

20	_	20
17		18

HONORS COLLEGE

H A N D B O O K

**THE
UNIVERSITY OF
ILLINOIS
AT
CHICAGO
HONORS COLLEGE**

Table of Contents

MISSION STATEMENT	1
MESSAGE FROM THE DEAN.....	1
THE HONORS COLLEGE.....	2
Administration.....	2
Staff Members	2
Honors Council	3
Educational Policy Council.....	4
Facilities, Location, and Hours.....	5
First Floor	5
Lower Level.....	6
Second Floor	6
Communications.....	6
Website.....	7
Listserv.....	7
UIC Email Address Use.....	7
Announcements	7
Blackboard.....	7
Social Media	7
Advising	8
CURRICULUM.....	9
Overview of Honors Curriculum	9
Curricular Requirements	9
Honors Activity (HON 222)	10
For First-Year Students	10
For Upper-Division Students	11
Summer Activities.....	16
Agreement and Completion Forms	16
Honors Capstone Project (HON 322).....	18
Purpose and Overview of the Capstone Project	18
Team Projects	18
Capstone Requirements	19

Roles of the Project Supervisor and the Honors College Fellow	20
Institutional Review Board (IRB) Approval	20
Registration and Paperwork	21
Recommended Capstone Timeline.....	23
Capstone Related Resources	26
Grades and Probation/Drop Rules	27
GPA Requirements	27
Honors Grades	27
Probation and Dismissal	27
Honors College Petition	28
Student Conduct.....	28
Honor Code.....	28
Standards of Academic Honesty.....	29
Disciplinary Matters.....	30
HONORS COLLEGE FELLOWS	31
STUDENT LIFE	33
Student Organizations	33
Honors College Student Organization Policy.....	33
Student Publications.....	33
Student Service Opportunities	34
Honors College Housing	34
Honors College Events.....	34
Chicago Signature Honors Programming	35
ADDITIONAL RESOURCES	36
Support and Resources.....	36
Library Privileges.....	36
Honors College Tutoring Center	36
Other Resources for Academic Support	36
Honor Societies.....	37
Scholarships and Awards.....	37
Incoming First-Year Students	37
Incoming Transfer Students	38

Continuing Students	38
Office of Special Scholarship Programs	40
APPENDICES.....	41
Course Descriptions.....	41
Honors College Fellows	41
Human Subject Research and the Institutional Review Board (IRB) process Form	41

MISSION STATEMENT

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

MESSAGE FROM THE DEAN

Dear Students,

This handbook provides essential information about the programs, requirements, and academic offerings of the UIC Honors College. It is meant to serve as a guide to help you discover the resources and opportunities that you have as a member of this College. It does not replace the advice available from advisors and faculty fellows but supplements it. You are responsible for knowing what is contained here, just as you are expected to keep up-to-date with information available on our website and sent out as email.

As members of the Honors College, you are part of a community of scholars that includes practitioners of every academic discipline at every point within our academic culture. Because you have the chance to become involved in the research that's done here at UIC, you become participants in the work of investigation that makes UIC a major research university. This is an advantage rarely available anywhere, and we want you to make the most of it. This handbook is your manual for doing just that.

The Honors College is made up of over 1800 superior students, more than 350 faculty fellows who serve as mentors, and a staff of dedicated advisors, deans, and support staff who are here to make the work of students and faculty possible. On behalf of everyone here in Burnham Hall, I welcome you to this lively community and wish you well during your time at UIC.

Sincerely,

Ralph Keen
Dean

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) 413-2183.

THE HONORS COLLEGE

Administration

Staff Members

Ralph Keen

Dean of the Honors College
Professor of History and Arthur J. Schmitt Foundation Chair in Catholic Studies
rkeen01@uic.edu

Stacie McCloud

Associate Dean
smccloud@uic.edu

Crystal Patil

Associate Dean for Academic Affairs
Associate Professor, College of Nursing
cpatil@uic.edu

Anthony Keevan

Assistant Dean of Administration
akeevan@uic.edu

Michelle McCrillis

Assistant Dean of Curriculum and Outreach Programs
mmccrill@uic.edu

Eliza Callahan

Assistant Dean of Student Services
eycas@uic.edu

José Meléndez

Post-Doctoral Fellow in Teaching and Mentoring
jmelen5@uic.edu

Chris Davis

Post-Doctoral Fellow in Teaching and Mentoring
cdavis14@uic.edu

Massiel De Los Santos

Honors Academic Advisor & Program Specialist
mdelos3@uic.edu

Nikki Gottlieb

Honors Academic Advisor & Program Specialist
gottlieb@uic.edu

Sara Mehta

Honors Academic Advisor & Program Specialist
srmehta@uic.edu

Stephanie O'Leary

Honors Academic Advisor & Program Specialist
soleary@uic.edu

Alex Sainvilier

Honors Academic Advisor & Program Specialist
asainv1@uic.edu

Tyler Nielsen

Program Assistant
pniels2@uic.edu

Nancy Moreno

Program Assistant
morenon@uic.edu

Julio Chavarria

IT Technical Associate
jchava1@uic.edu

Zoie Sheets

GPPA Graduate Assistant
zsheet2@uic.edu

Honors Council

2015-2018 Term

Blase Brown; Dentistry; Clinical Assistant Professor; Oral Medicine and Diagnostic Sciences
Houshang Darabi; Engineering; Associate Professor; Mechanical and Industrial Engineering
Ronald Hershow; Public Health; Associate Professor of Epidemiology and Director;
Epidemiology and Biostatistics
Elizabeth Loentz; Liberal Arts and Sciences; Associate Professor; Germanic Studies
Amie Schuck; Liberal Arts and Sciences; Associate Professor; Criminology, Law, and Justice
Marie Tejero Hughes; Education; Professor; Special Education

2016-2019 Term

Juliana Chan; Pharmacy; Clinical Associate Professor; Pharmacy Practice
Jason Martin; Architecture, Design, and the Arts; Clinical Assistant Professor, Theatre
Emily Minor; Liberal Arts and Sciences; Associate Professor; Biological Sciences
Crystal Patil; Nursing; Associate Professor; Women, Child, and Family Health Science
Jane Rhodes; Liberal Arts and Sciences; Professor and Head; African American Studies
Sanjeev Vidyarthi; Urban Planning and Policy; Assistant Professor; Urban Planning and
Public Affairs

