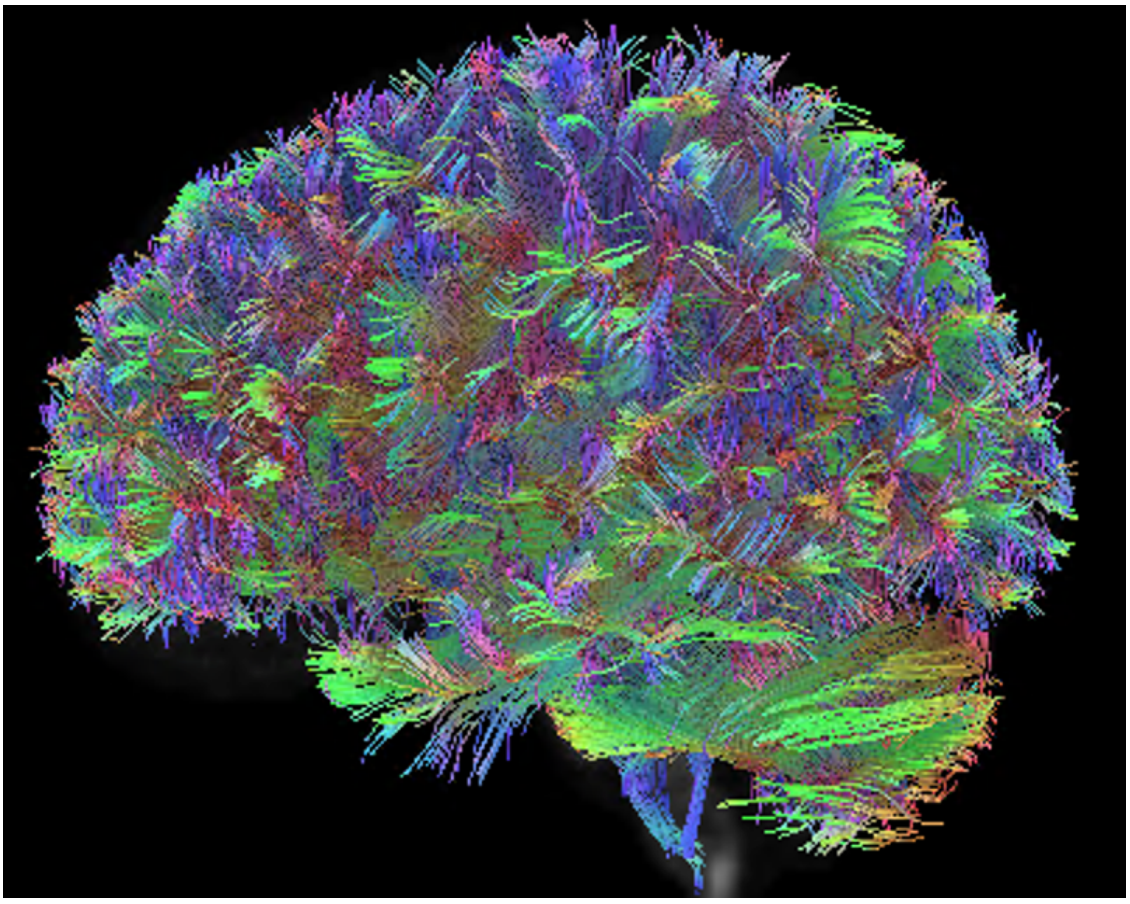
A Guide to Obtaining Honors in Systems Neuroscience



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Welcome

Whether you entered the Schreyer Honors College as a first-year student or through second- or third-year entry, we are happy that you chose to pursue your honors degree in Systems Neuroscience. Systems Neuroscience provides a rigorous, interdisciplinary foundation for studying the nervous system. Students earning honors in this area will explore a wide range of topics, including how the brain and nervous system function at all levels from molecules and cells to behavior, cognition, and disease. We are confident you will find a faculty mentor whose interests align with your own.

You do not have to be a Systems Neuroscience major to pursue an honors degree in Systems Neuroscience. Likewise, if you are a Systems Neuroscience major, you are not required to work with a Systems Neuroscience faculty member to complete your honors thesis. However, if you intend to earn honors in Systems Neuroscience, your thesis project must examine neural systems. In other words, your thesis should address a topic where the nervous system plays an integral part, and that should be described in your thesis.

