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# HONORS COLLEGE

H A N D B O O K



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## MISSION STATEMENT

The UIC Honors College enhances opportunities for intellectual challenge and leadership by fostering a community of academic excellence, connecting students with premier faculty mentors and promoting civic engagement. By bringing together exceptional students, faculty, and staff, the Honors College is a destination for advanced intellectual growth and a foundation for life-long learning.

## MESSAGE FROM THE DEAN

Dear Student:

Welcome to the Honors College! As a student in the Honors College, you have access to a wide array of important benefits. Direct contact with faculty mentors, individual advising, scholarships, dedicated high-quality computer and study facilities, leadership and community engagement opportunities, small seminars on special interest topics – these are just a few examples of what awaits you.

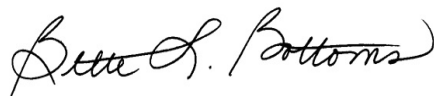
This Honors College Handbook is a valuable resource for you. Please take the time to read it, then keep it handy. The Handbook explains in great detail Honors College opportunities, benefits, policies, and other essential information. If you have any questions or need any clarifications, please see an Honors College advisor. The advisors are here to help for issues large and small – come see them often!

You are already a highly accomplished scholar. Now, become more! Take advantage of everything that UIC and the Honors College have to offer. Become a fully engaged, active participant in your undergraduate education. You are laying the foundation for the rest of your life – make it a firm foundation, supportive of an intellectually stimulating, creative, and personally fulfilling life.

On behalf of the entire Honors College community, I am delighted that you have joined us, and I wish you all the best as you embark on this important phase of lifelong intellectual growth. My staff and I look forward to helping you achieve academic success!



Best wishes,



Dean Bette L. Bottoms

All Honors College students are responsible for knowing and understanding all the material contained in this handbook. This publication and other printed materials are available in alternative formats for persons with disabilities by contacting the Honors College or the Office of Disability Services at (312) 996-8332.

# I.

## THE HONORS COLLEGE

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### *Honors College Administration*

#### **Staff**

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Assistant to the Vice Provost for  
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312-996-5153

## Honors Council

### *2010-2012 Term*

Stephanie Crawford, Pharmacy, Associate Professor, Pharmacy Administration  
Mark Grabiner, Applied Health Sciences, Professor, Kinesiology and Nutrition  
Geraldine Gorman, Nursing, Assistant Professor, Health Systems Science  
Faith Bonecutter, Social Work, Associate Dean for Academic Affairs, Clinical Associate Professor  
Teresa Orenic, Liberal Arts and Sciences, Associate Professor, Biological Sciences  
Shar Fadavi, Dentistry, Professor, Pediatric Dentistry  
Danny Martin, Education, Associate Professor, Math Statistics and Computer Science  
Stewart Shankman, Liberal Arts and Science, Associate Professor, Psychology  
David Perry, Urban Planning and Public Affairs, Director and Professor, Great Cities Institute  
Ralph Keen, Liberal Arts and Sciences, Professor, History

### *2009-2011 Term*

Jennifer Ashton, Liberal Arts and Sciences, Associate Professor/Associate Head, English  
Scott Shippy, Liberal Arts and Sciences, Associate Professor, Chemistry  
Matthew Lippman, Liberal Arts and Sciences, Professor, Criminology, Law, and Justice  
Matthew Gaynor, Art and Architecture, Associate Professor, Graphic Design  
Ludwig Nitsche, Engineering, Associate Professor, Chemical Engineering  
Sandra Sufian, College of Medicine, Assistant Professor of Medical History and Humanities, Medical Education

### *Members-At-Large*

Honors College EPC Chair: TBA  
Dean's Designate: TBA

### *Ex-Officio Members*

Bette L. Bottoms, Dean  
Janet Madia, Executive Associate Dean, Honors College  
Hui-Ching Chang, Associate Dean for Academic Affairs, Honors College  
Elizabeth Loentz, Associate Dean for Academic Affairs, Honors College  
Stacie Williams, Assistant Dean for Student Services, Honors College  
Mo-Yin Tam, Vice Provost for Faculty Affairs and Professor of Economics  
Beth Powers, Director, Special Scholarship Programs  
Josephine Volpe, Assistant Director and GPPA Undergraduate Coordinator, Special Scholarship Programs  
Josh Kannankeril, President, Honors College Advisory Board

## Educational Policy Committee

### *2010-2012 Term*

Todd DeStigter, Liberal Arts and Sciences, English  
Duncan Wardrop, Liberal Arts and Sciences, Chemistry

### *2009-2011 Term*

Steven Fanning, Liberal Arts and Sciences, History  
Christian Messenger, Liberal Arts and Sciences, English (for Spring 2011)  
Amanda Pallares, Liberal Arts and Sciences, Political Science  
Sandra Sufian, College of Medicine, Medical Education

### *Honors College Representatives*

Janet Madia, Executive Associate Dean  
Hui-Ching Chang, Associate Dean for Academic Affairs  
Elizabeth Loentz, Associate Dean for Academic Affairs

## *Honors College Facilities, Location, and Hours*

### **Honors College Office:**

103 Burnham Hall  
828 South Halsted Street (M/C 204)  
Chicago, IL 60607-7031  
Phone: (312) 413-2260  
Fax: (312) 413-1266  
Web address: <http://www.uic.edu/honors/>

### **First Floor:**

#### *Student Lounge: 109 BH*

Couches, tables, computers, and chairs are available for Honors College students' use to relax, socialize, or eat lunch. A microwave is available for student use. This is the only area of the college where food is allowed and where students may use cell phones. Students are expected to clean up after themselves. To respect the sensibilities of others, students should be aware of their noise level and its impact on others.



**Honors College student workers**

#### *Conference Room: 114 BH*

Available for student meetings. Please note that no food or drink is allowed in the conference room.

#### *Pantry: 130 BH*

A refrigerator, microwave, and coffeemaker are available for student use. Students are expected to clean up after themselves.

#### *Quiet Study Area/Library: 121 BH*

During regular office hours, this room is available for quiet study and student meetings; the room also has several PCs as well as WIFI. This room is quiet all the time. Students using the room who wish to engage in conversation must move elsewhere. Please note that no food or drink is allowed in the quiet study area/library.

**Copy Service:** Students have access to the Honors College copy machine to use for classroom-related duplicating; copies are \$.05 per copy. Students must see the reception staff to make copies. If the machine does not function properly, students must not attempt to fix it or reload paper; contact a member of the reception staff for assistance.

### **Lower Level:**

#### *Student Computer Laboratory: B11 BH*

PCs and a printer are available for Honors College students' use. Wireless network connections have been added to Burnham Hall and assistance is provided for students who wish to connect their laptops to the wireless Campus Local Area Network. Additionally, a color scanner is available for use in the Honors College computer lab. To see a complete listing of software available in the Honors College computer lab, go to: <http://suggest.server.uic.edu/Software/> - look under bhb11.

Computer lab users are responsible for leaving their workstations clean. No food or drink is permitted. The use of cell phones is not permitted. The Honors computer lab is intended for academic work; priority is given to users doing class-

### *Honors College Hours*

**Main Office: Monday – Friday: 8:00 a.m. – 5:00 p.m.**

**Quiet Study Area/Library Area: Monday – Thursday: 8:00 a.m. – 8:00 p.m. (after hours as arranged)  
Friday: 8:00 a.m. - 5:00 p.m.**

**Student Lounge: Monday – Thursday: 8:00 a.m. – 8:00 p.m. during fall and spring semesters  
Friday: 8:00 a.m. – 5:00 p.m.**

**Computer Lab: Monday - Thursday: 8:00 a.m. - 8:00 p.m. (fall and spring semesters)  
Friday: 8:00 a.m. - 5:00 p.m. (Inter-session and summer session)**



work. Students using computers for games, social e-mail, net surfing, or other nonacademic work when other students are waiting to use the lab for their class assignments will be asked to leave.

Only Honors College lab personnel can make modifications or changes to lab hardware or software, including loading or unloading software, plugging or unplugging peripherals, reconfiguring machines, or making any modifications to the printer, including refilling paper.

The Honors College lab personnel are not responsible for private computers owned by students. Hacking, excessive noise, excessive printing, violation of computer software copyrights or other disruptive behavior in the computer lab can result in suspension or revocation of computer lab privileges or Honors College status. For further information on UIC computer usage, visit the Academic Computing & Communications Center's Acceptable Use Policy web page: <http://www.uic.edu/depts/accc/policies/uicpol.html>.

#### *Student Activity Room: B16 BH*

This room has been designated for use by Honors College student organizations. Student groups have computers, meeting space, and other resources available for their use.

### **Second Floor:**

#### *Honors College Tutoring Center: 220 BH*

Honors College tutoring takes place in this room between the hours of 9 a.m. and 4 p.m., Monday - Friday. Each semester's tutoring schedule is posted on the Honors College web page: <http://www.uic.edu/honors>; additionally, hard copies of the schedule are available in the literature rack across from the Honors College reception desk. No food or drink is allowed. This applies to tutors as well as those being tutored. Tutors may not bring friends to their tutoring sessions. Tutors who have no current clients should study quietly and refrain from distracting conversation.

Evening and Weekend Study Space: The tutoring center is available for after-hours studying as well; students must request swipe access to the area by signing up at the Honors College front desk.

### *Honors College Publications*

#### **Webpage - <http://www.uic.edu/honors>**

Students should visit the Honors College official web page frequently. It is updated regularly and contains information about Honors College events, deadlines, announcements, and course details. There are also photographs of Honors College events on the site.

#### ***The Ampersand***

*The Ampersand* is the Honors College newsletter, written by Honors College students. It is available in the Honors College main office in 103 BH and online on the Honors College web page. Students should read *The Ampersand* carefully. It often contains information regarding registration, new honors courses, scholarships, events, and is frequently the vehicle by which the College conveys important information to its students. Current and back issues of *The Ampersand* can be viewed by visiting the Honors College web site at: <http://www.uic.edu/honors/life/ampersandhome.shtml>.

