

Dr. Marta McClintock-Comeaux, Women's Studies / Justice, Law & Society, Email: [mcclintock@calu.edu](mailto:mcclintock@calu.edu)
Requirements

How do you get into the UHP?

You must have the following to be invited to apply to the Honors Program here at Cal:

1. You need a score of 1200 on the SAT
   OR
2. A score of 1100 SAT and a 3.00 high school GPA
3. Write an application essay on an assigned topic and have it accepted

What do you need to stay in the UHP?

You must have the following to remain in the UHP:

1. You must maintain a cumulative GPA of 3.25
2. Must take HON 100, HON 150, and HON 250
3. You must show ability in all Honors courses
4. Must show progress within the UHP by regularly earning Honors credits – typically 6 per academic year

How do you complete the Honors Program?

To complete the Honors Program here at Cal, you must:

1. Accumulate 24 Honors credits
2. Complete and present an Honors Thesis project your senior year
Addendums:

In order to graduate from the University Honors Program (UHP), students must obtain a minimum of 24 Honors credits. These credits may be obtained in two ways: by taking Honors classes or by using an addendum.

Functions:

- Addendums give students an opportunity to accrue Honors credits besides taking an Honors course.
- Students can choose to pursue work that may contribute to their Honors Thesis project during their senior year.
- Addendums may be presented at conferences, published, and used for an application to grad school.

Steps for beginning an addendum:

- It is recommended to start planning the addendum early.
- Generate multiple ideas of topics to research for the project.
- Before beginning an addendum, consultation with the class instructor is necessary.
- A proposal form must be completed and submitted to the Honors office for review before the fourth Friday of the semester
  - Proposal forms are located outside of Kimberly Orslene’s office on the first floor of building A in the Honors office.

  Proposal forms must:
  - Identify the instructor and class for which the addendum is being completed
  - Identify the form and nature of the project
  - Identify the length and/or quality
  - Include a due date
• The proposal is either:
  o Approved, and no revision is needed or,
  o Not Approved, in which the student must revise and resubmit the proposal form.
• Addendum should be completed and turned in to the professor by the date specified on the proposal form.
  o Once submitted, the professor of the class grades the addendum, not a member of the Honors Program.
  o The successful completion of the course and its Honors component is indicated on the student’s transcript.

Addendums can be a multitude of different types of projects:

• Term papers (longer than assigned by professor)
• In-depth book reviews
• Literature reviews
• Presentation of topics not covered during the class
• Creative project which reflects the subject of the class
• Software application

Addendum FAQ

What should my addendum proposal look like?

Your proposal should describe in as much detail as possible the addendum you intend to complete. The more thought you devote to your proposal, the easier it will be to complete the addendum. We encourage you to discuss and develop your proposal in collaboration with your instructor. The proposal should describe the nature / form of the project, how it coordinates with the course, a set of at least three milestones to chart your progress, and a date of completion. The addendum form, available in the Honors area, has a description of the proposal.
Do I have to create my own addendum project or does the instructor do it?

An addendum is your opportunity to demonstrate your ability to work independently under the supervision of a faculty member. It is your project. You might think of it as practice for the sort of work that you will do for your thesis. Ideally, you should go to your instructor with a proposal or at least an idea of what you would like to do. He or she should be willing to work with you to create a project that will be beneficial to you and your instructor.

Some instructors might prefer to have you complete a specific assignment. In these cases, you are welcome to complete the project he or she assigns or, in a professional manner, offer an alternative.

What if the Director or Associate Director does not approve my addendum proposal?

If your proposal receives a "revise and resubmit," the director or associate director will typically offer some comments and request to meet with you to discuss the proposal. It is not an indication of failure, rather it is a desire by the director or associate director to work with you more closely on the project to clarify its goals.

How long does my addendum have to be?

There is no length requirement for addendums, but it should require you to devote roughly a quarter to a third as much effort as the class typically requires. Addendums can take many different forms depending on the subject of the course, the level of the course, and the discipline. An addendum for a 300-level course would be more substantial than one for a 100 or 200-level course. In the end, the addendum should demonstrate knowledge you have acquired beyond the basic outcomes and goals of the course.
What if my completed addendum turns out differently than my proposal?

You should keep your instructor updated on your progress so she or he will be aware of any changes. Ultimately, your instructor is the one who evaluates your addendum and any changes should be discussed with her or him as soon as possible.

How many addendums can I do in a semester?

In order to reach twenty-four Honors credits by graduation, students should earn at least three Honors credits per semester. That works out to one Honors course or addendum per semester. We feel this is an ideal number because it allows you to focus your efforts. Circumstances may arise which require a student to take more than one. In these cases, we recommend you check with the director or associate director. Students have taken two or three addendums per semester, but most find this very difficult.