Where do I begin?

It is never too early to begin planning for your thesis research. The best research experiences will allow you to (1) work closely with a faculty member, (2) build critical thinking skills, (3) develop new research skills, and (4) explore important scientific questions. The following is a suggested plan of action:

Get involved in a research project or lab:

Working in a research setting gives you firsthand experience with the research process and helps you decide whether you are interested in a particular topic or approach. Many faculty members have active research projects across a range of areas. Explore departmental websites to learn more about faculty research interests and ongoing projects. Once you identify a faculty member whose work interests you, reach out via email to request a meeting to discuss their research and your potential involvement. Faculty members may allow students to volunteer or enroll in research credits (e.g., 496 or 494) to participate in their projects. You can get involved as early as your first year. When reaching out, we recommend contacting one faculty member at a time.

Identify a faculty mentor or thesis supervisor:

Many of the same steps apply here, but with a more focused goal. When approaching a potential thesis supervisor, you should have a clear understanding of their research area. Review the faculty member's recent publications to familiarize yourself with their current projects and interests. Then, contact them to set up a meeting to discuss your interests and how they align with their research program. The best student-faculty matches occur when students can identify a unique, but related, research question as a potential thesis topic. Students seeking second- or third-year entry into the honors program are required to identify a faculty thesis supervisor before applying.

*** If you are already working in a lab it is still encouraged that you specifically ask the faculty member to complete your thesis in their lab.

Commit and contribute:

Once you have connected with a faculty mentor, commit time to learning about their research and making meaningful contributions to their lab or project. This may include reviewing and presenting empirical papers, assisting with study preparation or organization, or conducting literature reviews relevant to the lab's ongoing work. The specific opportunities and responsibilities will vary across projects, so it is important to maintain close communication with your faculty mentor to clarify expectations and identify ways to contribute.

Thesis Options

There are three options for an honors thesis. These options differ in the scope and completeness of your research experience, with the first providing the most comprehensive experience. Your thesis supervisor may recommend one option over another based on your interests, timeline, or project feasibility.

Primary Data Collection:

This option involves collecting new data. Students design and conduct their own research study or experiment under the supervision of their thesis supervisor. In most cases, this option requires submitting an application for approval of research involving human participants, vertebrate animals, and/or biohazardous materials (see the Office for Research Protections website for details). Students must also complete the required online training modules for responsible conduct of research and, if applicable, for handling biohazardous materials. The primary data collection option can be time-intensive, but students often find it to be highly rewarding.

Secondary Data Collection:

This option involves analyzing data that has already been collected. Such data are often from studies conducted by your thesis supervisor or from large-scale research projects conducted by agencies or institutions such as the National Institutes of Health. Students pursuing this option are typically required to complete online training in the responsible conduct of research.

Comprehensive Literature Review:

This option entails writing a conceptual paper that synthesizes and critically evaluates the existing literature on a particular topic. The expectation is that this review will push the boundaries of science in a particular area and, in many cases, challenge what is currently known about a specific topic. This is in no way an “easy” task and students often find critically analyzing published data challenging.

Choosing a Thesis Topic

Each student's thesis-writing experience will be unique, and the process of choosing a topic will vary accordingly. Some faculty members may suggest or assign a research question, while others may encourage students to develop their own topic, provided it aligns with the faculty member's area of expertise. In all cases, it is essential to work closely with your thesis supervisor to refine and finalize your thesis topic.

A critical part of developing a meaningful research question is gaining a solid understanding of the existing literature on your topic. As you explore potential ideas, consider the following questions:

1. **What is already known about this topic?**
   Review the broader field of research to understand what is established. For example, you might look into areas such as the prevalence of a particular condition or which brain regions have been implicated in a given biological process.

2. **Has this specific research question already been addressed?**
   If so, consider how you could approach the question from a new angle. Could you use a different population, sample, or strain (e.g., males vs. females)? Could you focus on a different mechanism, process, or outcome? Your thesis supervisor can provide valuable guidance in refining your approach.

3. **What significant contribution can I make to the literature or to science?**
   This is one of the most important questions to ask. The strongest, most meaningful theses are those that make a contribution, however small, to the existing body of knowledge. A thorough literature review will help you identify gaps your work can address, and your supervisor can help you evaluate the feasibility and significance of your ideas.