2017-2020 Term

Jerry Bona; Liberal Arts and Sciences; Professor; Math, Statistics, and Computer Science
Robert Chirinko; Business Administration; Professor; Finance
Sara Hall; Liberal Arts and Sciences; Associate Professor; Germanic Studies; And Director;
Office of Undergraduate Research

Roberta Paikoff-Holzmueller; Medicine; Associate Professor of Psychology; Psychiatry
Eric Swirsky; Applied Health Sciences; Clinical Assistant Professor; Biomedical and Health
Information Sciences
Amy Watson; Social Work; Associate Professor; Social Work

Members-At-Large *EPC Chair:* Joel Palka; Liberal Arts and Sciences; Professor; Anthropology and Latin American
and Latino Studies
Diversity Committee Co-Chairs:
Nancy Cirillo; Liberal Arts and Sciences; Associate Professor Emerita; English
Jose Melendez; Honors College; Post-Doctoral Fellow in Teaching and Mentoring
Dean's Designate: TBD

Ex-Officio Members Ralph Keen; Dean; Honors College
Stacie McCloud; Associate Dean; Honors College
Crystal Patil; Associate Dean for Academic Affairs; Honors College
Kevin Browne; Vice Provost for Academic and Enrollment Services
Kajal Sachdev; President; Honors College Advisory Board

Educational Policy Council

Faith Bonecutter; Social Work; Associate Dean for Academic Affairs
Joaquin Chavez; Liberal Arts and Sciences; Assistant Professor; History
Stephanie Crawford; Pharmacy; Associate Professor; Pharmacy Systems, Outcomes, and Policy
Teresa Orenic; Liberal Arts and Sciences; Associate Professor; Biological Sciences
Joel Palka; Liberal Arts and Sciences; Professor; Anthropology and Latin American and Latino Studies

Honors College Crystal Patil; Associate Dean for Academic Affairs
Representatives Sara Mehta; Honors Academic Advisor and Program Specialist

Facilities, Location, and Hours

Honors College Office

103 Burnham Hall (M/C 204)
828 South Halsted Street
Chicago, IL 60607

Email: hcollege@uic.edu
Phone: (312) 413-2260
Fax: (312) 413-1266

General Policy

The use of Honors College facilities is reserved for members of the Honors College, and students should 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:

- No shoes on the furniture.
- No writing on the furniture or walls.
- No music in public areas with the exception of personal devices used with headphones or earbuds.
- Students are responsible for cleaning up after themselves and must not leave any trash or food.
- Refrigerator items must be properly disposed of in a timely fashion.
- No smoking or chewing of tobacco.
- Flyers may be posted on bulletin boards, but no tape may be used on walls, doors, or furniture.
- No cell phone use or food is allowed except in the Student Lounge.

Identification Stickers

Identification stickers signifying membership in the Honors College are available at the Honors College office 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.

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) 413-2183. Students with disabilities who require accommodations for full access and participation must be registered with the Office of Disability Services.

First Floor

Student Lounge: 109 BH

Couches, tables, chairs, and a microwave are available for Honors College students' use to relax, socialize, or eat lunch. This is the only area of the College where food and cell phone use are allowed. Students are expected to clean up after themselves and respect the sensibilities of others by monitoring their noise level.

Conference Room: 114 BH

This space is available for student meetings by reservation. No food or drink is allowed.

Pantry: 130 BH

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

Quiet Study Room: 121 BH

During regular office hours, this room is available for individual study. This room is intended to be quiet at all times; students who wish to engage in conversation must move elsewhere. No food or drink is allowed.

Copy Service

Students have access to the Honors College copy machine to use for classroom-related duplicating. Copies are \$.05 per copy. Please see the reception staff for assistance.

Lower Level

Student Computer Laboratory: B11 BH

Computers, a printer, and a color scanner are available for Honors College student use.

Computer lab users are responsible for leaving their workstations clean. No food or drink is allowed. The Honors computer lab is intended for academic work. Students using computers for games, social e-mail, internet surfing, or other nonacademic work will be asked to leave when other students are waiting to use the lab for their class assignments.

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 information on UIC computer usage policies, 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 student organizations. Please see the reception staff for assistance.

Classroom: B21 BH

Equipped with state of the art equipment and movable furniture, many Honors College classes are held here.

Second Floor

Honors College Tutoring Center: 220 BH

Peer tutoring begins the third week of each term, and the schedule is posted on the Honors College website. No food or drink is allowed in the Tutoring Center.

Honors College Hours

Main Office: Monday – Friday, 8 am – 5pm

Quiet Study Room*: Monday – Friday, 8am – 5 pm

Tutoring Center*: Monday – Friday, 9am – 4pm
during Fall and Spring Semesters

Student Lounge*: Monday – Friday, 8am – 5pm

Computer Lab*: Monday – Friday, 8am – 5pm

***Evening Hours Wednesdays until 7:00 p.m. during Fall and Spring Semesters**

Communications

Website

Students should visit the Honors College official website, www.honors.uic.edu, frequently. It is updated regularly and contains information about Honors College events, scholarships, student organizations, announcements, and courses.

Listserv

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. All students are responsible for checking their UIC email accounts frequently and for being aware of the information that is sent.

UIC Email Address Use

Students should only use their UIC email address to email faculty, staff, and fellow students. Doing so conveys professionalism and ensures that emails do not land in the recipient's Spam folder. It is also important for personal security and safety. A UIC email address is assigned to one student alone, and that student can be confirmed as the intended recipient or authentic sender on the UIC Phonebook or a course roster. The same is not true of a non-university email account, which can be established under any name, even a false one. Thus, please do not use or respond to a non-UIC email address to make university appointments, set up meetings, exchange information, reveal your whereabouts, discuss grades or financial matters, etc. Faculty and staff who insist that students use only a UIC email address are doing so with good reason.

Announcements

- Honors Announcements emails are sent at least two times per week throughout the academic year. These emails contain information about courses, events, deadlines, scholarships, Honors Activity opportunities, etc. Read the announcements emails every day they are sent.
- Announcements distributed through the Honors Announcements emails are archived online. View all past announcements postings, or browse opportunities in a specific category, at the Honors Announcements website: <http://go.uic.edu/HonorsAnnouncements>
- Advertise to the Honors College community by completing the announcement request form at <https://illinois.edu/fb/sec/1662664>. Be sure to include a contact name and email address. Remember that all announcements must be relevant and suitable for Honors College dissemination and submitted at least 3-5 business days in advance.