## II.

## CURRICULUM

### *An Overview of Honors Curriculum*

#### **Curricular Requirements**

Students entering the Honors College as freshmen are required to take a 1-credit hour first-year seminar (HON 101) and two 3-credit hour Honors Core Courses, one for each of the two semesters, for a total of 7 credit hours. Core courses are usually theme-based courses spanning an academic year, and they fulfill general education requirements.

In their sophomore and junior years, students complete an honors activity for each semester they are in the Honors College (excluding the summer), and register for HON 222. This zero-hour “course” is the symbol used to note students’ honors work on transcripts and grade reports and to monitor students’ progress. Students receive an ‘SH’ (satisfactory) in HON 222 upon Honors College receipt of the students’ signed Completion Forms.

In their senior year, students undertake a Capstone project (HON 322), and they should register for each of the two semesters. Students majoring in disciplines where a senior thesis is required to graduate with distinction (including many of the humanities, social science, and natural science disciplines in LAS) may use such projects to satisfy the Honors College Capstone requirement. Capstone projects should be pursued in the last year at UIC, since this is the time when students have accumulated knowledge and research skills to undertake an independent research project. In cases where students are able to initiate the project earlier and complete the project prior to their graduation semester, they should continue to register for an honors activity (HON 222) until their graduation.

The work of the Fellows is at the heart of the Honors College. Beginning with the sophomore year, students are assigned to Fellows in (or close to) their disciplinary field of interest. Honors College students work closely under the guidance of their Faculty Fellow. Specifically, students pursuing the Capstone project, in addition to seeking the approval of specific project supervisors, must also seek the approval of their Faculty Fellow. The Faculty Fellow is the student’s mentor in his or her pursuit of advanced undergraduate experiences at the Honors College.

#### **A Year-by-Year Registration Sequence**

<b>Freshman Year</b>	First Semester First-Year Seminar (HON 101, 1 hour), 1 Core Course (3 hours), HON 222 Second Semester 1 Core Course (3 hours) and HON 222
<b>Sophomore Year</b>	First Semester Honors Activity (HON 222) Second Semester Honors Activity (HON 222)
<b>Junior Year</b>	First Semester Honors Activity (HON 222) Second Semester Honors Activity (HON 222)
<b>Senior Year</b>	First Semester Capstone Project (HON 322) Second Semester Capstone Project (HON 322)

#### **GPA Requirements**

All Honors College students are required to maintain a minimum 3.4 cumulative grade point average for all coursework taken at UIC. Transfer students who apply to the Honors College are admitted based on their grade point averages earned at their transfer institutions; once they take courses at UIC, the Honors College considers only their UIC grade point averages in determining their standing in the College.

#### **Academic Advising at the Honors College**

A distinctive feature of the Honors College is the availability of personalized advising. Prior to matriculation, all entering freshmen (first year students) are advised by the experienced staffs of their degree granting colleges and by advising staff of the Honors College. During each semester of their first year, freshmen are required to meet with their assigned Honors College advisor to discuss course selection and strategies for success. Upon completion of the first year, stu-

dents are strongly urged to continue to discuss their academic progress and course scheduling with one of the Honors College advisors. The transition to the university can be challenging for some students; the Honors College staff is available to help its students through this change.

## *Honors Activities (HON 222)*

### **For First-Year Students**

#### *First-Year Experience Seminar*

Honors College first-year students who are enrolled in a degree-granting college that does not include a freshman seminar requirement are required to enroll in HON 101, Introduction to the UIC Honors College, during the fall semester of their first year. Consult the UIC Schedule of Classes for course sections and times.

#### *Core Courses*

Each Honors College freshman is required to enroll in an honors core sequence of 2 three-credit hour courses taught during the fall and spring semester of the freshman year. These courses are developed around an important theme and are taught by professors from different departments. Because of the interdisciplinary nature of the core courses, students learn to integrate important material from different perspectives. Because students stay in a small group throughout the academic year, they have considerable opportunity to get to know each other intellectually. Enrollment in each core sequence is limited to 25. The core courses can provide credit in any of the following general education areas: Exploring World Cultures, Understanding the Creative Arts, Understanding the Individual and Society, Understanding U.S. Society, Understanding the Past, or Analyzing the Natural World (no lab). They are also considered as first-year students' honors activities.

Following are examples of the 2010-2011 honors core course offerings: Biography and Identity: Existentialism in European and American Fiction, History of Ideas: Differing Aspects of the Self in the Classics; Social and Historical Contexts of Art and Design: Art, Films, and Dreams; Education and Social Justice: The Influence of John Dewey on American Education; Gender and the Family: Men, Women and the Changing Family; Evolution and Religion: Addressing the Conflicts; Ethics: Human Nature and the Body; and Diversity: Diversity and Cultural Identity. The honors status of the course is noted on the student's transcript by the addition on the letter "H" after the letter grade given for the course.

The Honors College staff provides a comprehensive listing of all courses each semester. Copies are available in the Honors College main office (103 BH) and on the Honors College web page: <http://www.uic.edu/honors/learning/courses2.shtml>.

### **For Upperclassmen**

#### *Course-Related Honors Activities*

A variety of honors courses are available for students to enrich their intellectual pursuits, offered both by the Honors College and other departments. In addition to the required freshman seminars and honors core courses, there are also honors lectures and seminars and special honors sections of courses offered by other departments, which may fulfill honors activity credit.

#### **A. Core Courses**

Although Honors Core Courses are designed for first-year students, upperclassmen who still need to complete general education requirements are encouraged to take these Honors courses, as seats are available. Please consult with an Honors College advisor with questions or for registration assistance.

#### **B. Honors Lectures (HON 200) and Honors Seminars (HON 201)**

The Honors Lectures (HON 200, 0 hour) and the Honors Seminars (HON 201, 1 hour) provide ways for students to extend their study of a topic of interest. Both courses are graded on a Satisfactory (S)/Unsatisfactory (U) basis.

The lectures and seminars are good options for students in their sophomore and junior years after general education programs have been completed. Please note that students may take only one Honors Lecture (HON 200) for honors activity credit, and may take up to four honors seminars (HON 201) in total for honors activity credit during their time in the Honors College. Students are limited to one seminar per semester. The honors status of the course is noted on the student's transcript by the addition on the letter "H" after the letter grade given for the course.

### C. Honors Supplement to a Regular Course

The Honors Supplement is an honors project undertaken in a non-honors course with the approval of both the course instructor and the student's Honors Fellow. Supplements should meet the following guidelines:

1. The Supplement provides the student with an opportunity to go more deeply or broadly into the subject of the course, or into an area related to the course, than is specified in the course requirements. Wherever possible, the project grows out of the student's own interests.
2. The Supplement is not one of the standard requirements for a course, nor is it simply an "extra" paper, experiment, or problem set.
3. Although it does not necessarily result in a greater number of pages, experiments, or problems than is expected of non-honors students, the Honors Supplement does provide the honors student with a greater challenge than that presented to other students.
4. Kinds of Supplements include, but are not limited to:
  - Papers on more challenging topics than those required of other students
  - More sophisticated experiments
  - More complex problems
  - Extra problem sets/experiments in an area touched on but not thoroughly covered in the class
  - Leading a class discussion on a topic thoroughly studied by the student
  - Learning a more advanced computer language than that required in the course and writing a course-related program
  - In a basic foreign language course, translating a short work into English
  - In an engineering course, building a model of a course-related device
  - Meetings with the instructor to discuss additional readings.

The work required of the student for a Supplement cannot be precisely quantified across all disciplines and courses. Both the course instructor and the student's Fellow, as indicated by their signatures on the Agreement Form, must approve the proposed Honors Supplement. The Fellow is the judge of whether the project satisfies the guidelines; Honors College staff will be happy to advise.

The Honors Supplement must be described by the student in as much detail as possible on both Agreement and Completion Forms. The college will not accept forms without such descriptions. The honors status of the course is noted on the student's transcript. Upon completion of the Honors supplement, the student will be awarded an Honors grade (H), in addition to the regular letter grade given for the course in which the supplement was completed.

#### *Sample of an Honors Supplement:*

"As an Honors Supplement to Political Science 216, I will do additional research on the subject of bringing about political awareness and change through the internal manipulation of radio. Essentially, I will examine the strategies that are used at a radio station dedicated to political change. I will base my research on personal experience, staff interviews, and additional readings. I will write a paper of a minimum of 10 to 15 pages."

### D. Honors Sections of Regular Courses

Some departments offer special discrete honors sections of courses in such disciplines as chemistry, economics, calculus, and physics, among others. Others provide a number of honors seats within a regular course; students generally register for a separate honors course reference number (CRN) and are subject to additional course requirements as deemed appropriate by the course instructor. In both cases, the honors status of the course is noted on the student's transcript by the addition on the letter "H" after the letter grade given for the course.

As required for all courses, students should consult the prerequisites for honors sections before enrolling in them. Thus, some first-year students may be eligible to take honors sections, but should keep in mind that they do not satisfy their honors activity requirements, as taking an Honors Core Sequence is the only way for first year students to satisfy the honors activity requirement.

## **E. Advanced Coursework Outside the Major**

Students may take advanced courses (400-level or above) that are not part of their academic program requirements for honors activity credit

### *Research-Related Honors Activities*

#### **A. Independent Study/Research**

As students enter more advanced coursework in their major, they may consider independent study in an area not covered in standard courses under the supervision of a faculty member. In planning such projects, students should consult the departmental policies and procedures to which they are subject, as well as obtaining their Honors College Fellows' approvals. Students may also choose to engage in supervised work in faculty research laboratories or on other research projects, again with their Fellows' approvals.

Sometimes these projects provide course credit, in which case students enroll in a course number designated for such work. With the approval of their Fellows, some students may do independent work without course credit that still fulfills the honors activity requirement.

#### *Samples of Independent Research:*

"I am studying pinewood nematode sampling methods at the Morton Arboretum and determining the distribution within the tree." (Fellow's comment: "XXX discussed the project with me at the beginning of the term and added some of the principles of ecology to her study. She is senior author of a poster session to be presented this June at the national Phytopathology meetings. She has most certainly done work of honors caliber.")