4. **What do other honors theses look like in similar areas?**
   Reviewing previous theses can help you understand the structure, depth, and scope expected of honors research. You can browse and download examples from the Penn State Libraries website.

Developing a Thesis Proposal

The specific deadlines and requirements for submitting your thesis proposal are outlined on the "Honors Thesis" page of the Schreyer Honors College website. The thesis proposal is typically submitted during the spring semester of your junior year, although it can be completed earlier. You will work closely with your thesis supervisor to develop your proposal. Once submitted online, your thesis supervisor and the honors adviser will review and either approve or return it for revision. If your proposal is not approved initially, you will generally have an opportunity to revise and resubmit. Failure to submit your thesis proposal by the designated deadline may delay your graduation timeline.

Prescribed Length and Format of the Thesis

Thesis lengths can vary widely, so there are no specific requirements for overall length. However, the introduction should provide a thorough review of the scholarly literature related to your topic. It should include citations from peer-reviewed sources that highlight the existing knowledge, identify the gap your work addresses, and explain how your thesis contributes to filling that gap. In general, the introduction is typically around 10 pages long.

Additionally, the honors college requires a specific format (spacing, font size, etc.) that can be found on the Schreyer Honors College website.

Opportunities for Funding of Research Projects

There are limited opportunities to fund your thesis research. Currently, The Schreyer Honors College may support thesis research with grants up to $400 for documented and receipted thesis-related research. For additional details, please refer to the funding information on the Schreyer Honors College website.

The Office of Undergraduate Education also offers opportunities for students to conduct research with a faculty member during the summer. This research may be applied toward your honors thesis. More information about this opportunity is available through the Erickson Discovery Grants program website.

The College of Health & Human Development offers Undergraduate Research Grants to support student expenses and project costs. Details can be found on the College's website.

Finally, students who present their research at conferences outside the university may be eligible for travel awards to help offset presentation-related expenses.

Required Coursework, Presentations, and Originality Check

Required Courses:

All students obtaining honors in Systems Neuroscience are required to take BBH 310H**: Honors Research Methods for Studying Biobehavioral Health. This course can be counted in the 9 credits of university-wide electives in the Systems Neuroscience major. This course is only offered during the Fall semester and is best to take during your 2nd or 3rd year.

For non-Systems Neuroscience majors, successful completion of BBH 203, 469, and 470 is also required.

** This requirement may be waived in extreme cases (e.g., cannot take the course due to a study abroad experience). However, this decision must be made in consultation with both your academic and honors adviser.

Research Credits:

In most cases, students register for 3 honors research credits (494H) in both the fall and spring semesters of their senior year. Students working with faculty members outside the Biobehavioral Health department should register for 494H credits in their thesis supervisor's home department (e.g., BIO 494H).

These research credits are designed to support thesis-related activities such as data collection, data analysis, and thesis writing. They are not intended for unrelated research or coursework. However, there may be cases in which students engage in research activities that, while not directly part of the thesis, enhance their research training (e.g., attending a research lecture or assisting with a procedure in their supervisor's lab). Such experiences should be discussed with the thesis supervisor and, when appropriate, taken for 496 (Independent Study) or 494 (Research) credits rather than 494H.

While 494H credits are suggested, it is notable that there is no Schreyer Honors College requirement to take these courses.

Research Presentations:

All honors students are required to present their thesis research. For students graduating in the spring semester, posters should be presented at the Biobehavioral Health Founders Day Exhibition. The exhibition is usually held in March or April.

This event provides an opportunity for faculty, administrators, and students to learn about the outstanding research conducted by honors scholars. Students graduating in the fall or summer must coordinate with their thesis supervisor to identify an alternative presentation venue, such as a regional conference, departmental seminar, or classroom presentation. Students should invite both their thesis supervisor and honors adviser to attend.

Originality Check:

Your thesis must represent your own original work. Accordingly, all theses must be submitted to Penn State's originality assessment tool, Turnitin (http://turnitin.psu.edu), when submitted to the honors adviser for approval.

Thesis Timeline

Each student's schedule will differ based on the project. Some students do not start their honors research until the summer before their senior year or in rare cases, in the fall of their senior year. The calendar becomes less flexible as the thesis submission deadline approaches. The following timeline is an idealized guide based on a Spring graduation date:

SOPHOMORE YEAR

1. Meet with your Honors Adviser to get a better understanding of the variety of thesis options.
2. Find a faculty member with compatible research interests or a willingness to work on a unique idea of your own.