Blackboard

The Honors College maintains Blackboard sites for HON 101, HON 222, HON 322, and other select HON courses. Important announcements regarding Honors requirements may be sent through this medium and students are expected to be familiar with such information.

Social Media

The Honors College encourages students to connect with the Honors College on social media to access Honors College event information, photos, reminders, and other updates.

Facebook: <http://www.facebook.com/uichonorscollege>

Twitter: <https://twitter.com/UICHonors>

Instagram: <https://www.instagram.com/uichonorscollege/>

Advising

A distinctive feature of the Honors College is the availability of personalized advising. During summer orientation, all entering first-year students are advised by the advising staff of their degree-granting colleges and by the advising staff of the Honors College. First-year students are required to meet with their assigned Honors College advisor each semester to discuss Honors course requirements, general course selection, and strategies for success. Upon completion of the first year, students are strongly urged to continue to discuss their academic progress and course scheduling with their Honors College advisor. To schedule an appointment with an Honors Advisor, call the Honors College front desk at 312-413-2260 or stop by the front desk in person during regular business hours.

Beginning with the sophomore year, students are assigned to Honors College Faculty Fellows in their disciplinary field of interest or a related area. Students work closely under the guidance of their Honors College Fellow. The Honors College Fellow is the student's mentor in his or her pursuit of advanced undergraduate experiences, helps the student select an Honors Activity each semester, and provides general mentorship and guidance related to the student's academic, scholarly, and/or professional interests. See page 31 for more information about Honors College Fellows.

To find out who your assigned Honors Advisor or Faculty Fellow is, log into the [Honors Activity Reporting System \(HARS\)](#).

CURRICULUM

Overview of Honors Curriculum

Curricular Requirements

Beginning with new students who entered the Honors College in fall 2016 or later, the Honors College curriculum requires students to complete one Honors Activity each term (Fall and Spring) while accumulating a total of 18 Honors units. Students earn Honors units by completing Honors Activities each semester. Honors units are a distinct unit of measurement from credit hours, as not all Honors units must be course-based. Students who enter as first-year students in the fall semester and graduate in less than four years must still complete all 18 Honors Units.

First-year students are required to take a 1-credit first-year seminar (HON 101 or the required degree-granting college seminar) and two 3-credit Honors Core courses, one each semester, for a total of 7 Honors units. Core courses fulfill general education requirements, and students should consult an advisor to determine individual general education needs. In addition, first-year students register for HON 222, a 0-credit course that indicates students' Honors affiliation and tracks students' completion of their Honors Activities.

Students in their second and third years must complete an Honors Activity each semester (excluding the summer) and register for HON 222. Honors Activity options include Honors courses, research and professional development activities, student service, and study abroad. See the next section for full details.

Students are required to complete at least one HON 201: Honors Seminar and HON 301: Foundations for the Future as part of their Honors Activities. Honors 201: Honors Seminars are 1-credit courses offered on a variety of different topics which vary by semester. HON 301: Foundations for the Future, typically taken during their third year, is a 1-credit seminar focusing on planning for the capstone and on preparation for scholarships, awards, career/graduate schools, and more.

Students in their fourth, or senior, year undertake a Capstone Project, and they should register for HON 322 for each of the two semesters. Students majoring in disciplines where a senior thesis is required for the major or to graduate with distinction may use such projects to satisfy the Honors College Capstone requirement if allowed by the department. If students remain at UIC beyond their fourth year and have completed their capstone, they will still need to complete an activity each additional semester, and will register for HON 222 again.

	Honors Activity Requirements	Credit Hours	Honors Units
First Year: <i>Register for HON 222 each semester.</i>	HON 1XX Core Courses (1 course each semester)	6 hours	6 units
	Freshman Seminar (HON 101 or college-based)	1 hour	1 unit
Second and Third Years: <i>Register for HON 222 and complete one Activity per semester.</i>	HON 201: Honors Seminar	1 hour	1 unit
	HON 301: Foundations for the Future	1 hour	1 unit
	Other Honors Activity Options	Varies	3 units
Fourth Year: <i>Register for HON 322 each semester.</i>	Honors Capstone (2 semesters*)	0 hours	6 units
		Total:	18 units

Students who enter the Honors College as a transfer student or a current UIC student who has already completed at least one semester at UIC must complete a prorated number of Honors Units. Students entering during their second year must complete 12 Honors Units and students entering during their third year must

complete 9 Honors Units. Transfer and continuing UIC students are required to take a course in their first semester in the Honors College (Core Course, Honors Seminar, etc. – see course options listed in the Upper-Division Students section of Honors Activities below, page 11). Students must complete their total required number of Honors Units even if they graduate earlier than originally anticipated.

Third-Year Students (3 or 4 Semesters remaining at UIC)		Second-Year Students (5 or more Semesters remaining at UIC)	
HON 201: Honors Seminar	1 Honors Unit	HON 201: Honors Seminar	1 Honors Unit
HON 301: Foundations for the Future	1 Honors Unit	HON 301: Foundations for the Future	1 Honors Unit
Honors Capstone (2 semesters*, usually senior year)	6 Honors Units	Honors Capstone (2 semesters*, usually senior year)	6 Honors Units
Other Honors Activity Options	1 Honors Unit	Other Honors Activity Options	4 Honors Units
Total: 9 Honors Units		Total: 12 Honors Units	

**Business students: Speak with your Honors Advisor regarding the Capstone requirements and timeline.*

Honors Activity (HON 222)

For First-Year Students

Core Courses

1 Honors Core Course = 3 Honors Units

Each Honors College first-year student is required to enroll in a three-credit Honors Core course (HON 120-145) during the fall and spring semesters. These courses are developed and taught by professors from different departments. Because of the interdisciplinary nature of the Core courses, students learn to integrate important material from different perspectives. Enrollment in each Core course is limited to 25 students. The Core courses are considered students' Honors Activities and are approved to provide credit in one or more designated 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).

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 website](#).

First-Year Experience Seminar

First-Year Seminar = 1 Honors Unit

All Honors College students should enroll in a first-year seminar during the fall semester of their first year. Honors College first-year students enrolled in the College of Liberal Arts and Sciences and other degree-granting colleges which do not require a freshman seminar are required to enroll in the Honors College Freshman Seminar (HON 101). Students in other colleges complete first-year seminars offered by their departments and as a part of their degree requirements, but may opt to take HON 101 as well. Please note that this seminar is required but does not fulfill the Honors Activity Requirement.