"I have a full load of required courses in bioengineering this term. Having completed BIOE 354 last term, I became aware of electrical safety issues in hospitals. I plan on researching the numerous electrical codes for hospital safety, and then examining the actual application, or misapplication, of the various regulations in a hospital setting, where I volunteer in the engineering department. I plan on creating a file on electrical safety for future reference when employed."

"This independent study project will involve research concerning the phenomenon of ritual fire walking (particularly in southern India) and participants' immunity to injury. In addition to information from various sources, I will have the opportunity to study the personal field research of my instructor. After research and contemplation, I will present my findings and attempt to provide a plausible explanation(s) for the apparent immunity to the fire."

#### **B. Undergraduate Research Experience Program (URE)**

Honors College students participating in faculty research may request to be enrolled in the Undergraduate Research Experience Program. Students may participate in the URE program with any UIC faculty member. Complete information on the URE program is available at: <http://www.ure.uic.edu>.

Research assistants are expected to put in at least six hours a week on a project that is part of, or relevant to, the faculty member's research. The faculty member will explain how the work done by the student fits into the larger project, and will assure that the activity, whatever it is, has educational benefit for the student.

Students and faculty are encouraged to work together for several semesters. Each year students can apply for HC research awards to continue work as a research assistant and help offset associated costs.

#### *To enroll in the UIC URE program (HON 225):*

1. If you need assistance in arranging a URE for the current or future semester: Consult the URE directory online.
2. Once you have made arrangements to work on a research project, complete and submit an Agreement form that includes an abstract of the research project and your role in the research project. Agreement forms are due by the end of the third week of the term.
3. Register for HON 225: Honors Research, in addition to HON 222 (or HON 322).
4. At the end of the semester, turn in the URE completion form.

### *Student Service Activities*

Providing volunteer service to the campus or community is a rewarding activity that can substantially enrich a student's life. Service activities provide an outstanding way for a student to explore his or her major or area of interest. Service activities do not need to be tied to the student's major but can provide a means to explore new areas and issues. Activities can be performed either on-campus or off-campus.

The maximum number of service activities that can receive credit for HON 222 as honors activities is limited to two across all years in the Honors College, and those two activities must be from two different service categories, as outlined below. Of course, we encourage students to continue participating in these activities as their time permits. Under extraordinary circumstances, students may petition for an exception to this policy. For example, in rare cases, approval may be given for a third semester of service to count as an honors activity if that service activity also includes a substantial new academic component, such as a faculty-supervised program evaluation of a service organization the student has worked for previously.

All service experiences need to be approved by the Faculty Fellow, so students are encouraged to plan ahead to ensure that a service activity will be deemed appropriate. Note that students must have someone in an official capacity sign off as activity supervisor; if the service performed is related to membership in a student organization, the organization's faculty advisor must sign off on Agreement and Completion Forms. Students cannot serve as approvers of honors activity credit for other students.

In all cases, students must spend at least three hours per week, or 45 hours per semester, involved in the activity for it to be deemed worthy of honors activity credit. Note that due to the nature of some activities, although the bulk of the hours will be spent in the semester the student is registered, some of the hours may spill over into a subsequent semester. In that case, the student will get credit for one semester of activity credit as long as the hours are eventually completed, but the student still must complete another activity in the subsequent semester.

### **Category A: Tutoring/Teaching/Mentoring**

Tutoring and other forms of teaching and mentoring activities have long been recognized by the Honors College as worthy honors activities. Tutoring benefits both the students receiving tutoring and the tutors, whose subject knowledge is reinforced by tutoring. It also builds community by creating more academic opportunities for students to interact outside the classroom. Serving as an undergraduate teaching assistant is also an appropriate honors activity, especially for students who intend to pursue careers in teaching.

#### *Examples:*

- Helping students through the Homework Hotline
- Honors College tutoring program
- Tutoring at the Port Athletic Center
- Tutoring at the Writing Center
- Tutoring at the Math Learning Center
- Tutoring at the Science Learning Center
- New Life Volunteering Society CPS tutoring program
- Undergraduate Teaching Assistants
- Honors College/CPS Mentoring program
- Mentoring at local high school
- Serving as a teaching assistant for a First-Year Experience course, such as HON 101, BA 100, or ENGR 100

### **Category B: Civic Engagement and Service-Learning**

Given its Chicago location, there are a plethora of volunteer and service opportunities for Honors College students. The organizations through which Honors College students perform outstanding international, national, and local community service include campus groups, local chapters of national organizations, neighborhood organizations, and special programs and projects. These service experiences often enhance the development of good citizenship and leadership qualities that serve students well in their future careers, and so may be approved as honors activities.





**Illinois Attorney General Lisa Madigan spoke to Honors College students in February of 2010**

*Examples:*

- Attending a week-long trip with Alternative Spring Break (ASB)
- Teaching health education at Chicago-Area high schools through Peer Health Exchange
- Teaching science concepts to underprivileged children at area homeless shelters through Project ESTEEM
- Working with children and teens living in third-world countries to document their lives with Project FOCUS
- Translating documents for non-English speakers at a community center in Chinatown

**Category C: Volunteering**

Students planning to apply to medical, dental, pharmacy, physical therapy, occupational therapy, nutrition and dietetics, veterinary and other health related professional programs are encouraged (and sometimes required) to engage in volunteer activities that educate them about the profession they hope to enter. Students interested in other careers such as law, criminal justice, psychology, anthropology, etc., may also volunteer in activities relevant to their future careers, including law offices, schools and other educational settings, museums, free tax-preparation services, etc.

The challenge of volunteering is making it an academically stimulating activity. Students must describe their planned contribution in the organization when they propose this activity and document 45 hours of participation, which will be filed with their completion forms.

Daily or weekly written reflection on the volunteer experience may provide enough evidence of the academic components of the activity.

*Examples:*

- Shadowing a health care professional in a hospital or clinic
- Volunteering as a healthcare aide in a nursing home
- Shadowing a therapist in a physical or occupational therapy clinic or rehab center
- Volunteering as a animal care technician in a veterinary clinic
- Volunteering as an educator or docent in a museum or zoo
- Volunteering to prepare tax returns for a tax preparation service
- Volunteering as a rape crisis counselor with Rape Victim Advocates
- Volunteering as a conflict mediator at the Center for Conflict Resolution

**Category D: Student Organization Leadership**

Honors College students serve in leadership roles for many UIC student organizations. Through such engagement, students employ leadership skills to benefit the UIC community at large, and so these experiences may be approved as honors activities. Leadership roles can be formally recognized, such as board membership, or informal, such as an event volunteer. Note that membership alone in a student organization is not enough to be considered an honors activity. Students must describe their planned contribution in the organization when they propose this activity and document 45 hours of participation, which they will file with their completion forms.

*Examples:*

- Planning the Honors College Ball with the Honors College Advisory Board (HCAB)
- Mentoring incoming students as a member of the Honors College Ambassadors
- Organizing the Annual Research Forum through the Undergraduate Research Steering Committee
- Planning events sponsored by UIC's cultural centers for Unifying Diversity
- Serving as the UIC Student Trustee
- Planning Relay for Life for Colleges Against Cancer
- Serving on the Executive Board of Psi Chi or other honors societies

### Category E: Student Publications

Honors College students currently publish one newsletter (Ampersand) and three journals: *Red Shoes Review*, a literary journal featuring prose, poetry, and art; the *Journal for Pre-Health Affiliated Students* (JPHAS) that addresses issues in health care; and *UIC OneWorld*, covering global issues of international concern. Students must spend 45 hours on any of the editorial boards of any one of the journals for this service activity to count for one semester of honors activity credit.



### Summer Honors Activities

Although Honors College students are not required to engage in an honors activity during the summer semester, they may take advantage of the opportunity to do so. The procedures are the same for summer honors activities, i.e., students should register for HON 222, consult their Honors College Fellow, and submit Agreement and Completion Forms.

Students may use a summer honors activity to substitute for a fall or spring honors activity. Agreement and Completion forms for the respective fall or spring semester should include the notation "completed during summer 20XX," and the Agreement Form should include the Honors College Fellow's approval and signature.

### Paperwork: Agreement and Completion Forms

Every Honors College student is required to submit an Agreement Form and a Completion Form every fall and spring semester: <http://www.uic.edu/honors/forms/>.

Agreement forms are due at the end of the third week of the semester. All areas of the form should be completed before it is submitted to the Honors College. Note: Signatures of both the course instructor/activity supervisor and the student's fellow for sophomores and above are required. Freshmen need only acquire the signature of their Honors Core instructor on their Agreement Forms. If a student is taking an honors course or doing an Honors Supplement in a regular course, or doing independent study work for honors credit, the course instructor's signature is required at the bottom of the form. For other honors activities, the supervising faculty or staff for the activity should sign off on the form. The Honors College Fellow's signature is also required (for second, third, and fourth year students), reflecting his or her approval of the honors activity. Students should discuss their planned activities with their Fellows prior to requesting signatures.

Completion Forms are submitted at the end of the semester, when students' honors work is completed. Students enrolled in honors courses and those who have completed honors supplements are required to obtain the signature of the course instructor on the Completion Form. For other honors activities, students are required to obtain the signature of the individuals who have been directly supervising their honors activities. The Honors College Fellow's signature is NOT required on the Completion Form unless he or she has been directly supervising the student's honors activity (whether it is as the course instructor in which the honors work was done, or in another supervisory role).



## *Capstone Project (HON 322)*

Students entering the Honors College in Fall Semester 2006 or thereafter must complete an Honors Capstone project before graduation. The Honors Capstone project entails an independent, in-depth examination of a topic. All Capstone projects must include both a written and a public presentation portion. The Capstone is guided by a project supervisor chosen by the student in consultation with his or her Honors College Fellow. This is likely to be the most challenging and rewarding academic project students will have undertaken to date. Typically, the project will be completed during the last two semesters at UIC, although students may begin the Capstone project as early as their junior year and complete it before their last semester. All students engaging in their Honors Capstone work should register for HON 322.