When is my addendum due?

The deadline should be worked out with your instructor, as should be penalties if the deadline is not reached.

What if my professor won't allow me to do an addendum?

Some instructors prefer not to work with Honors students on addendums. In these cases, the best course of action is to choose another course in which to do the addendum.
Sample Addendum Form

Student:  
Student CWID:  
Instructor:  
Course name:  
Call #:  
Course #:  
Credits:  
Department:  
Semester:  

On an attached sheet please describe the content of the addendum. Be sure to include the deadline, the form (research paper, problem set, presentation, etc.), length/quantity of work, and at least three of the criteria listed below.

Criteria for Evaluation of Addendum (please circle the relevant numbers)
The addendum will allow the student to:

1. have greater participation in and engagement with the course.
2. meet higher performance expectations than regular students.
3. complete more advanced supplemental reading, especially from primary sources.
4. complete more opportunities for writing, and at a higher standard.
5. have more opportunities for presentations to the class or to campus audiences.
6. pursue greater enhancement of critical thinking skills.
7. explore the subject matter of the class in greater depth and/or breadth, especially requiring synthesis of different points of view.
8. have more opportunities for self-initiated research, engaging with current research in a discipline or field, via original work, conference attendance, or exchanges with authorities in the discipline or field.
9. use resources or consultants from beyond the campus, such as university libraries and community figures and so forth.
10. pursue opportunities for publication or public presentation of work in a journal and/or at local or national conferences.
11. integrate ideas from a variety of sources, particularly in interdisciplinary contexts.
12. participate in community-based experiences: interviews, cultural events, service learning.
13. explore classroom leadership: leading study groups, class discussion, assisting in preparation and delivery of instructional material.
14. socialize within the norms and expectations of a discipline or field.
15. ______________________________________________________________ (create your own)
16. ______________________________________________________________ (create your own)

Instructor Signature:  
Date:  

Student Signature:  
Date:  

Director/Associate Approval:  
Date:  

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Thesis:

All Honors students are required by the PASSHE board of governors to complete an Honors thesis project. The thesis is an in-depth investigation of topic through which you make a contribution to your disciplinary conversation and demonstrate your academic abilities.

- Take HON 499 autumn of senior year
- Have to have completed 18 Honors credits prior
- Finish thesis in spring and make a public presentation
- Honors thesis committee – guides your work on the Thesis and helps you with any difficulties
  - Chair: faculty member in your major field
  - HAB member
  - Independent reviewer: not necessarily faculty
- Capstone to your academic career
- In-depth investigation of a topic
- Link to graduate/professional school of career

Examples:

- 25-30 page research paper
- Collection of poetry/short stories
- Portfolio of drawings/paintings
- Correlation between music and test taking
- Analysis of athletic training and weight loss
**Honors Program Status**

In order to complete the Honors program at CalU, a student must earn 24 Honors credits and maintain a cumulative grade point average of at least 3.25. Typically students earn Honors credits either through Honors classes or addendums incrementally through their career at CalU. The typical frequency is: 3 Honors credits per semester or 6 Honors credits per academic year. Students who regularly earn Honors credits and maintain the minimum GPA are considered to be in good standing or **Regular** status with the program and have access to all Honors privileges, such as activities, excursions, scholarships and travel grants.

Students’ cumulative GPA will sometimes slip below 3.25 and sometimes students will fall behind on their Honors credits. In these cases, a student’s status will, depending on the several factors, change from regular to **Probation 1**, **Probation 2**, **Probation Progress**, or **Ineligible**.

**Regular**

A student is in good standing with the program, has a cumulative GPA of 3.25 or higher, and has regularly earned honors credits. E.g., at least 12 Honors credits at the end of sophomore year, 18 at the end of junior year, etc.

**Probation 1**

This occurs when a student’s cumulative GPA drops below 3.25 for one semester. A probation 1 student is still eligible to participate in all activities, excursions, apply for and hold scholarships and travel grants.

**Probation 2**

This occurs when a student’s cumulative GPA drops below 3.25 for two consecutive semesters. A probation 2 student may participate in excursions and other Honors activities with the permission of the director.
He or she may not apply for scholarships or travel grants. Special permission from the Director must be obtained in order to participate in the addendum process.

**Ineligible**

This occurs when a student’s cumulative GPA drops below 3.25 for more than two consecutive semesters. An ineligible student may not participate in any Honors activities, excursions, or apply for scholarships and travel grants.

**Probation Progress**

This occurs when a student falls 6 Honors credits behind the conventional schedule. E.g. 7 Honors credits at the end of sophomore year rather than 12 or more. A probation progress student may participate in excursions and other Honors activities with the permission of the director. He or she may not apply for scholarships or travel grants.