For Upper-Division Students

First year students, with the approval of an Honors Advisor, can engage in additional Honors Activity work from the following list of upper-division student options, but it does not exempt them from having to complete the Core Course and First-Year Experience Seminar requirements.

Course Options

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 first-year 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 the Honors Activity requirement. The Honors status of each course is indicated on the student's transcript by the addition of the letter "H" after the letter grade given for the course.

Core Courses: 3 Honors Units

Although Honors Core courses are designed for first-year students, upper-division students who still need to complete general education requirements are eligible to take these Honors courses as space is available. Interested students should consult with an Honors College advisor with questions and for registration assistance.

Honors Lectures (HON 200) and Honors Seminars (HON 201): 1 Honors Unit

The Honors Lectures (HON 200, 0 hour) and Honors Seminars (HON 201, 1 hour) provide ways for students to expand 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 requirements have been completed. Students may take only one Honors Lecture (HON 200) for Honors Activity credit and up to four Honors Seminars (HON 201) for Honors Activity credit during their time in the Honors College. Students are limited to one seminar per semester, unless special permission is granted.

Honors Junior Seminar: Foundations for the Future (HON 301): 1 Honors Unit

All students are required to take a 1-credit upper-level seminar (HON 301). This 1-hour seminar offers structured support as students enter the final stage of college, focusing on preparation in four primary areas: (1) scholarship; (2) awards; (3) career/graduate schools; and (4) long-term future issues. Addressing these concerns will help students successfully execute their Capstones and prepare for life-long learning after completing studies at UIC. This seminar can serve as the student's Honors Activity during the semester in which it is taken.

This course is intended to be taken during the Junior year (within one year of graduating). In certain situations, students may also be allowed to take the course as sophomores (especially those students graduating in three years or those ready for the next step). There is also a possibility for seniors, upon successful petition, to enroll in the seminar. This would be especially appropriate for those who study abroad during the junior year, for example.

Other Honors Courses: 3 Honors Units

The Honors College periodically offers courses with topics listed under HON 294: Honors Inquires (3 hours) or HON 401: Advanced Honors Seminar (3 hours). These courses are intended to be taken during the Junior or Senior year. See an Honors Advisor for more information, or check the course list for offerings each semester.

Honors Supplement to a Regular Course

Supplement in 100- and 200-level courses = 1 Honors Unit

Supplements in 300- and 400-level courses = 2 Honors Units

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

The Supplement provides the student with an opportunity to delve more deeply or broadly into the course subject, 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.

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.

Examples of Supplements include, but are not limited to:

- Writing papers on more challenging topics than those required of other students
- Conducting more sophisticated experiments
- Completing more complex problems
- Doing 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
- Translating a short work into English in a basic foreign language course
- Building a model of a course-related device in an engineering course
- Meeting with the instructor to discuss additional readings
- Create and perform a composition using the skills acquired throughout the semester in a music class
- Watch additional films and write responses papers to each film

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 Honors Supplement guidelines. The course instructor determines if the supplement was completed to their satisfaction. Completion of the supplement generally does not factor into the students' overall grade in the class.

Samples of Honors Supplements can be found on the Honors College [website](#).

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.

Honors Sections of Regular Courses: 3-5 Honors Units

(The number of Honors Units earned is equal to the number of credit hours awarded for the class.)

Some departments offer special distinct Honors sections of courses in such disciplines as chemistry, economics, and physics, among others. Other departments 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.

As required for all courses, students should consult the prerequisites for Honors sections before enrolling in them. Some first-year students may be eligible to take Honors sections but Honors sections do not satisfy their Honors Activity requirements. Instead, their Honors Core courses satisfy the Honors Activity requirement and are required of all first-year students.

Advanced Coursework Outside the Major: 3-5 Honors Units

(The number of Honors Units earned is equal to the number of credit hours awarded for the class.)

Students may take advanced courses (400-level or above) that are not part of their academic program requirements for Honors Activity credit. As required for all courses, students must ensure they have taken the appropriate prerequisite coursework before enrolling.

Research and Professional Development Options

Independent Study: 1-3 Honors Units

(Students who undertake an Independent Study for course credit will receive an equal number of Honors Units as credit hours. Students who undertake an Independent Study without course credit will receive 1 Honors Unit.)

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 approval from their Honors College Fellows.

Sometimes these projects provide course credit, meaning students enroll in a departmental 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 Study can be found on the Honors College [website](#).

Undergraduate Research: 1-3 Honors Units

(Students will receive 1 Honors Unit for 6 hours per week, 2 Honors Units for 12 hours per week, and 3 Honors Units for 18 or more hours per week.)

Students may also choose to engage in supervised work in faculty research laboratories or on other research projects with approval from their Fellows. Honors College students participating in research may choose to register for Honors Research (HON 225) in addition to HON 222.

Students conducting research as their Honors Activity are expected to complete a minimum average of six hours each 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 express how the activity has educational benefit for the student.

The Undergraduate Research Experience website (www.ure.uic.edu) is available for students in search of faculty research mentors. The URE website offers an online directory of faculty members seeking undergraduates to work on their research projects.

Students and faculty are encouraged to work together for several semesters. Students are eligible to apply for Honors College research awards to continue their research and help offset associated costs (see "Scholarships and Awards" on page 37). Students may also be eligible for funding through the Chancellor's Undergraduate Research Awards.

Professional Development Options: 1-3 Honors Units

(Students will receive 1 Honors Unit for 6 hours per week, 2 Honors Units for 12 hours per week, and 3 Honors Units for 18 or more hours per week.)

The Honors College encourages students to apply their academic education to the professional world through internships, externships, co-ops, practica, or student teaching. These types of activities qualify as an Honors Activity as long as the student participates for a minimum average of 6 hours each week. Activities must be

approved by Honors Fellows since the proposed experience is expected to be related to the academic program or educational goal of the students.

The Honors College also encourages students to pursue opportunities to receive academic credit for their experiences through courses such as:

ANTH 496, ARCH 395, ART 499, AH 482, AHS 393, BA 289, CHEM 488, COMM 474, CLJ 395, EAES 492, ED 350, ED 351, ED 450, ED 451, ENGR 289, ENGL 493, GEOG 496, GER 492, GER 493, HIM 384, HN 480, KN 393, LALS 497, LALS 498, LAS 289, PA 490, PA 496, PA 497, POLS 301, POLS 302, PSCH 385, SOC 298, THTR 474, US 302, US 495

Students should consult an Honors College advisor about earning internship credit.