### **Purpose and Requirements**

The Honors Capstone requirement is intended to provide the student with a scholarly experience that incorporates concepts and techniques learned during his or her undergraduate career, as well as allowing the production of an original scholarly contribution to a discipline. The Capstone project must focus on a research problem, theoretical issue, new creative work, or innovative area of application (i.e. design or technological innovation). More specifically,

- A. The Honors Capstone is commensurate with the expectations of traditional departmental honors theses, senior design projects in many disciplines, and other senior research projects intended to prepare students for the rigors of research, writing, and scholarly presentation associated with post-graduate professional programs and graduate programs. It is more in-depth and demanding than a typical upper-class undergraduate paper. It involves creation of new knowledge or insights rather than simply a summary or synthesis of known “facts” or past work in the chosen area of study.

To successfully carry out a project, the student must complete such steps as reviewing the theoretical and methodological background literature, conducting research and collecting data, design or creative work, writing a paper on the project, and presenting the project in a public academic forum. In addition to maintaining high quality scholarship, students are expected to strive for well-written papers, to use good citation practices, and to present their work in a professional manner. The project may serve as a bridge to even more challenging research and innovation in their postgraduate careers.

- B. Because each discipline is different in terms of what constitutes the scholarly “product” of its endeavors, the length and format of both the written and public presentation portions of the Capstone are expected to vary according to the conventions of different disciplines. Students should consult with their Faculty Fellow and Project Supervisor to determine the appropriate research product for their particular discipline.

For example, for some engineering students, the Capstone is commensurate with their Senior Design Project and the resulting product will be the design prototype along with a written paper and presentation on the research issue addressed and methodology of the design. For a music student, the Capstone may be a performance, musical composition, or scholarly treatment of a theme related to music history or production, again with both written and public presentation components.

- C. It is expected that most students will choose a project related to their major, but they may also complete a project in another discipline in which they have sufficient coursework and supervision. For example, a biology student interested in the development of the hominid brain might pursue a Capstone project supervised by a professor of neuroscience, psychology, or biological anthropology with whom they have previously worked. Similarly, a student who has pursued training and coursework in theater, art, or music in addition to a major in history could use an original composition within a particular historical genre as Capstone experience.

### **Relationship to College or Departmental Capstone Requirements**

The Honors College encourages students to complete a Capstone project that will simultaneously fulfill departmental or college requirements or optional opportunities for advanced undergraduate research and professional presentation.

- A. Students in programs that require a culminating senior project or research experience (such as Engineering, Nursing, or Architecture) and students majoring in disciplines where a senior thesis is required to graduate with distinction (including many of the humanities, social science, and natural science disciplines in LAS) may use such projects to satisfy the Honors College Capstone requirement, provided they meet the academic requirements of the Honors Capstone.
- B. Students should consult their department program description in the Undergraduate Catalog, their Honors College Faculty Fellow, department or college academic advisors, the Director of Undergraduate Studies in their department or program, and/or Honors College staff to determine which types of disciplinary capstones, senior design projects, or honors thesis options are available in their major. Use of these projects as the Honors Capstone is subject to the approval of the student's Faculty Fellow.

### **Required Components of the Capstone**

The Capstone builds on students' training in the art of research and independent scholarship and prepares them for the types of scholarly activities expected of professional and graduate students (research publications, paper and poster presentations at conferences, lectures on their research, etc.). Specifically, students are required to present their work both in written format and in a public academic forum.

Written presentation of the research in the form of a research paper, undergraduate thesis, or writeup of a design project or performance.

- A. The Project Supervisor and Honors College Faculty Fellow are crucial in determining the appropriate content, style, form and length for the written presentation according to the particular discipline and type of project. Although it usually involves a written thesis, the project may take other forms according to the norms of the specific discipline (such as a performance, art work, creative writing product, applied design project, or software, among others). In such cases, there must be a corresponding written discussion or analysis of the project.
- B. In standard social scientific or humanities projects, the written presentation typically includes: (a) a statement of the research problem being addressed; (b) background of the theoretical issue and past scholarship; (c) discussion of the methodology used in tackling the research problem; (d) presentation of the research results; and (e) conclusions of the research. The Capstone is not simply a synthesis of previous work on a topic.
- C. Students working on creative or design projects in fields such as engineering, computer science, musical composition, art, creative writing, architecture, and theater are expected to produce a somewhat different written product.

The written presentation in such cases typically includes: (a) a clear statement of the design issue or creative issue that the student is attempting to tackle through an original art piece, a musical performance or composition, a theater role, a play or short story, an architectural design, or an engineering innovation; (b) background on the artistic genre or technological area in which the student is attempting to make a contribution (i.e. what has been done in this area of creative arts or technological design in the past, and how this frames the student's approach); (c) discussion of how the design, technological or artistic product was conceived; (d) presentation of the results; and (e) an evaluation of its contribution to the area of study within the discipline.

- D. Students working on "team" projects, such as those that are part of a multiple student design team on an Engineering Senior Design Project, may work together, but students must write their own Capstone papers emphasizing their particular role in the project. In such cases, background research and theoretical discussion may overlap and be quite similar among the student members of the team.

Students working on projects involving faculty, graduate students, and other undergraduates in various roles should consult with the primary faculty supervisor of the project about what data can be included in their written Capstone and how the work of the larger research group should be represented. Because

this may involve issues of both “intellectual property” and appropriate citation, it is important for students to clarify their role in the research and how their contribution and the contributions of others can be recorded and publicly presented.

Public presentation of the research in the form of a lecture or oral presentation (including PowerPoint aided talks), a poster presentation, a reading or “unveiling” of a creative work, a concert or other type of performance, or a “defense” of the undergraduate thesis, preferably with the opportunity for questions, comments, and evaluation by the audience.

- A. The public presentation may take place (1) at an academic symposium outside the university (e.g., a national or regional scholarly conference for a particular discipline); (2) at a large universitywide event (e.g., the annual Student Research Forum held at UIC in Spring semester); (3) at the Honors College forum (usually held in Fall semester); or (4) in a forum or symposium sponsored by the department or college (e.g., an “undergraduate research day” scheduled at the department or college level).
- B. The Project Supervisor and the Honors College Fellow must approve the public presentation event as an academically appropriate venue. The Project Supervisor should attend the public presentation if possible or, if this is not feasible, verify that the presentation was completed in a professional manner. Honors College Fellows are encouraged to attend the presentation whenever feasible.
- C. Students involved in “team projects” (such as a theatrical presentation, an engineering design project, or a collaborative team project in the laboratory sciences) may present their work in groups, but the student must be present for the presentation and for questions and evaluation from attendees.

### **The Role of the Project Supervisor and Faculty Fellow**

Although students pursuing the Capstone work under the guidance of their Project Supervisors in consultation with their Honors College Fellows, the student is ultimately responsible for developing the project, locating a supervisor, and completing the project within the prescribed schedule.

- A. The Project Supervisor is a scholar who is knowledgeable in his or her area of research and is a resource for the student.
  - 1. Students should choose their Project Supervisors carefully. In particular, students need to ascertain that the supervisor has expertise in the area of study and is willing and able to devote the time required to supervise the project effectively.
  - 2. The Project Supervisor is expected to guide the student throughout the project, from identifying appropriate research methods and obtaining background reading materials, to reading and critiquing drafts on a timely basis, to consulting with the student regularly on the scope and methodology of the project. A Project Supervisor is also expected to help the student find appropriate public presentation venues and forms of presentation.
  - 3. The Project Supervisor will read and assess the written component of the work. He or she should also attend the public presentation of the work.
- B. The Honors College Fellow oversees and ensures that the quality of their advisees’ Capstone projects meet the Honors College requirements. More specifically,
  - 1. The Faculty Fellow may assist the student in finding an appropriate Project Supervisor.
  - 2. The Faculty Fellow may periodically check with the student to ensure that the student is interacting appropriately with the Project Supervisor and that the project is progressing according to schedule.
  - 3. While it is primarily the responsibility of the Project Supervisor to evaluate both the written and public presentation portions of the Capstone, the Honors College Faculty Fellow is encouraged to both attend the student’s public presentation and read the written portion of the Capstone project along with the Project Supervisor.
  - 4. While some Faculty Fellows will elect to work as Project Supervisors with one or more students under their mentorship, the Honors College Faculty Fellow is under no obligation to serve as a Project Supervisor for any Honors College student under their mentorship.

- C. The Project Supervisor and Honors College Fellow play complementary roles in the final assessment of the project. The Project Supervisor evaluates the project to ascertain that it meets academic standards and disciplinary requirements. The Fellow certifies that the project meets the Honors College Capstone requirements and is expected to also comment on the quality of the work.

### **Timing and Sequence for Completing the Capstone**

Students following a four-year graduation schedule will typically complete the project during the first and second semesters of their senior year. The student should have selected a topic and a faculty supervisor by the end of the semester preceding the formal initiation of their Capstone project.

Students may also elect to begin the Capstone as early as their junior year and to complete it prior to their last semester of graduation. This may be particularly desirable if students plan a study abroad semester in their senior year, if the project they want to pursue has a time frame requiring earlier completion of the research, or if they wish to have a completed project as part of a portfolio for professional or graduate school admission.

Except under unusual circumstances (such as an accelerated graduation date or study abroad during the senior year), students should complete their project over two semesters. This will allow students to incorporate the Capstone research into their academic load with less stress and provide more time for close mentorship by their Project Supervisor and Honors College Faculty Fellow. The following is a step by step guide for students :

#### **Step 1: Choosing Topic and Selecting Project Supervisor**

Two of the most critical elements of a successful project are a clear definition of the topic and the choice of an appropriate faculty supervisor. Before the end of the semester preceding the formal initiation of the Capstone project (i.e., the second semester of the junior year under most circumstances), students should begin the discussion of possible topics and potential project supervisors with their Faculty Fellow. Students should then meet with potential project supervisors to discuss possible projects, to evaluate the feasibility of their proposed project, and to obtain advice on preliminary background research.