**Probation 1 & Probation Progress, Probation 2 & Probation Progress**

Students who qualify for two conditions simultaneously may not participate in excursions and other Honors activities or apply for scholarships or travel grants.

**Probation 1, 2, and Probation Progress** students who raise their GPAs above 3.25 and catch up on their Honors credits will have their Honors privileges reinstated.
Cal U Honors Programs, 4 REQUIRED courses:

HON 100: Honors Orientation

HON 150: Composition I

HON 250: Composition II

HON 499: Honors Thesis

Other Honors Courses:

There are also other Honors courses offered at Cal that count towards the 24 credit requirement. These include:

HON 265: Global Transitions I: This transdisciplinary course rooted in the history of humankind is the first in a two-semester sophomore sequence on the origin, nature, accomplishments, and failures of the diverse complex societies of this planet. This panoramic investigation focuses on two major themes: 1) human interactions with the natural world, and 2) the ways that human societies have changed, grown apart from one another, reestablished contact, and influenced one another. This course covers the dawn of humankind to approximately 1300 C.E. Global Transitions to 1300 is a standalone course and need not be taken in conjunction with Global Transitions since 1300. Prerequisite: HON 250 or permission of the director of Honors and the instructor of record. (3 crs.)

HON 270: Global Transitions II: This transdisciplinary course rooted in the history of humankind is the second in a two-semester sophomore sequence on the origin, nature, accomplishments, and failures of the diverse complex societies of this planet. This panoramic investigation focuses on two major themes: 1) human interactions with the natural world, and 2) the ways that human societies have changed, grown apart from one another, reestablished contact, and influenced one another. This course covers events from approximately 1300 C.E. to the present. Global Transitions since 1300 is a standalone course and need not be taken in conjunction with Global Transitions to 1300. Prerequisite: HON 250 or permission of the director of Honors and the instructor of record. (3 crs.)
HON 320: Topics in Self and Society: This course is an interdisciplinary examination of the relationship between the self and society with the specific topic of each offering determined by the instructor. The selected topic may be explored through a combination of any of, but not limited to, the following approaches: history; political science; sociology; psychology; anthropology; economics; linguistics; archaeology; communications; ethnic, race, and gender studies; law; social work; and urban and rural studies. This course is repeatable with the permission of the instructor. Prerequisite: HON 250 or permission of the director of Honors and the instructor of record. (3 crs.)

HON 325: Topics in Education: This course provides students with an examination of issues relating to varying approaches to and impacts of education with a specific topic chosen by the instructor. The selected topic may be explored through a combination of any of the following approaches: use of multiple instructional strategies, varied methodologies, and pedagogy; the history and/or philosophy of education; epistemology; and educational anthropology. This course is repeatable with the permission of the instructor. Prerequisite: HON 250 or permission of the director of Honors and the instructor of record. (3 crs.)

HON 330: Topics in Culture and Society: Culture is not a new idea, and its meaning is a subject of debate. This course employs culture (and its political uses) as a lens through which to examine topics and texts in a range of disciplines from the social sciences, to media studies, to the humanities. In the process, this course examines some of the most pressing issues of today and the past. This course is repeatable with the permission of the instructor. Prerequisite: HON 250 or permission of the director of Honors and the instructor of record. (3 crs.)

HON 335: Topics in Science and Technology: This course is an interdisciplinary foray into the hard sciences. It does not presume a prior extensive knowledge of chemistry, biology, physics, mathematics, the environmental sciences, applications of technology and/or the philosophy or history of science. The course defines science and technology, their terminology and method of inquiry, the philosophical ideas underlying scientific inquiry, and how humans value them. Various topics, especially from the physical sciences, may be examined with an emphasis on the specific ways scientific inquiry tries to understand our experience, whether it reflects universal rationality or particular cultural concerns, whether it offers understanding of nature or only control of (some) natural processes, and what impacts – both positive and negative – the application of technology has. This course is repeatable with the permission of the instructor.
Prerequisite: HON 250 or permission of the director of Honors and the instructor of record. (3 crs.)

**HON 340: Topics in the Humanities:** Each class will focus on a specific topic selected by the instructor. The selected topic may be explored through a combination of any of, but not limited to, the following mediums: literature, the fine arts, creative writing, photography, the graphic arts, music, theatre, and film. This course is repeatable with the permission of the instructor. Prerequisite: HON 250 or permission of the director of Honors and the instructor of record. (3 crs.)