Student Service Options

Providing volunteer service to the campus or community is a rewarding and enriching activity for students. Service activities provide an outstanding way for students to explore their majors or areas of interest. Service activities do not need to be tied to students' majors but can provide a means to explore new areas and issues. Activities can be performed either on or off campus.

The maximum number of service activities performed for HON 222 credit is limited to one across all years in the Honors College. However, students are encouraged 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 second semester of service to be applied 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 Honors Fellow, so students are encouraged to plan ahead to ensure that a service activity will be deemed appropriate. 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. Other students cannot serve as approvers of Honors Activity credit.

In all cases, students must spend a minimum average of 3 hours each week, or 45 hours per semester, involved in the activity for it to be deemed an Honors Activity. Additionally, for any service activities completed during Fall 2017 or later, students are expected to register for the UIC Impact – Honors College Service Activity portal on [UIC Connection](#). Within the portal, students are required to complete two reflection documents by the following deadlines (in addition to regular Honors College Agreement Form and Completion Form requirements and deadlines):

- Service Learning Goals Form – Must be submitted by 5pm on the Friday of Week 7
- Service Learning Goals Assessment Form – Must be submitted by 5pm on the last Friday of the semester (Week 15)

Types of Service Activities:

Tutoring/Teaching/Mentoring: 1 Honors Unit

Tutoring and other forms of teaching and mentoring activities can be 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:

- Volunteering with the Honors College tutoring program
- Serving as a teaching assistant for a First-Year Experience seminar (e.g., ENGR 100)
- Mentoring new Honors students as an Honors Ambassador
- Tutoring at the Port Athletic Center
- Tutoring at a campus tutoring or writing center (e.g., Science Learning Center, Math Learning Center, etc.)
- Tutoring local youth in an after-school program

Civic Engagement and Service-Learning: 1 Honors Unit

Chicago offers 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.

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
- Organizing and participating in environmental action through EcoCampus
- Volunteering as a translator for non-English speakers in a local community center

Pre-Professional Volunteering: 1 Honors Unit

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, or anthropology, for example, may also volunteer in activities relevant to their future careers, including law offices, schools or other educational settings, museums, free tax-preparation services, etc.

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 rehabilitation center
- Volunteering as an animal care technician in a veterinary clinic
- Being an educator or docent in a museum or zoo
- Preparing tax returns for a tax preparation service
- Staffing the UIC InTouch Crisis Hotline to provide crisis intervention and referrals

Student Organizations or Student Publications: 1 Honors Unit

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. 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:

- Being on the editorial board for a student publication
- Serving as a committee chair for the Honors College Advisory Board
- Fulfilling an Executive Board position in a UIC registered student organization
- Acting as the UIC Student Trustee

Study Abroad Option

Study Abroad = 1 Honors Unit per term

Many Honors College students study abroad at some point in their undergraduate years. With careful planning, spending time studying in another country can be successfully incorporated into a student's curriculum. Study Abroad can be counted as a student's Honors Activity; students do not need to complete an additional Honors Activity while abroad.

UIC's Study Abroad Office stands ready to assist students - from the beginning planning stages, to gaining course credit approval, to securing financial assistance, and more. Although the cost of being abroad for a summer or semester term is - on average - the same as being a full-time student and living on campus with a meal plan, there are many funding opportunities to help students offset the cost of studying abroad. The Honors College offers two scholarships specifically for students studying abroad. For more information, see the "Scholarships and Awards" section on page 37.

Study Abroad Office
502 University Hall (M/C 227)
601 S. Morgan St.

Email: sao@uic.edu
Phone: (312) 413-7662
<https://studyabroad.uic.edu>

Summer 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. Students may use a summer Honors Activity to substitute for an upcoming Fall or Spring Honors Activity, or simply as a way to complete additional Honors Units. Students should still consult with their Faculty Fellow prior to completing the 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.

Students taking summer courses at UIC may also register for HON 222 and complete an Honors Activity over the summer. In these cases students should register for HON 222, consult their Honors College Fellow, and submit Agreement and Completion Forms. Students not completing summer courses at UIC but who are completing a summer Honors Activity should **not** register for HON 222.

Agreement and Completion Forms

The Honors College tracks students' completion of their Honors Activities via Agreement and Completion Forms. Every Honors College student is required to submit an Agreement Form and a Completion Form every Fall and Spring Semester.

Agreement Forms

Students create their Agreement Forms online using the [Honors Activity Reporting System \(HARS\)](#). Students should complete the online form and then print out the completed form to be signed by their Faculty Fellow and Honors Activity supervisor. Students should discuss their plans for their Honors Activities with their Faculty

Fellows prior to seeking signatures on the Agreement Forms. First-year students need only acquire the signature of their Honors Core instructor on their Agreement Forms, since Faculty Fellows are not assigned until after students' first year. Signed forms must be submitted to the Honors College reception desk by the end of the third week of the semester.

Completion Forms

Once Agreement Forms have been received by the Honors College, they are approved online and the completion form becomes accessible to students. To retrieve their Completion Forms, students log in to [HARS](#) to print out the Completion Form and obtain their Honors Activity Supervisor's signature as evidence of successful completion of the Activity. 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 (e.g., as the course instructor in which the Honors work was done or in another supervisory role). Completion Forms are due to the Honors College reception desk by the end of Finals Week each semester.

NOTE: Students completing their Capstone have different timelines for submission. See "Recommended Capstone Timeline" on page 23 for more information.

Honors Capstone Project (HON 322)

Two semesters of HON 322 = 6 Honors Units (3 Honors Units per semester)

Purpose and Overview of the Capstone Project

Honors College students must complete an Honors Capstone Project before graduation. If the student fails to complete a Capstone project, they will not graduate with an Honors designation. The Capstone requirement provides students with a scholarly experience that incorporates concepts and techniques learned throughout their undergraduate careers, as well as allowing students to make original scholarly contributions to their academic disciplines. 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).