For some students Capstone projects may be a continuation of research and mentorship by a faculty member that began earlier in their undergraduate career as part of one or more Honors Activities. For others, the Honors Capstone may involve new research with a project supervisor with whom they have not worked before. Regardless of the type of planned research, students may have only a rough idea of the research problem in which they are interested, so these initial discussions are good opportunities to better define the project and to narrow its focus so that the scope is one that can be realistically addressed in two semesters.

Once the student has decided on a topic, and a faculty member has agreed to serve as supervisor, the student should informally notify the Honors College Fellow of the choices. Although official approval of the project will not be made until after the formal proposal is submitted, the Faculty Fellow will be able to discuss any potential problems.

#### **Step 2: Developing a Project Proposal**

The prospective Capstone supervisor will point the student toward the appropriate background reading to prepare for writing the formal proposal. The goal is to “hit the ground running” when the student formally begins the first semester of their Capstone research.

During the process of exploring relevant background literature the student will continue to refine his or her research questions and develop a project proposal with the following elements:

1. Title - The complete title for the project.
2. Purpose and Goal of the Research - A brief summary of the issues to be addressed and/or questions to be investigated. The issues described should be as specific as possible, and the student may wish to include a summary of preliminary background research .
3. Methodology and Data/Material Collection - An explanation of what data or other materials are to be collected to answer the research question(s) and how.
4. Analysis and Anticipated Results - An explanation of how the data will be analyzed and the potential contribution of the results from the study.

5. Preliminary Schedule- A tentative schedule for completing above steps in two semesters, including plans for writing and conducting the public presentation. For example, students will likely carry out the necessary background literature review and conduct the bulk of their research during the first semester of the Capstone and then devote the second semester to writing up their research and preparing a poster, a PowerPoint presentation, and/or a lecture for public presentation.

The student, Supervisor and Honors College Fellow should all agree on the contents that will constitute successful completion of the project. As soon as these are established, the student is ready to submit the Capstone Registration and Proposal Form (see below) and will be able to begin research at the start of the semester.

### **Step 3: Registering for HON 322 and Submitting Capstone Agreement Form**

Concurrent with registering for HON 322, the student should submit the Capstone Agreement Form to the Faculty Supervisor and Honors College Fellow by the end of the third week of the semester when the Honors College Capstone project commences. The Form must be filled out properly and completely and the student must obtain all necessary signatures. It is useful for students to provide the faculty supervisor and Honors College Fellow with earlier drafts so that they are able to address their concerns prior to submitting the proposal formally.

After the supervisor and the Honors College Faculty Fellow have approved the proposal, the student should file the proposal, including attachments, with the Honors College.

### **Step 4: Completing the Project**

For most students, the project will be completed in the senior year. During this time, students should meet regularly with their supervisors to assure they are progressing adequately. The faculty supervisor and the student should set intermediate goals throughout the duration of the project and use the periodic meetings both to assess where the student is on the project and to establish the next goals.

Near the end of the senior year, students will present their projects in appropriate academic forums. For traditional research papers, the forum could be a workshop presentation to the faculty and interested students in their college/department or the Honors College. For other types of projects, the faculty supervisor and the student should agree on an appropriate form and outlet for the presentation. These may include presentations at the annual UIC Undergraduate Research Forum or oral or poster presentations at a local or national scholarly conference.

### **Step 5: Filing Your Completed Project with the Honors College**

The student is responsible for submitting a copy of the completed project for archiving in the Honors College. The Honors College database for the Capstone project will likely be archived primarily in digital form, so digitized formats (i.e. the final written product as a PDF) are acceptable. Students should consult their Capstone Supervisors and Honors College Fellows regarding whether they prefer to receive the project in paper or digitized format. In some circumstances, it will not be feasible to copy the entire project, as in the case of art work or a technological prototype accompanying a written presentation. In those cases, only the portions of the project that can reasonably be reproduced need to be submitted. However, if feasible, photographs of such parts of the project should be included.

### **Enrollment and Paperwork**

- A. Students must be enrolled in HON 322 and complete a Capstone Agreement Form for each of the semesters in which they are working on their Capstone project. HON 322 replaces HON 222 as the required Honors College activity. That is, students should not enroll in HON 222 for the semesters in which they are enrolled in HON 322. If a student completes a Capstone prior to their last semester in the Honors College and at UIC, he/she should again enroll in HON 222 and resume Honors Activities until graduation.
- B. Students must also complete a Capstone Agreement Form at the beginning and a Capstone Progress Report or Completion Form at the end of each of the semesters in which they are working on their Capstone project. In the second semester of the Capstone, they may revise their proposal on the Capstone Agreement Form to reflect changes in their research objectives, methods, or intended results. Similarly, they may revise their plans to fulfill the written or public presentation

requirements of the Capstone as warranted by changes suggested by their advisors as their research progresses, or as new opportunities for presenting their work at conferences emerge, etc. At the end of the first semester of work on the Capstone project, student must complete a Capstone Progress Report. At the end of the second semester of Capstone work (upon completion of the project), students must submit a Capstone Completion Form.

- C. Note that no formal grade will be given by the Honors College on either the paper or the public presentation of the project. However, the Capstone Supervisor must indicate that the project is acceptable, and the Honors College Fellow must also certify that the project meets the requirements for a Capstone project, by signing the Capstone Progress Report or Completion Form.
- D. Students are encouraged to enroll in research or independent study credits in the department housing the discipline in which they are pursuing a Capstone during the period of their work on the project. Since the Capstone research may require a significant amount of the student's time during the semester, it is often advisable for students to substitute an independent research course for one of their major courses during one or both semesters of intensive work on their Capstone project. Honors College Fellows, the student's Project Supervisor, and Honors College staff can help to identify courses that might be appropriate for simultaneous enrollment, particularly those courses or course sequences that include instruction in research techniques and/or result in a research product consistent with the Honors College Capstone. Note that students must also be registered for HON 322 for each semester that they are working on their Capstone regardless of whether they register for departmental research or independent studies credits.

Some departments or schools with a large number of majors or established professional trajectories, such as biology, psychology, and nursing, already have in place a structured course or course sequence to facilitate undergraduate research and to teach the basics of research presentation and writing, with many of these courses already required for undergraduates in their junior or senior year.





## *Grades and Probation/Drop Rules*

### **Honors Grades**

Honors work is designated on a student's transcript in the following manner:

- All Honors courses, departmental honors sections, honors cores and honors seminars: students who receive an A or B or S will see an "H" after the letter grade on their transcripts
- Honors supplements: students who receive an A or B will see an "H" after the letter grade on their transcripts

An "A" or "B" must be earned in honors courses and supplements in order to satisfy the honors activity requirement.

When the honors work has been successfully completed and the appropriate forms have been submitted, students receive an "S" on their grade report for HON 222. Students who do not submit a Completion Form by the end of finals week will receive a deferred grade (DFR) for HON 222. If no work is done, or if the student receives a grade of C or below in an honors course, the grade for HON 222 is "U."

### **Probation and Drop Rules**

There are two ways in which an Honors College student's good standing in the College can be affected:

If a student fails to satisfactorily complete an honors activity as described, he or she is placed on honors activity probation in the Honors College for one semester and must henceforth complete honors work.

The second requirement for good standing in the Honors College is that students maintain a 3.40 or better cumulative GPA for work done at UIC. A student whose UIC GPA drops below 3.40 but not below 3.15 is placed on Honors College academic probation with one semester to bring up the GPA to the minimum. If a student's GPA drops below 3.15, he or she is dismissed from the College.



### *Use of Honors College Petition*

A generic Honors College petition form is available on the Honors College website; copies are also available in the literature rack located near the Honors College reception area in Burnham Hall. The petition form may be used by students who have unusual or extenuating circumstances to ask for an exception to an Honors College policy or procedure. Petition forms cannot be used to obtain approval for honors activities that would normally be approved by the student's Honors College Fellow; for example, if a student plans to complete an honors activity over the summer to substitute for a spring or fall activity, Agreement and Completion Forms for the respective term must be submitted, with the notation "completed during summer 20XX." The Fellow's approval and signature must still be obtained for such a substitution.

Appropriate usage of the petition forms include:

- To request an extension or waiver of an honors activity due to illness or catastrophic event
- To withdraw from the Honors College
- To request additional probationary time due to extenuating circumstances
- To request readmission to the Honors College (see below)

Students who have been dismissed from the Honors College or who have left UIC and returned may use the petition for readmission to the College. They should indicate their reasons for requesting readmission; these include:

- Improved GPA
- New circumstances that permit them to complete an honors activity every semester
- Reenrolled at UIC after a hiatus

Students who are uncertain as to the appropriateness of the use of a petition form for their particular circumstances are encouraged to consult an Honors College advisor for further clarification.

## *Honors College Code of Conduct*

### **Code of Conduct**

The Honors College is committed to providing an environment free of discrimination in any form. Although the College defends free speech and freedom of expression, students must respect their honors colleagues. They should be aware that what might not be offensive to them may be perceived as offensive, discriminatory, or harassing by others. This can occur because of such differences as gender, sexual orientation, culture, race, religion, age, class, and communication style. As the Honors College is a microcosm of UIC and a diverse multicultural community, its members are expected to be sensitive to the impact of their words and actions on others.

### **Academic Dishonesty**

Any case of plagiarism or academic misconduct will result in automatic failure of the Honors College course for which academic dishonesty was found, as well as dismissal from the Honors College. Additionally, an incident report or complaint will be sent to the UIC Senate Committee on Student Discipline. Plagiarism and academic misconduct involves but is not limited to the following: (1) using or attempting to use unauthorized materials, information, people, or study aids in any academic exercise, or extending to or receiving any kind of unauthorized assistance on any examination or assignment to or from another person; (2) delivering speeches or other documents that have been delivered by others, including fellow students; (3) using research that has been used by someone else; (4) duplicating work done in another class; (5) allowing others to borrow work--whatever the intention, students may be guilty of academic misconduct if another student copies their material; (6) altering or falsifying any information on any bibliography, or information presented in the work; (7) omitting a source citation because much of the research material has been put "into your own words" and is not a direct quotation.