**HON 450: Honors Study Tour:** Each class will be closely linked to a short-term study tour, either in the United States or abroad, and focus on a specific topic selected by the instructor. The purpose of this course is to provide students with experiential hands-on learning. In addition, this course will expose students to diverse academic and socio-cultural experiences, better preparing them for the community within which they will play a future role. This course is repeatable with the permission of the instructor. Prerequisite: Permission of the director of Honors and the instructor of record. (3 crs.)
**Benefits of the University Honors Program:**

**Priority Registration:**

Students have the opportunity to register early for classes. This is an excellent benefit to have because Honors students are able to have the first pick of classes they want to take each semester. Providing Honors students with the ability to select their classes at an earlier date allows them to more effectively manage their additional Honors responsibilities.

**Honors Residence Hall:**

Honors students have the option of staying in Residence Hall A, which is the Honors Residence Hall. The advantages of this hall include: the ability to reside around the other Honors Program students, easy access to Honors Program resources such as the library and computer lab, and it is conveniently located near the Honors Classrooms and offices.

**Excursions and Conferences:**

Students in the Honors program are able to attend excursions and conferences. Excursions are trips paid fully by the Honors program to various places. These are great ways for students to see what is out there in the world. Conferences give Honors Students a chance to see other students’ work and even present their own work in a professional setting.

**Resources:**

Residence Hall A has a computer lab open to the Honors community as well as the Honors Library. This library has lots of books as well as copies of past Honors Theses. This library can be used as a great resource for students in the Honors Program. Additionally, the Honors classes are usually in the Honors classroom on the first floor, so you never have to travel far to get to class!
The Director, Associate Director, Secretary and HAB members are always available for advising on any academic matters.

**Conferences**

Academic conferences are opportunities for faculty and students to present their research to a wider audience, receive feedback on the research, learn about the research of other scholars, and to take advantage of networking opportunities. They also provide professional experience that is valued by employers and graduate schools. The program encourages students to participate in at least one conference before they graduate. The Honors Program typically participates in at least three conferences every year.

**Intersections Undergraduate Research Conference**
- Local – co-organized with Robert Morris University
- Interdisciplinary
- Low pressure – a good first conference

**National Collegiate Honors Council conference (NCHC)**
- Autumn term
- National
- Interdisciplinary
- Very large and competitive

**National Conference on Undergraduate Research (NCUR)**
- Spring term
- International
- Interdisciplinary
- Very large and very competitive
Conference Do’s & Don’ts

Throughout your time at Cal U in the Honors Program, you will have several opportunities to attend and even present at conferences. Below is a list of Do’s & Don’ts that can help you when attending and presenting at these conferences.

**DO’s:**

- Dress professionally even when not presenting
- Practice your presentation and be sure it fits within the time allotted
- Keep notes bound together
  - No loose papers
- Keep PowerPoint SUPER simple
  - One picture and one title per page
- ALWAYS keep your cell phone on silent or off
  - Do not text during presentations
- It’s okay to go into a presentation late
  - Just be very quiet and respectful
- It’s okay to not know the answers to a question
  - If you do not know for sure, say things such as I’m speculating or in my opinion or I concluded
  - It is also acceptable to say you did not come across that information in your research
- Present your quotes on a PowerPoint
  - Only use lengthy quotes if needed
- Minimize the usage of quotes
- Speak slowly and clearly
- Make sure clothing is comfortable and fit correctly when presenting
- Pick an informative and catchy title
  - People will not want to come see a presentation when they do not know what it is about
- It is okay to say I think when answering a question but not in a presentation

**DON’TS:**

- Try not to read off notes but it is better than stumbling
- Do not read off of your PowerPoint
  - Never turn your back on an audience
- If using PowerPoint don’t move away from computer if you have to keep walking over to change the side
  - It is very distracting to the audience
- Do not put information on slides for audience to read that you will not go over
  - Reading slide = not paying attention to you
- Do not use too many slides, it can get you the presenter confused
- Do not just read a paper. You’ll put your audience to sleep
- Do not use slang
Student Honors Advisory Board: SHAB

The primary organization within the Honors program is the Student Honors Advisory Board (SHAB). SHAB is an organization elected by students of the Honors program that works together with students and faculty to continually expand and ensure growth of the program. Representatives in SHAB are from all undergraduate grades, freshman through senior with the upper classman eligible for positions of title and authority. Representatives are often able to travel to conferences and other activities, all expenses paid. Overall, SHAB is the first way for Honors students to get involved and this organization affords Honors students the opportunity to directly affect their experience here at Cal. Information about SHAB can be found on the calu.edu website by going through the current students tab to academic resources and then to Honors program.

SHAB Members: Spring 2013

President- Brittany Kusniar

Vice President- Sarah Martik

Secretary- John Troutman

Treasurer- BethAnn Wilson

HAB Representative- Shawn Reese

Historian - Jonathan Veres

Chief of Admissions- Shawn Reese

Social Chair- Angela Selby

Honors Coach- Lindsay Gasper

Public Relations- Stephanie Moore & Emma Will