The Capstone Project is commensurate with the expectations of traditional departmental honors theses, senior design projects, and other senior research/inquiry projects intended to prepare students for the rigors of research/inquiry, writing, and scholarly presentation associated with postgraduate professional programs, graduate programs, and careers post-college. Capstone Projects are typically pursued in the last year at UIC, since this is the time when students have accumulated knowledge and research/inquiry skills to undertake an independent research/inquiry 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 and complete an Honors Activity until graduation.

Most students develop a project related to their major, but they may instead pursue a project in another discipline in which they have sufficient coursework and supervision. Typically involving two semesters of work, the Capstone Project is completed by students under the guidance of a faculty member who serves as the Project Supervisor, while also receiving input from the Honors College Fellow.

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. Students in programs that require a culminating senior project or research experience and students majoring in disciplines where a senior thesis is required to graduate with distinction may use such projects to satisfy the Honors College Capstone requirement, provided they meet the academic requirements of the Honors Capstone. Students should consult the Undergraduate Catalog or departmental advisors for additional information about options in their major. Use of these projects as the Capstone Project is subject to the approval of the Honors College Fellow.

Team Projects

Students working as members of a team on larger projects involving faculty, graduate students, or other undergraduates (such as an Engineering Senior Design Project or the Business Capsim simulation) may use this project as part of their capstone project. However, the student must individually carve out a portion of this group project for their Capstone. This includes producing their own written portion of the Capstone emphasizing their particular role in the project, and delineating their individual contribution. The Project Supervisor will determine what data can be included in their written portion and how the work of the larger research group should be represented within the context of the student's unique contribution. In such cases, background research and theoretical discussion may overlap and be quite similar among the student members of the team. Because this may involve issues of both intellectual property and appropriate citation, it is important for students to clarify their roles in the research and how their contribution and the contributions of others can be recorded and publicly presented. Students working in teams may present their work together in one presentation, but all students must be present for the entire presentation and for questions and evaluation from

attendees. Being part of a team project, however, does not reduce the amount of work an Honors College student must exert to successfully complete an independent Capstone Project.

Capstone Requirements

The Capstone Project consists of two components: (1) a written portion and (2) a presentation of the research in a public academic, professional, or creative forum.

Written Portion

The written work for the Capstone involves the creation of new knowledge or insights rather than merely a summary or synthesis of known facts or past work in the chosen area of study. It is more in-depth and demanding than a typical upper-division undergraduate paper. The written work usually takes the form of a written thesis, but the project may take other forms (e.g., a performance, art work, creative writing product, applied design project, or software program) appropriate to the specific discipline. Students should review their departmental guidelines for length expectation, but as a general guideline research Capstones projects can range from 25 to 40 pages in length, including bibliography, appendices, etc.

In standard research projects, the written work typically includes: (a) a statement of the research problem being addressed; (b) background of the theoretical issue and literature review; (c) discussion of the methodology used in tackling the research problem, this includes what data will be collected and methods used to analyze the collected data; (d) presentation of the data analysis and research results; and (e) conclusions and implications of the research.

Students working on creative, design, or business projects in fields such as engineering, computer science, marketing, entrepreneurship, musical composition, art, creative writing, architecture, and theater may produce a somewhat different written product that is more focused on inquiry. Inquiry is a process for augmenting knowledge, information, practice, or insights. The written document in such cases typically includes: (a) a clear statement of the design, creative, or business issue that the student is attempting to tackle through an original work; (b) background on the artistic field 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, business, or artistic product was conceived; (d) presentation of the results; and (e) an evaluation of its contribution to the discipline.

Public Presentation

Students are also required to present their research in the form of a lecture or oral presentation, 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.

The public presentation may take place in a variety of settings including (1) an academic symposium outside the university (e.g., a national/international or regional scholarly conference for a particular discipline); (2) a large university-wide event (e.g., UIC's Student Research Forum in the spring semester); (3) the Honors College Research Symposium (held in the fall semester); or (4) a forum or symposium sponsored by the department or college (e.g., the UIC Engineering Expo in the spring semester). A presentation to other students in a class or laboratory setting is not sufficient to satisfy the public presentation requirement. The project must be presented in a context or to an audience beyond the one in which it was developed.

The Project Supervisor must approve the public presentation event as an academically appropriate venue. The Project Supervisor should attend the public presentation or otherwise verify that the presentation was completed in a professional manner. Honors College Fellows should be invited and are also encouraged to attend the presentation whenever possible.

Roles of the Project Supervisor and the Honors College Fellow

The Capstone is a guided research project (rather than something completed by the student with no or minimal input from the Project Supervisor). Students pursue their Capstone Projects under the guidance of their Project Supervisors who may or may not be their Honors College Fellows. Students are ultimately responsible for developing the project, locating a Project Supervisor in consultation with their Fellow, and completing the project within the prescribed schedule.

The Project Supervisor is a scholar who is knowledgeable in the field the student has chosen to conduct their Capstone Project on, and serves as a resource for the student. Take note:

- Students need to determine that the prospective Project Supervisor has expertise in the area of study and is willing and able to devote the time required to supervise the project effectively.
- The Project Supervisor is expected to guide the student throughout the project, from identifying appropriate research methods and suggesting background reading materials, to reading and providing feedback on drafts in a timely manner, to consulting with the student regularly on the scope and methodology of the project. The Project Supervisor is also expected to help the student find appropriate public presentation venues and forms of presentation.
- The Project Supervisor evaluates the project to determine whether it meets academic standards and disciplinary requirements. The Project Supervisor reads and assesses the written component of the work and should also attend the public presentation, if possible.

Beyond the macro level supervision, the Capstone Supervisor and the student must mutually agree upon a specific and appropriate plan of action for completing the Capstone. The student should ask their Capstone Supervisor to consult the Capstone Guidelines under “Roles of the Project Supervisor and the Honors College Fellow” Section B for additional guidelines and resources for creating an mutually agreed upon work plan timeline.

The Honors College Fellow ensures that the student successfully fulfills the Capstone Project requirement. More specifically:

- The Honors College Fellow may assist the student in finding an appropriate Project Supervisor.
- The Fellow may periodically check with the student to ensure that the project is progressing as expected and that the student is working well under the Project Supervisor.
- The Fellow is expected to carefully review the proposed plan and project description before signing the required paperwork. After the Fellow has signed off, the Capstone Supervisor is the lead advisor to the student for the Capstone Project.
- While some Fellows elect to work as Project Supervisors for one or more Honors College students, the Fellow is under no obligation to do so.