### **Student Disciplinary Matters**

Students who violate the Code of Conduct will be subject to disciplinary action, including suspension or removal from the College. Violations of the Code include any intentional misuse or abuse of Honors College privileges or resources. Students who have been dismissed or suspended from the University for violations of academic integrity will be automatically dropped from the Honors College; the Dean of the Honors College will consider application for readmission on a case-by-case basis. All Honors College students will be held to the Honors College Code of Conduct, and are expected to adhere to its policies.



### III.

## HONORS COLLEGE FELLOWS

### *The Role of Fellows*

Honors College Fellows come from departments in all colleges across the UIC campus. These faculty members apply for appointment as Fellows to have the opportunity to work with talented undergraduates, and to help such students perform at their highest level of ability. Busy both as scholars and as teachers, the Fellows of the Honors College deserve thanks from the entire UIC community for their support of Honors College students, which leads students to success at UIC and beyond.

The Honors Council has adopted as policy the following description of the role of the Honors College Fellow, along with some practical steps toward helping make it a reality.

As an honors advisor, the Fellow:

- Helps the student decide on honors activities each semester.
- Serves as the student's and the Honors College's agent in the home department.
- Provides guidance for the student's independent study or research, working with the student directly or suggesting other appropriate faculty members with whom the student might work.
- Encourages and advises the student regarding the student's Honors College Capstone Project, which is typically completed during the last two semesters before graduation. The Fellow might serve as the faculty advisor for this project, or might help the student find other appropriate faculty advisors. The capstone generally also fulfills requirements of departmental honors programs (research projects, senior papers or theses, etc.) leading to graduation with departmental honors.

As a mentor in a more general sense, the Fellow:

- Welcomes the student as a member of the academic community, encourages the student to identify with that community, and develops a relationship with the student that fosters such identification. In the relationship with the student, as in all UIC faculty-student contacts, the Fellow is sensitive to all issues as described by the university's Nondiscrimination Statement.
- Encourages the student to pursue academic excellence
- Serves as a source of information about the department, the campus, graduate school, and careers
- Helps the uncertain or immature student develop academic or professional goals and strategies for achieving them
- Serves as a sponsor and advocate for the student -- encouraging the student to take advantage of academic opportunities, calling departmental colleagues' attention to the student's abilities, writing letters of recommendation, etc.
- Identifies highly talented students at the earliest possible stage and calls them to the attention of the department and the Honors College
- Encourages outstanding students to apply for major awards (Fulbright, Marshall, Mellon, NSF, Rhodes, Truman, etc.) and helps them become competitive for such awards
- Serves as an ambassador for the Honors College in his or her home department, college, and across the campus
- Supports the Honors College through occasional service (e.g., serving as an interviewer during college admissions events, serving on scholarship or grant selection committees)
- Supports the Honors College and student advisees by attending college academic and social events as time permits

Clearly the exercise of these functions will vary with the particular occasion, the stage of the student's academic career, the amount of time the Fellow has available, and the personalities of both student and Fellow. These activities listed constitute what is expected from the Fellow of the Honors College; the Fellow may feel the need to perform additional actions as well.

To help perform this role, the Honors Council recommends the following procedures:

- Fellow and student will meet, face-to-face, early in the term (the first or second week of the semester) to discuss the student's honors activity, and the Fellow will indicate his or her approval of the planned honors activity by signing the Agreement Form.
- As a way of strengthening the Fellow-Student relationship, Fellows are strongly urged to meet a second time during the term with each of their honors advisees -- perhaps, where appropriate, during the departmental advising for the following term, or perhaps at a time when no particular agenda or deadline hangs in the balance and both Fellow and student can get to know each other better.

The Honors College will encourage both Fellows and students to seek such meetings in a variety of ways:

- The expectation that such meetings will take place and will be part of orientation information both for new fellows and for new students.
- This expectation will be reinforced through such standard communications in the Ampersand and the Handbook.
- Each term Fellows will be asked for the names of students who have not responded to invitations to meetings or who have otherwise made no effort to meet with the Fellow. College advisors will follow up with the student.
- Students will be strongly urged to invite their Fellows, and Fellows will be strongly encouraged to invite their student advisees, to the Honors College Advisory Board student-faculty lunch that is held each term. Additionally, the two parties should engage with each other at Honors College sponsored events.

### *Student/Faculty Luncheons*

A subcommittee of HCAB organizes a lunch for students and faculty each year. Honors College students are encouraged to attend these functions to meet other students and faculty, and to invite their Fellow to attend the lunch with them.

## *Honors College Fellows 2010-2011*

The following is a list of current Honors College Fellows. A full and up-to-date listing of all Honors College Fellows can be found on the Honors College website at <http://www.uic.edu/honors/fellows/fellows.shtml>. The Fellows come from all departments across the UIC campus and as such Fellows represent all of the colleges at UIC.

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## **COLLEGE OF LIBERAL ARTS & SCIENCES**

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## **SCHOOL OF PUBLIC HEALTH**

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## IV.

## STUDENT MATTERS

### *Support and Resources*

#### **Identification Sticker and Email Listserv**

Identification stickers signifying membership in the Honors College are available at the Honors College office (103 BH) beginning the first week of each semester. The stickers are placed on the student's I card and allow students to use all Honors College facilities and provide extended library borrowing privileges.

All Honors College students are automatically subscribed to the Honors College email listserv. This is the official medium through which the Honors College communicates important information to its students. Information about courses, events, deadlines, scholarships, job opportunities, etc. is sent to students on a regular basis. All students are responsible for checking their UIC email accounts frequently and being aware of the information that is sent. Important: Only UIC email addresses will be added to the Honors College listserv.

#### **Students with Disabilities**

The Honors College is committed to maintaining an environment accessible to all students and will work with students with disabilities to accommodate their participation in its programs. If a student has questions or needs further assistance, he or she should contact the Office of Disability Services at (312) 996-8332. Students with disabilities who require accommodations for full access and participation must be registered with the Office of Disability Services.

#### **Library Privileges**

Honors College students enjoy extended borrowing privileges at the Daley Library: books may be borrowed for six weeks instead of three. Please note that the extended borrowing period does not apply to the Library of the Health Sciences.

#### **Facilities**

The use of Honors College facilities is reserved for members of the Honors College. These facilities include Honors College Computer Lab (B-11 BH), Honors College Lounge (109 BH), Honors College Academic Resource Room/Quiet Study Area (121 BH), and Honors College Tutoring Center (220 BH), among others. Please refer to the section on "Honors College Facilities, Hours, and Location" on page 6. Students should follow policies and procedures to help maintain a clean, enjoyable environment for all students, faculty, and staff of the Honors College.

The following rules, consistent with the principles of individual responsibility and mutual respect, must be observed:

1. No shoes on the furniture.
2. No writing on furniture or walls.
3. No music in public areas with the exception of personal devices like iPods.
4. Students are responsible for cleaning up after themselves and must not leave trash or food behind when they leave the College.
5. Food stored in the refrigerator must be removed promptly.
6. No smoking or chewing of tobacco.
7. Fliers may be posted on bulletin boards, but no tape may be used on walls, doors, or furniture.
8. No cell phones allowed, except in the Student Lounge (109 BH).

### *Student Groups*

#### **Honors College Advisory Board (HCAB)**

The Honors College Advisory Board is the official Honors College student activities organization that plans and implements a number of events each year. Its president represents the students on the Honors Council, the faculty executive committee of the College. HCAB also offers a scholarship to be awarded to a deserving Honors College student.

HCAB officers include a president, a vice president, a secretary and a treasurer. There are sixteen members of the Student Advisory Board including these officers. Interested students should contact an officer or Board member to help on one of the sub-committees or to indicate interest in participating on the Board. HCAB meetings are open to all Honors College students; the meeting schedule is publicized at the beginning of each semester.

HCAB officers and board members for 2010 - 2011 are:

President: Josh Kannankeril, Sr., Biological Sciences and Chemistry  
Vice President: Helen Hwang, Sr., Psychology  
Treasurer: Deb Happ, Soph., Political Science  
Secretary: Joe Ou,, Sr., Biological Sciences

Members at Large: David Esparaz, Soph., Biological Sciences  
Jason Manaparambil, Jr., Biological Sciences  
Meredith Maresh, Soph., Performance  
Jay Patel, Jr., Biochemistry  
Keith Patel, Sr., Biochemistry and Economics  
Krishna Patel, Jr., Biological Sciences  
Ravi Shah, Jr., Biochemistry  
Gaurish Soni, Soph., Biological Sciences  
Anam Syed, Jr., Undecided  
Karan Thakkar, Soph., Undecided  
Jose Valencia, Sr., History  
Annabella Vidal-Ruiz, Sr., Psychology



**2010-2011 Honors College Advisory Board**

### **Society of Future Physicians**

The UIC Society of Future Physicians is a student organization for pre-med students, and aims to provide the opportunity to pre-medical students to discover what a medical career is all about. The Society's goals are to deliver information regarding the medical school application process and coordinate activities that give some insight into the work and lives of physicians. See the web site for more information: [http://www2.uic.edu/stud\\_orgs/prof/sfp](http://www2.uic.edu/stud_orgs/prof/sfp).

### **Alternative Spring Break (ASB)**

Alternative Spring Break UIC is a student run organization that seeks to educate student volunteers about specific social issues by immersing them in diverse cultures and environments across the country to engage in service-oriented learning. Students plan and raise funds for spring & winter break volunteer experiences. Past trips have included volunteering

at a Native American Indian reservation in Oklahoma, working at an AIDS shelter in Boston, hurricane relief efforts in Louisiana, and working on Habitat for Humanity projects in Kansas City and Minnesota. For more information, visit ASB's web site: <http://www.asbuic.org/aboutus.php>.

### **Honors Ambassadors**

The Honors Ambassadors serve as peer mentors for incoming Honors College freshmen. Additionally, they serve on task-forces dedicated to smoothing out the transition process to UIC with targeted programming for first-year students, transfer students, and students living in Honors Housing. The Honors Ambassadors selection process begins at the beginning of the spring semester, and the term runs from March through the end of the following February, including the summer. Fall semester honors activity credit is received for work from March through August, and spring semester honors activity credit is received for the final six months of the term.