JUNIOR YEAR

1. Begin to review the literature on your topic/research question.
2. Develop and finalize your research idea by the end of January.
3. Your THESIS PROPOSAL is due to the honors college 1 year before graduation.
4. Develop and submit appropriate applications [IACUC (animal), IRB/CTS (human), and Biosafety (depending on materials)] by the end of April.
5. Submit Schreyer Honors College grant to support your research in April.
6. Begin collecting data in the Spring/Summer if possible.

SUMMER PLANS

1. Work related to your thesis if possible.

SENIOR YEAR

1. Finalize data collection by the end of November/early December.
2. Introduction, hypotheses, and methods draft completed by the beginning of December.
3. Results: Begin data analyses in November/December. *Remember that writing your results section is easier if you fully document each result as it is generated*.
4. Submit Results: finish analyses by the end of January.
5. Final introduction, hypotheses, and methods by the middle of February.
6. Results finalized by the middle of February.
7. Prepare and submit an abstract to BBH Founders Day Exhibition.
8. References: on-going, use the style your adviser desires (start collating your references and building your bibliography early).
9. Tables & Graphs: on-going, ALWAYS DO THIS AS YOU ANALYZE THE DATA.

10. The abstract, appendices, and table of contents should be completed by early MARCH.
11. After your thesis supervisor has approved your thesis, a complete version will be due to the honors adviser approximately 3 weeks before it is due to the Honors College.
12. Thesis submitted to Honors College, generally 3 weeks before graduation.

Advising Structure: Academic Adviser, Honors Adviser and Thesis Supervisor

What is the difference between an honors adviser, an academic adviser, and a thesis supervisor?

In Systems Neuroscience, honors advisers solely advise students on matters related to their thesis and research. Honors advisers approve thesis proposals, Schreyer Plans, honors option forms and the final thesis. Academic (departmental) advisers can help with course scheduling and with questions related to the degree audit. Systems Neuroscience honors scholars are required to meet with a departmental adviser and their honors adviser to review the Schreyer Plan before it can be approved. The thesis supervisor is the faculty member who you are working directly with to design, develop and carry out your thesis project.

Academic Adviser:

Partial Role

1. Engage students in active discussion of their educational and career objectives with the intent of helping students to understand the range of educational opportunities available at Penn State.
2. Help students to better understand the logic of the curriculum and the relationships among educational opportunities such as General Education courses, University requirements, programs, undergraduate research opportunities, internships, study abroad programs, and other academic experiences.
3. Help students to plan a course of study and give advice about courses and the adjustment of course loads.
4. Help students understand all graduation requirements.

Honors Adviser:

The thesis is the culmination of honors education at Penn State, and while the thesis supervisor is the principal faculty role in the thesis process, the thesis honors adviser is very important at two key moments — the thesis proposal and the final thesis submission.

Role

The permanent (i.e. in all cases) role of the thesis honors adviser is to review the thesis proposal and final thesis submission for:

- Overall quality

- Specific fulfillment of the disciplinary expectations for a Systems Neuroscience thesis

The thesis honors adviser is the gatekeeper, on behalf of the major, for what "With Honors in Systems Neuroscience" means. We distinguish between these two judgments, overall and specific, because a thesis might be an impressive piece of work but not sufficiently reflective of the field for which it's submitted for honors. That is one reason why scrutiny of the thesis proposal is especially important.

Thesis Supervisor:

Thesis supervisors are selected by Scholars and judge the merits of a Scholar's honors thesis. The relationship between supervisor and Scholar is integral to the ultimate success of the thesis.

Role

As with the graduate thesis, honors thesis supervision may involve only intellectual and editorial mentoring, or it may bring the student into your scholarly work and its physical setting in the lab and/or in the field. The first scenario may be lower-impact for you as thesis supervisor, but it requires specific commitment (from both you and the student) to stay in touch throughout the project. When the student is part of your scholarly work, the challenge (as with graduate students and postdocs) is to integrate them while carving out a project that is sufficiently their own. While it is common in these cases to delegate daily supervisory responsibility over the student to an advanced graduate student or postdoc, please remember that actual thesis supervision should not be delegated.