Institutional Review Board (IRB) Approval

Research involving human subjects, unless exempt, requires IRB approval. Students should consult with their Project Supervisor to see if they may be required to apply for IRB approval to conduct and present their Capstone Project. It is highly recommended that students read over the **Human Subject Research and the Institutional Review Board (IRB) process** form before meeting with their Project Supervisor. Please see the appendices (page 41) for information on where to find the form.

Students should begin the IRB process at the proposal stage, prior to engaging in the Capstone Project. Students may download and bring the Determination of Whether an Activity Represents Human Subjects Research form to discuss the need for IRB approval with their Project Supervisor and Honors College Fellow. Projects that meet the definition of Human Subjects Research require submission of appropriate forms to the IRB office for exempt, expedited, or full review.

Before submitting appropriate forms for IRB approval, students should complete Investigator 101 training. Students working with protected health information (PHI) must also complete HIPAA Research IRB training at UIC.

Students who are working directly with faculty on research that has been previously approved may be included in the IRB approval for the larger project, but this should be confirmed before the research is presented in public.

Research conducted as part of a course-related activity is generally exempt from IRB requirements. However, the use of the information outside the classroom (i.e., the public presentation of the research) negates this exemption and may require IRB approval or an exemption determination. Failure to receive required approvals will preclude students from presenting their research in public.

For more information, visit the UIC IRB website. Use the "forms" button on the left to download relevant forms and the "education" button to get access to various sites for training. You can also contact the Office for the Protection of Research Subjects at 312.996.1711 or uicirb@uic.edu.

Registration and Paperwork

Students are expected to complete the Capstone Project over two semesters, and they must enroll in HON 322 (0-credit hours) for each of those semesters. HON 322 replaces HON 222 as the required Honors College course registration (see page 9). Students who complete a Capstone prior to their last semester at UIC should enroll in HON 222 for subsequent semesters and resume Honors Activities until graduation. Please refer to the HON 322 Blackboard site for information and resources.

In addition to registering for HON 322, students are encouraged to enroll in research or independent study courses during their work on the Capstone project. Since 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 the Capstone Project. Departmental advisors, Honors Fellows, Project Supervisors, and Honors College staff can help identify such courses.

Registering for HON 322 also involves the following paperwork:

Capstone Agreement Form

Students must complete a Capstone Agreement Form at the beginning of the first semester in which they are enrolled in HON 322. The Capstone Agreement Form, signed by the Project Supervisor and Honors College Fellow, must be submitted to the Honors College reception desk by the end of the third week of the semester.

The form includes a section for the student to include a project proposal. The project proposal should include the following elements:

- *Title*

- *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.
- *Methodology and Data/Materials Collection*- An explanation of what data or other materials are to be collected to answer the research question(s) and how.
- *Analysis and Anticipated Results*- An explanation of how the data or materials will be analyzed and the potential scholarly contribution of the results from the study.
- *Preliminary Schedule*- An overall tentative schedule for completing the above steps in two semesters, including plans for preparing 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 research and preparing a poster, a PowerPoint presentation, and/or a lecture for public presentation. The venue for public presentation should also be identified.

Students should provide the Project Supervisor and Honors College Fellow with an initial draft of the project proposal so that they are able to address their concerns prior to the student submitting the proposal formally. In the cases when the student's Capstone Supervisor is different than their Fellow, students should remind their Fellow to read the project proposal carefully before signing. To avoid confusion, once the paperwork has been submitted, the Capstone Supervisor is the lead advisor to the student for matter pertaining to the Capstone Project.

Capstone Progress Report Form

At the end of the first semester, students submit a Capstone Progress Report Form indicating the progress made on the project during the first semester. The Progress Report Form must be signed by the Project Supervisor. The Progress Report Form is due to the Honors College reception desk at the end of the fifteenth week of the semester, which is the last day of classes.

Capstone Proposal Update Form

At the beginning of the second semester of the Capstone, students must submit another Agreement Form to describe any changes to the original proposal and to outline a schedule or timeline for completion of the project. Both the Project Supervisor and the Honors College Fellow must sign the Proposal Update Form. In the cases when the Capstone Supervisor is different than the Fellow, this midway review and form is another opportunity for the Fellow to ensure the propose work is meeting Honors College standards. The Proposal Update Form is due to the Honors College reception desk at the end of the third week of the second Capstone semester.

Capstone Completion Form

At the conclusion of the project, students submit a Capstone Completion Form. Both the Project Supervisor and the Honors College Fellow must approve the final project and sign the Capstone Completion Form. Note that no formal grade will be given by the Honors College on either the written portion or the public presentation of the project. However, by signing the Capstone Completion Form, the Project Supervisor indicates that the project is acceptable, and the Honors College Fellow certifies that the project meets the Capstone Project requirements. In the cases when the Capstone Supervisor differs from the Fellow, deference is given to the Supervisors' final recommendation in cases where differences might arise. The Capstone Completion Form is due to the Honors College reception desk at the end of the fifteenth week of the semester, which is the last day of semester classes.

Capstone Project Submission

Along with the Capstone Completion Form, the student is responsible for submitting a copy of the completed project for archiving in the Honors College. In addition to the written portion, students may

also include copies of their posters or PowerPoint slides used in the presentation. 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 portion. In those cases, only the portions of the project that can reasonably be reproduced need to be submitted. However, photographs of such parts of the project should be included, if feasible. The Honors College database for the Capstone Project is archived in digital form, so digitized formats (i.e. the final written product as a PDF) are preferred. Submit these documents, PDF files, photos, and more to the HON 322 Blackboard site. Students should consult their Project Supervisors and Honors College Fellows regarding whether they prefer to receive the project in paper or digitized format.

[Recommended Capstone Timeline](#)

Students following a four-year graduation plan typically complete the Capstone Project during the first and second semesters of the senior year. Students should begin thinking about the capstone project during the junior year and ideally have selected a topic and a Project Supervisor by the end of the semester preceding the formal initiation of the Capstone Project. Students may work on the capstone during the summer and winter breaks when desirable and possible.

Choosing Topics and Selecting Project Supervisors

Two of the most critical elements of a successful Capstone Project are a clear definition of the topic and an appropriate choice of the Project Supervisor. Students should begin discussing topics, potential plans of action, and potential Project Supervisors with their Honors College Fellow as early as possible. Early discussions of the Capstone should help identify and solve any potential challenges or problems. Students may also seek advice from the academic department's Director of Undergraduate Studies or Academic Advisor, or consult with staff at the Honors College.