### **Honors College String Ensemble (HCSE)**

The Honors College String Ensemble is an audition-based group of string players whose purpose is to provide an opportunity for students to play orchestral music for personal and public enjoyment. The Ensemble performs at the events, both in large groups, and smaller duets, trios, quartets, etc. The group is available for hire at weddings, receptions, and other events. It has performed for numerous UIC events, including the Alumni Leadership Committee, UIAA Award Reception, CUPPA Commencement Reception, Honors College Ball, Convocation Reception, and the Phi Eta Sigma Reception.



**String ensemble members perform at reception in University Hall.**

### **Donate by Design**

Donate by Design helps victims of domestic violence and raises awareness by creating and selling unique products that have been crocheted, knitted, embroidered, or painted. Membership is open to all members of the UIC community. For more information visit the Donate by Design Web site: [http://www2.uic.edu/stud\\_orgs/other/dbd/](http://www2.uic.edu/stud_orgs/other/dbd/).

### **UIC Mock Trial Team**

UIC's Mock Trial Team competes nationally and consistently ranks in the top 10 in the nation. Mock Trial teaches students courtroom and trial techniques by working on a fictitious case and assuming roles of attorneys and witnesses. As one of the country's few student-led groups, the UIC team is mentored by Honors College alumnus Nicholas Gowan. Gowan is a graduate of the University of Illinois College of Law and is an attorney at Schopf & Weiss LLP. For more information visit the Mock Trial Team Web site: <http://uicmocktrial.googlepages.com/>.

### **Student Publications**

#### **Red Shoes Review**

*Red Shoes Review* is a UIC organization sponsored by the Honors College that annually publishes a literary journal. *Red Shoes Review* publishes prose, poetry, and photography generated by UIC undergraduates. It is staffed by an editorial board comprised of Honors College students. View an issue and find out more information by visiting the web site: <http://www.uic.edu/honors/life/redshoes/>.

#### **Journal for Pre-Health Affiliated Students (JPHAS)**

Published by students and faculty editors, the *Journal for Pre Health Affiliated Students (JPHAS)* publishes articles relating to a variety of health care and medical issues and concerns. The Journal reports on everything from medical ethics to choosing a career in medicine. For more information, and to view past issues, visit their web site: <http://www2.uic.edu/orgs/jphas>.

#### **UIC OneWorld**

*UIC OneWorld* magazine aims to make the UIC community aware of and involved in global affairs. Each issue features student research, global affairs, and personal anecdotes in addition to articles, poems and photo essays. For more information, visit the web site at <http://sites.google.com/site/uiconeworld/Home> or contact [oneworld.uic@gmail.com](mailto:oneworld.uic@gmail.com).

## V.

## SPECIAL OPPORTUNITIES

### *Awards and Scholarships*

#### **UIC Scholarship Association**

The Scholarship Association for UIC sponsors 30 to 50 scholarships annually for UIC students. Award information is available during the first week of the spring semester. We strongly encourage students to read this information carefully and apply for all scholarships for which they are eligible. The awards range in value from \$500 to \$1500. For more information, please visit <http://www.uic.edu/orgs/scholar>.

#### **Honors Council Awards**

The Honors Council, the College executive committee, recognizes outstanding students each year. These awards of \$200 are made to students nominated by their Fellows on the basis of their honors work.

#### **Flaherty Scholarships for Study Abroad**

The Honors College offers Flaherty Scholarships for study abroad to help defray costs associated with participation in international study.

#### **Honors College Tuition Waivers**

Each semester, Honors College students who have at least a 3.5 GPA are eligible to compete for a limited number of tuition waivers offered by the Honors College. Students are awarded these waivers based on a combination of merit and need. Application packets are available in the Honors College at the beginning of fall and spring semesters.

#### **Sister Dorothy Drobis Award**

The Sister Dorothy Drobis Award of \$500 is awarded each year to an outstanding junior or senior majoring in education who intends to teach in an urban environment. Funded by the family of Sister Dorothy Drobis in recognition of her long career in elementary education in Chicago.

#### **Dean's Scholarship for Study Abroad**

Funding available to help defray costs associated with international study. Applicants must apply to a study abroad program endorsed by UIC and have demonstrated financial need, as well as a minimum 3.4 cumulative gpa, to be eligible.

#### **John Curtis Johnson Award**

This award of \$500 is given to the most outstanding first-year student in an honors core course.

#### **Sarah Madonna Kabbes Scholarship**

Students may apply for awards up to \$1,000 for support of undergraduate research projects. Many Honors College students receive Kabbes Scholarships to support their senior capstone projects.

#### **Rina K. Dukor Scholarship**

This award provides up to \$1,000 in support of undergraduate research in chemistry and related fields.

#### **Caterpillar Scholarship**

Provides grants of up to \$1,000 to support undergraduate research in natural sciences, engineering, or mathematics.

#### **Phi Theta Kappa Scholarship**

A one-time, one-year tuition waiver awarded each fall to new Honors College transfer students who are members of Phi Theta Kappa, the community college honors society.

## **Student Engagement Awards**

Grants that support enriching educational experiences that complement students' educational programs.

### **Kerr Scholarship**

Awarded to incoming freshmen, this award covers full in-state tuition and fees, and is renewable for up to four years.

### **Honors College Academic Excellence Award**

This award of \$8,000 in tuition is given to 10 incoming freshmen each year, and is renewable for up to four years.

### **Honors College Academic Distinction Award**

This award of \$2,000 in tuition is given to 20 incoming freshmen each year, and is renewable for up to four years.

### **Dean's Emergency Fund** (*Award for Special Situations*)

Supports students whose financial need may prevent them from continuing their education at UIC.

## **Departmental Awards**

Many individual departments recognize outstanding undergraduates in their discipline through various scholarships and awards. Some departments announce their award winners during convocation ceremonies.

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## *Office of Special Scholarship Programs*

A wide range of scholarships supporting undergraduate and graduate study are open to high achieving Honors College students. In the Office of Special Scholarship Programs (OSSP), Director Beth Powers assists students in searching for awards, learning about eligibility criteria and deadlines, and preparing applications. Deadlines for these awards begin early in the fall and continue through spring. Preparing a strong application requires students to begin well in advance of the deadline. In addition to providing information about awards, OSSP helps students by offering feedback on essays and resumes, arranging for mock interviews and helping students in multiple application processes in order to prepare for the best possible outcomes.

OSSP- Director Beth Powers  
2506 University Hall, MC 115,  
601 S. Morgan St.  
Chicago, IL 60607.  
Phone: 312-355-2477

Web site: <http://www.uic.edu/depts/oaa/ssp/osspsmain.htm>

Email address: [ssp@uic.edu](mailto:ssp@uic.edu)

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## *Honorary Societies*

As a student with strong grades, you will likely be invited to join honor societies. Most of them are legitimate organizations, but from time to time we hear about suspicious organizations offering membership for a fee that turn out to be simply scams. Honor societies with an established history at UIC are described in the Undergraduate Catalog: <http://www.uic.edu/ucatalog/HC.shtml#h>.

In general, you should ask yourself what joining an honor society will do for you. It can help affirm to others that you are a student in good standing, it may offer you the chance to apply for scholarships offered by the society and, if it is an honor society in your major, it may offer useful advice about the field you are going into and career-specific awards. As a general rule, legitimate honor societies will have a presence on the UIC campus. In choosing what groups to join, consider how much they are asking you to pay and what you get from the payment (a newsletter? a pin? an induction ceremony? the chance to compete for scholarships? prestige?). You do not look better to a graduate program, employer or scholarship competition if you are in 10 honor societies as opposed to one or two. You may also want to ask faculty



and staff if the organization is well-recognized and well-respected. If it is not, will it be useful to join it? If the name of the honor society is unfamiliar, talk to someone in the Honors College or the Office of Special Scholarship programs to find out if it is legitimate.

A partial list of honor societies is listed below:

- Beta Alpha Psi, for students studying account and finance
- Beta Beta Beta, for outstanding students in the biological sciences
- Beta Gamma Sigma, a society for business students
- Chemistry Honor Society, for outstanding graduate & undergraduate chemistry students
- Delta Omega, a national honorary public health society
- Delta Phi Alpha, the national collegiate honors society for German
- Eta Kappa Nu, for electrical and computer engineering juniors & seniors
- Eta Sigma Phi, for students of Latin and/or Greek
- Gamma Kappa Alpha, for juniors & seniors studying Italian language and literature
- Golden Key National Honor Society, for juniors and seniors
- Lambda Alpha, the national collegiate honors society for anthropology
- National Society of Collegiate Scholars, for first and second year college students
- Phi Beta Kappa, the oldest honorary society in the country, for liberal arts students
- Phi Eta Sigma, a society for outstanding freshmen
- Phi Kappa Phi, for juniors, seniors, and graduate students
- Pi Sigma Alpha, the national political science honor society
- Psi Chi, for students studying psychology
- Ro Chi, for students in the College of Pharmacy
- Sigma Delta Pi, for juniors and seniors studying the Spanish language & culture
- Sigma Pi Sigma, a society for students with high scholastic achievement in physics
- Sigma Theta Tau, for students in the college of Nursing
- Tau Beta Pi, for engineering juniors and seniors
- Tau Sigma, for transfer students
- UIC Education Honor Society, for undergraduates & graduates in the College of Education

## VI.

## ACTIVITIES/EVENTS AND ADDITIONAL INSIGHT



Students enjoying themselves at the  
2010 Honors College Ball at the  
Knickerbocker Hotel in downtown Chicago.

### Honors College Annual Ball

A subcommittee of HCAB plans a formal event, which includes dinner and dancing, for UIC students, alumni, and faculty. The Ball is scheduled during the spring semester, usually occurring toward the end of February.

### Honors College Tutoring Service

Another subcommittee of HCAB coordinates a tutoring service that is free and open to all UIC students. A tutoring schedule is available in the Honors College main office, 103 BH, and is also posted on-line on the Honors College web site: <http://www.uic.edu/honors>. The tutoring sessions are conducted in the Honors College Tutoring Center, Rm. 220 BH (second floor). Honors College students offer tutoring in all subjects, but particularly in areas of strong demand, such as math and the sciences.