Information adapted from the following websites on November 4, 2025

- https://aappm.psu.edu/policy/b-3-responsibilities-of-advisers-and-advisees
- https://www.shc.psu.edu/faculty/thesis-roles/

Who should I ask about … ?

Academic Adviser

- What courses do I need to get my degree?
- How many credits should I take each semester?
- How does BBH 494H fit into my degree audit?
- How could I fit studying abroad into my degree?
- Can I substitute BBH 451 with another course?
- How do my transfer credits fit into my degree?
- I just transferred into Systems Neuroscience from Biology. Can you help me figure out what classes I need for Systems Neuroscience?
- I want to go to medical school. How can I fit the prerequisites into my degree?

Honors Adviser

- When is my thesis due to the department?
- I am having trouble getting guidance from my thesis supervisor, can you help?

Honors Adviser in a different department (in this example Biology)*

- I am doing research with a Biology faculty member, what requirements are there to obtain honors in Biology?

Any Adviser

- What is the best way to approach faculty to become involved in research?

* If you are conducting research with a faculty member in a different department you should consider obtaining honors in that department. If this is not feasible, you should have communicate this with your honors adviser and discuss the requirements for the Systems Neuroscience thesis to ensure your thesis supervisor will be able to appropriately guide you.

A Guide for Honors Optioning a Course

We are glad you are thinking about your honors credits. You will need to complete honors credits each year you are enrolled at Penn State. The number of required honors credits depends on when you enrolled in the honors college. You can find your requirements here.

While there are some honors-specific courses, you will likely need to honors option several non-honors courses during your time at Penn State. The honors option allows you to incorporate honors elements into a non-honors course. For more information, please visit the Schreyer Honors College website.

Below are the steps you should take to honors option a course:

1. If you are thinking about honors optioning a Systems Neuroscience/Biobehavioral Health course, first check that it is on the list of courses allowable for an honors option.
2. Early in the semester (or even before the semester starts), approach your course instructor to discuss the possibility of honors optioning their course. Specifically ask if they would let you honors option the course. Note that this decision is solely up to the course instructor. Some faculty may be unfamiliar with this process – and if they indicate that to you, feel free to refer them to Dr. Kamens (hmk123@psu.edu) for assistance.
3. Once an instructor agrees, work together to create a plan outlining the additional honors-level work you will complete. You will then submit this information via SRS (the Schreyer Record System). Example honors option responses are below. The deadline to submit an honors option form is typically by the end of the third week of class, but be sure to follow the deadline for the current semester.
4. After submitting the form, it will be reviewed by both the course instructor and your honors adviser.
5. Enjoy getting to learn deeply about a topic in your course!

EXAMPLE HONORS OPTION SUBMISSION

PROJECT DESCRIPTION (An Honors Option should consist of a portion of the course syllabus or a related alternative to it.)

EXAMPLE 1 - I am going to work with Dr. XXX to devise 2 alternative papers to existing assignments in the class. Each of those assignments are 11% of the grade and about 1000 words. We will create projects that feed my research interests but are upheld to same general standards as the original assignments. The first paper will examine neuroimaging methodologies, a justification for their use, and a review of techniques relevant to certain topics. The second paper will examine how interventions modulate brain activity. For this

honors option I will expand these papers to include 5 additional peer reviewed sources and will expand the papers to 1250 words.

EXAMPLE 2 - The case studies in this course involve describing the given health problem (e.g., Parkinsons disease) and then highlighting two influences of the students' choice: one behavioral and one biological influence. After that, students are tasked with providing their opinion (and explaining why they have that opinion) about whether or not the two influences interact in order to increase/decrease the likelihood of the health problem occurring. Finally, students are asked to describe which influence would be better to target for intervention and why. In this honors option, the student will identify a third influence of their chosen health problem from a different domain (e.g., psychological, social, etc). Because of the additional influence, the minimum word count will be increased from 500 words (for non-honors students) to 650 words (for honors students).

PROJECT RATIONALE

EXAMPLE 1 - Because of my thesis work, I have specific needs of a deeper understanding of neuroimaging methods and practices that I need to build on. This project will enrich my education in those domains in a way that does not exactly pertain to my thesis, but that will strengthen my ability to do thesis work. The extra projects will supplement my knowledge and subsequently support my thesis endeavors.