### Honors College Convocation

The Honors College Convocation is a formal and personal way to acknowledge the success of graduating seniors. At the ceremony, students wear their commencement robes, and receive their gold stoles and a certificate of achievement. A leading scholar on campus and an Honors College graduating senior are asked to speak. A reception for the students, their families, and Honors College staff and faculty follows.

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### *Additional Insight*

#### **Tips for Succeeding at the Honors College**

Perhaps you were class president in high school. Or perhaps you were a member of the honor society. You could have graduated in the top percentile of your graduating class; maybe you were even valedictorian and in all the honors and/or A.P. classes or the International Baccalaureate program. Actually, it doesn't really matter what you did in high school as you make the transition to college. High school success (or lack of it) doesn't automatically apply to college.

You start college with a clean academic slate, along with a lot of independence and myriad of critical decisions as you begin the transition into adulthood. The decisions that you make and the actions you take during this first year of college will have a major impact on the rest of your college experience.

- The first few weeks on campus are extremely important for all new students. It is during this time that you make critical decisions that will have an effect on the rest of your life. Whatever you do, be sure to be yourself and try to enjoy your college experience as much as possible. Expect to feel some stress and homesickness, but don't let these issues wear you down.
- Get Organized. In college, the professors post the assignments in the syllabus or on Blackboard -- often for the entire semester -- and they expect you to be prepared. Buy an organizer, a PDA, a big wall calendar -- whatever it takes for you to know when assignments are due.
- Find the ideal place to study. It may be your dorm room or a quiet corner of the library, but find a place that works best for you to get your work done -- while avoiding as many distractions as possible.
- Go to class. Obvious, right? Maybe, but sleeping in and skipping that 8 a.m. class will be tempting at times. Avoid the temptation. Besides learning the material by attending classes, you'll also receive vital information from the professors about what to expect on tests, changes in due dates, etc.

- Become an expert on course requirements and due dates. Professors spend hours and hours preparing course syllabi and calendars so that you will know exactly what is expected of you -- and when. One of the lamest excuses a student can give a professor: "I didn't know it was due today."
- Meet with your professors. Be assured there are only upsides to getting to know your professors, especially if later in the semester you run into some snags. Professors schedule office hours for the sole purpose of meeting with students -- take advantage of that time.
- Get to know your academic adviser(s). This is the person who will help you with course conflicts, adding or dropping courses, scheduling of classes for future semesters, deciding on majors and minors. This person is a key resource for you -- and should be the person you turn to with any academic issues or conflicts.
- Strive for good grades. Another obvious one here, right? Remember the words of the opening paragraph; while good grades could have come naturally to you in high school, you will have to earn them in college -- and that means setting some goals for yourself and then making sure you work as hard as you can to achieve them.
- Take advantage of the study resources on campus. Just about all colleges have learning labs and tutors available. If you're having some troubles, these resources are another tool available to you. Or form study groups.
- Don't feel pressured to make a hasty decision about a career or a major. It doesn't matter if it seems as though everyone else seems to know what they're doing with their lives -- believe me, they don't -- college is the time for you to really discover who you are, what you enjoy doing, what you're good at, and what you want to be. It's not a race; take your time and enjoy exploring your options.
- Make connections with students in your classes. One student said their technique in the first week of classes was to meet at least one new person in each of their classes. It expanded their network of friends -- and was a crucial resource at times if they had to miss a class.
- Don't procrastinate; prioritize your life. It may have been easy in high school to wait until the last minute to complete an assignment and still get a good grade, but that kind of stuff will not work for you in college. Give yourself deadlines -- and stick to them.
- Seek a balance. College life is a mixture of social and academic happenings. Don't tip the balance too far in either direction.
- Get involved on campus. A big problem for a lot of new students is a combination of homesickness and a feeling of not quite belonging. A solution? Consider joining a select group -- and be careful not to go overboard -- of student organizations, clubs, sororities or fraternities, or sports teams. You'll make new friends, learn new skills, and feel more connected to your school.
- Make time for you. Be sure you set aside some time and activities that help you relax and take the stress out of your day or week. Whether this means yoga, watching your favorite television shows, or writing in a journal, be good to yourself.
- Take responsibility for yourself and your actions. Don't look to place the blame on others for your mistakes; own up to them and move on. Being an adult means taking responsibility for everything that happens to you.
- Don't cut corners. College is all about learning. If you procrastinate and cram, you may still do well on tests, but you'll learn very little.
- Stay healthy. A lot of problems first-year students face can be traced back to an illness that kept them away from classes for an extended period of time and led to a downward spiraling effect. Get enough sleep and eat right. If you haven't heard the jokes about college food, you soon will. And without mom or dad there to serve you a balanced meal, you may be tempted to go for those extra fries or cookies. Stay healthy and avoid the dreaded extra "Freshman 15" pounds by sticking to a balanced diet.



- Learn to cope with homesickness. If you are living away from home, it's only natural that there will be times when you miss your family, even if you were one of those kids who couldn't wait to get away. Find a way to deal with those feelings, such as making a phone call or sending some email home.
- Stay on campus as much as possible. Whether it's homesickness, a job, or a boyfriend or girlfriend from home, try not to leave campus too soon or too often. The more time you spend on getting to know the campus and your new friends, the more you'll feel at home at school. And why not take advantage of all the cultural and social events that happen on campus?
- Seek professional help when you need it. Most colleges have health and counseling centers. If you're sick or feeling isolated or depressed, please take advantage of the many services these offices provide students. You don't have to face these issues by yourself.
- Keep track of your money. If you've never had to create a budget, now is the time to do so. Find ways to stretch your money - and as best you can, avoid all those credit card solicitations you'll soon be receiving. The average credit card debt of college grads is staggering.
- Be prepared to feel overwhelmed. There's a lot going in your life right now. Expect to have moments where it seems a bit too much. As one student says, be prepared to feel completely unprepared. The trick is knowing that you're not the only one feeling that way.

### **Final Words of Advice**

You've done all the prep work -- you've gotten good grades in high school, scored well on a standardized test, and been accepted into the college you want to attend -- so enjoy all your hard work while laying the groundwork for a successful college career. Take advantage of your network of new friends and professors, have fun while learning as much as you can, and get the most out of your college experience.

Adapted from: Hansen, Randall S., Ph.D. "Your First Year of College: 25 Tips to Help You Survive and Thrive Your Freshman Year and Beyond" [http://www.quintcareers.com/first-year\\_success.html](http://www.quintcareers.com/first-year_success.html)



### ***Planning for Graduate Studies***

It is a sad fact of modern life that the baccalaureate degree does not guarantee a professional career in any discipline that one may have majored in as an undergraduate. Furthermore, most jobs available to degree holders are limited largely to routine, specialized operations. Thus, if you wish to pursue a career as a professional, in a job that challenges the intellect and promotes growth, graduate training at least through a postgraduate professional or masters degree is highly desirable.

You should seriously begin planning your graduate career no later than your junior year. Discuss your career plans with your Fellow and major instructors regarding which courses comprise a strong background for your desired specialty. A successful undergraduate career in the Honors College should get you into graduate school with no difficulties. Normally, it is best to go to another university, preferably in another state, for graduate work to broaden your study under a different faculty. At the very least, living in a new locality provides personal enrichment.

In selecting a graduate department, shop for a program with a national reputation, and for professors with whom you might want to study. Your instructors and Fellow can help you select a department. It is also wise to investigate the published work of people in the line of research that appeals to you, even before you apply. It doesn't hurt to write a particular professor to introduce yourself, describe your background, state your interest in studying with that person, and ask what your chances are for doing so. If the professor is interested in you, your application will be monitored through the bureaucratic maze, and your chances for financial graduate support are enhanced.

As a general rule, you should have selected a number of potential graduate departments by the end of the fall semester of your senior year. It is wise not to limit yourself to one such department, for it may not have room for many new graduate students, and competition for entrance into a graduate department increases in proportion to its reputation and quality. Plan on applying to at least 3 or 4 programs.

Graduate departments generally base selection on the academic grades, GRE scores, and evaluations from several generally three or four undergraduate instructors. These evaluations generally ask for information regarding you as a person; thus, it is a good idea to make the acquaintance of your instructors. Attendance at the social functions of the Honors College and of your major department provides you with the opportunity to do so.

The best time to apply to your selected graduate departments is during the break between fall and spring semesters, and acceptances are generally made in the spring. Most departments commit most of their financial aid (teaching and research assistantships and fellowships) by the middle of the spring semester.

It is important to know several things about how your academic record is evaluated. First, regardless of your chosen discipline, the degree of difficulty of your selected courses outside your major counts for something. Thus, for the non-science student, for example, selecting the easiest possible courses to satisfy your natural science requirement may not be the best thing to do. Furthermore, many graduate and professional departments frown upon exercise of the Pass-Fail option in difficult courses. Many law schools, for example, interpret this as lack of courage, or as inordinate attention to one's grade-point average, and consider a "pass" as a "D." Many PhD programs require that candidates demonstrate some degree of fluency in not only one, but sometimes two foreign languages; check the graduation requirements of the graduate programs that interest you, and work on gaining as much language as is needed while still an undergraduate.

We suggest that you get all of your letters of recommendation from professors rather than graduate student teaching assistants because they make a better impression. Of course, UIC is a big school, and students often do not know professors very well (and vice versa). As one way to improve this situation, we suggest you use the following strategy when soliciting letters. First, write a brief description of yourself which includes your scholastic record, your work experiences, your extra-curricular activities, and any personal matters of potential importance. Include your future goals, both your long-term and more immediate goals. Make sure that your writing is perfect and type it double-spaced. Then make appointments with the professors you wish to ask. If they agree, give them a copy of your self-portrait and offer to discuss it with them. This process will help the professors write an informed and personal letter.

Finally, several weeks before your transcripts are due, order one from OAR [Office of Admissions and Records]. Check it very carefully. If there are any discrepancies, for example, about the years of participation in the Honors College, bring it to our attention so we may help you get it straightened out.

by Kelvin Rodolfo, Earth & Environmental Sciences