EXAMPLE 2 - The case studies in this course involve describing 2 factors that influence a health condition. In this honors option the student will be tasked with integrating a third factor that influences their health outcome of interest. This will allow the student to more deeply consider multiple factors that influence health. Moreover, this will necessitate a more in-depth understanding of the health problem given that additional interactions and opportunities for intervention will be included.

SUPPLEMENTAL WORK (Describe how this honors work will replace or enhance regular course requirements. The character of the work, not the quantity, should be supplemented.)

EXAMPLE 1 - I am going to work with Dr. XXX to devise 2 alternative papers to existing assignments in the class. Each of those assignments are 11% of the grade and about 1000 words (non-honors students). For the honors option, I will expand these papers to include 5 additional peer reviewed sources and will expand the papers to 1250 words.

EXAMPLE 2 – The case study will increase from 500 words (for non-honors students) to 650 words (for honors students) and incorporate a discussion of a third factor that influences a chosen health outcome.

Agreement and Deadlines (An important component of honors work is regular contact between the student and supervising faculty for review and discussion of the project as it develops. Written final projects should have a first draft deadline to permit revisions incorporating instructor suggestions. Describe the agreement reached and appropriate deadlines for meeting this requirement.)

EXAMPLE 1 - Deadlines will be the same as for non-honors students, which are highlighted on the course syllabus (Paper 1: 10/18; Paper 2: 11/10). To allow for feedback from the instructor a draft will be due 2 weeks prior to the stated syllabus deadline.

EXAMPLE 2 - The final paper is due 11/28. At a minimum, we will meet after each submission (outline and draft) to ensure that the student is on track and integrating the literature into a meaningful argument. The outline is due 9/12 and the draft is due 10/19.

Biobehavioral Health Courses Available for an Honors Option

Below is the list of classes that can be used for an honors option (*assuming the instructor agrees). If you do not find your class of interest on the list, please reach out to your honors adviser with questions.

BBH 48: Values and Health Behavior
BBH 101: Introduction to Biobehavioral Health
BBH 119: Behavior, Health, and Disease
BBH 130: Strategies for Addressing the Obesity and Diabetes Epidemics
BBH 143: Drugs, Behavior, and Health
BBH 146: Introduction to Health and Human Sexuality
BBH 201N: Health and the Media
BBH 203: Neurological Bases of Human Behavior
BBH 204: Methods in Neuroscience Research
BBH 210: Biobehavioral Aspects of Genetics
BBH 301W: Values and Ethics in Biobehavioral Health Research and Practice
BBH 302: Diversity and Health
BBH 305: Introduction to Global Health Issues
BBH 311: Interdisciplinary Integration in Biobehavioral Health
BBH 315: Gender and Biobehavioral Health
BBH 316: Foundations and Principles of Health Promotion
BBH 368: Neuroanatomy, Behavior, and Health
BBH 370: Environmental Health and Sustainability
BBH 402: African Health & Development
BBH 407: Global Health Equity
BBH 410: Developmental and Health Genetics
BBH 411W: Research and Applications in Biobehavioral Health
BBH 416: Health Promotion II: Planning, Implementation, and Evaluation
BBH 420: Developing Stress Management Programs
BBH 432: Biobehavioral Aspects of Stress
BBH 440: Principles of Epidemiology
BBH 446: Human Sexuality as a Health Concern
BBH 451: Pharmacological Influences on Health
BBH 452: Women's Health Issues
BBH 458: Critical Feminist Issues in Reproduction
BBH 468: Neuroanatomical Bases for Disorders of Behavior and Health
BBH 469: Neurobiology
BBH 470: Functional and Integrative Neuroscience
BBH 471: Clinical Research Practice
BBH 477: Sleep and Biobehavioral Health

Biobehavioral Health/Systems Neuroscience Honors Study Policy on the Use of Generative Artificial Intelligence

Policy for the Use of Generative Artificial Intelligence in a Systems Neuroscience/Biobehavioral Health Honors Thesis

The Biobehavioral Health faculty continue to have ongoing discussions regarding the use of Artificial Intelligence (AI). Beginning in the Spring of 2025, it is the official Biobehavioral Health policy that “generative AI” technology (e.g., ChatGPT, Perplexity, Microsoft Copilot, and similar programs) may not be used in the generation of text for a Systems Neuroscience honors thesis unless exceptions are granted (see below). This includes early steps towards honors thesis milestones, such as idea generation, proposal drafting, the final product, and everything in between. This policy applies solely to the Systems Neuroscience honors thesis as all coursework will follow individual instructor and/or HHD policy.

This policy aligns with the Schreyer Honors College goal of the thesis, “to demonstrate a command of relevant scholastic work and to make *a personal* contribution to that scholarship.” Further, the goal of this policy is to provide a consistent set of expectations for all students obtaining honors in Systems Neuroscience. The department, thesis supervisor, and/or honors advisers may elect to use various resources to check for the use of AI. It is expected that the thesis supervisor will provide the student with written documentation of expectations around adhering to this policy (e.g. the use of AI checkers, expecting all thesis related documents to utilize track changes to view the progression of writing). An example of such documentation is below.

The System Neuroscience honors advisers will continue to discuss whether there can be any appropriate (highly limited) use of AI for the honors thesis. Currently, and until such a time as this policy may be revised, scholars who wish to use AI in any way in their honors thesis work must first talk with their thesis supervisor; if the thesis supervisor deems the potential AI use to be appropriate, the student must seek approval from the department honor advisers. AI use in the honors thesis without both the thesis supervisor and departmental approval is not permissible. If a student is believed to have used AI in all or parts of their thesis related documents, they will be referred to the College's Academic Integrity committee with the recommendation that the student not be permitted to graduate with honors in Systems Neuroscience.

A statement regarding the use of generative AI technology must be added to the top of the acknowledgement section of the honors thesis. If no generative AI technology was used, this statement may simply read “No generative AI technology was used in any of the work

represented in or leading to this document." If an exception for limited use of generative AI technology was granted, including for generating code, the statement should be amended to detail all uses of AI and the permission that was granted (and when) that permitted such use.

Example memo between study, thesis supervisor, and honors adviser.

Date:

Student Name:

Systems Neuroscience Thesis Supervisor:

Systems Neuroscience Honors Adviser:

As with all academic work during your time as a Penn State student, the honors thesis represents scholarly work. Per the Systems Neuroscience policy on the use of generative artificial intelligence (AI) in the honors thesis, use of AI in the honors thesis without both the approval of the thesis supervisor and departmental honors advisers is not permissible and constitutes an Academic Integrity violation.

According to Penn State policy G-9: Academic Integrity, an academic integrity violation is "an intentional, unintentional, or attempted violation of course or assessment policies to gain an academic advantage or to advantage or disadvantage another student academically." For purposes of the Systems Neuroscience honors thesis, you must complete the proposal and thesis entirely on your own, using only sources that have been permitted by your thesis supervisor and the Biobehavioral Health department. Thus, you are not allowed to use generative AI, such as ChatGPT, Perplexity, Microsoft Copilot, etc. You may not submit false or fabricated information (i.e., plagiarism). Students with questions about academic integrity should ask their thesis supervisor and/or honors adviser **before submitting work**.

To help reduce the risk of using generative AI in your honors project related documents, we will institute the following protocols for your thesis project: (Below is a list of options that faculty may choose to use).

1) Please complete all writing related tasks (e.g. drafts and final projects) using track changes. This will allow us to track the progression of your writing using time stamps. Moreover, this allows me to see your engagement with the important process of iterative revisions.
2) All documents submitted for your thesis proposal and final thesis may be submitted or the department to multiple Generative AI checkers.
3) Similarly, as described in the Systems Neuroscience honors guide the final thesis will also be uploaded to TurnItIn.com which includes an AI check as well as plagiarism checker.
4) If you are unsure if something constitutes as use of Generative AI, please reach out to me to ask. I am happy to discuss this with you further.
5) Other ideas?

Frequently Asked Questions

What if I want to get my honors degree in another department?

You can obtain your honors degree in any department as long as your thesis topic is substantively related to that department and your thesis supervisor has an affiliation with/appointment in that department. Different departments have specific requirements for honors scholars. Some departments require scholars to take certain classes, and some of these classes may not be open to non-majors. We advise that you check with the honors adviser in that department early to understand the honors requirements. Systems Neuroscience does not dictate thesis content or requirements for any other program/department.

What is the difference between 494H and 496H?

These are independent research (494) or independent study (496) courses. The “H” designation on any course means that research will be conducted, and this typically relates to your thesis research. You will earn honors credit for courses with the “H” designation. We typically advise students to research 494H credits for the semesters when they will be working directly on their thesis.