If a student picks a potential Project Supervisors different from their Fellow, they should be encouraged to discuss possible topics or ideas, to evaluate the feasibility of the chosen project, and to obtain advice on preliminary background research from the potential Supervisor. For some students, Capstone Projects may be a continuation of research and a mentoring relationship with a faculty member that is already underway. For others, the Honors Capstone may involve new research with a Project Supervisor with whom they have not worked before. Initial discussions with the Project Supervisor are good opportunities to better define the project and find an appropriate scope for a two semester endeavor.

Seeking IRB Approval

Once a student has decided on the Capstone Project topic, he or she should consult with the Project Supervisor or the Office for the Protection of Research Subjects to see if IRB approval is needed before conducting the research and/or presenting it in a public forum. If IRB approval is required, the student should prepare the appropriate paperwork as soon as possible. Please see the appendices (page 41) for the link to access the **Human Subject Research and the Institutional Review Board (IRB) process form**.

Proceeding with the Research

Once the student has received IRB approval, they should consult with their Capstone Project Supervisor to create a specific semester work plan timeline. The student should ask their Capstone Supervisor to consult the Capstone Guidelines under "Roles of the Project Supervisor and the Honors College Fellow" Section B for additional guidelines and resources for creating an mutually agreed upon work plan timeline. But in general, students should ensure that answers to the following questions are mutually agreed upon:

- How often should the student submit work for feedback?
- How long does the Supervisor need between when the student submits a document for review and when a meeting to go over feedback takes place?
- How to adhere to deadlines?
- What kind of feedback should the student expect to receive?

Once a semester work plan timeline is created the student should proceed with the Capstone Project according to the timeline agreed upon between the student and the Project Supervisor. The above steps coincide with registration for HON 322. Please refer to "Registration and Paperwork" on page 21.

The following work plan timeline is included as a sample resource that Capstone Supervisors can create/use alongside their students for each semester.

Semester work plan timeline (begin with the end and work backwards. Add rows as needed. Be realistic!)

Timeline (Date range)	Week	Tasks (what will you be working on)	Additional Events to Consider (Other Life Events)
	1		
	2		
	3		
	4		
	5		
	6		
	7		

Graphic Representation of Overarching Recommended Capstone Timeline

Semester	Action	Deadline
After joining the Honors College	Contemplate Capstone ideas freely—think about the classes you have taken, professors' research you find exciting, etc. Talk with professors/advisors, or anyone you can share ideas with, to sharpen your thoughts.	
Junior Year	Register for and take HON 301: Foundations for the Future	
Spring of Junior Year	Discuss Capstone ideas with Honors College Fellow or other professors/advisors. Find Capstone Supervisor and develop preliminary Capstone ideas. Become familiar with possible IRB requirements.	
Fall of Senior Year (first semester)	Work with Capstone Supervisor to develop project proposal including timeline and format of written and public presentation portions. Verify IRB requirements with Capstone Supervisor and submit IRB review, if applicable. Register for HON 322 and any applicable Independent Study/Thesis/Research course. Submit Agreement Form signed by Capstone Supervisor <u>and</u> Fellow. <i>Continue working on Capstone Project and check in with Capstone Supervisor regularly for feedback and guidance.</i> Submit Capstone Progress Report Form signed by Capstone Supervisor indicating progress made to date.	End of Week 2 via my.uic.edu End of Week 3 End of Week 15
Spring of Senior Year (second semester)	Register for HON 322 and any applicable Independent Study/Thesis/Research course. Submit an Agreement Form signed by the Capstone Supervisor <u>and</u> Fellow. This form should include (1) a review of the project proposal in light of work completed the previous semester; (2) an updated proposal; and (3) a timeline for completion. Ensure registration (and/or submission of abstract) of the public presentation event, based on its venue. Submit a written final draft of Capstone Project to Capstone Supervisor and Fellow for feedback. Present Capstone Project in an appropriate venue. Provide Fellow and Capstone Supervisor with final version of written portion for review and approval. Submit Capstone Completion Form signed by Fellow and Capstone Supervisor. Also submit a copy of the written portion and a copy of the poster, if applicable. Attend Honors College Convocation!	End of Week 2 via my.uic.edu End of Week 3 Example: UIC Student Research Forum abstract submissions are due in mid-March. Late March--at least one month before submitting Completion Form and written portion. Example: UIC Student Research Forum in mid-April. Mid-April End of Week 15 Finals Week

Capstone Related Resources

Free Poster Printing

We provide our students with free poster printing prior to the Honors College Research Symposium in the fall and the UIC Student Research Forum/UIC Impact Day in the spring. Details are provided via emails to fellows and students and through the student listserv.

Abstract and Poster Workshops

Each semester, workshops on abstract writing and poster design are held by both the Honors College and the Daley Library. Check the Student Research Forum website (<http://research.uic.edu/about-ovcr/student-research-forum/workshops>) and the Honors College website (<https://www.honors.uic.edu/about-research/>) for the workshop schedule.

Fellows and Capstone Supervisors should encourage their students to attend these workshops when they are held. They can also refer their students to the following resource.

For how to write abstracts:

- <http://hsp.berkeley.edu/sites/default/files/HOW%20TO%20WRITE%20AN%20ABSTRACT.pdf>
- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3136027/>

For scientific poster references on how to create one and download templates visit:

- <http://guides.nyu.edu/posters>
 - Under the “Design Tips” tab students can access free templates
- <http://hsp.berkeley.edu/sites/default/files/ScientificPosters.pdf>

Grades and Probation/Drop Rules

GPA Requirements

All Honors College students are required to maintain a minimum 3.4 cumulative grade point average (GPA) for all coursework taken at UIC. Transfer student admission to the Honors College takes into account GPA earned at the transfer institutions; however, once transfer students take courses at UIC, the Honors College considers only their UIC GPA in determining their Honors College standing.

Honors Grades

Honors work is noted on transcripts in the following manner:

HON 222 or 322

Students who satisfactorily complete Honors Activity or Capstone work and have submitted the appropriate forms receive an “SH” grade. Students who do not submit a Completion Form or Capstone Progress Report by the end of finals week will receive a deferred grade (DFR) for HON 222 or 322. If no work is done, or if the student earns a grade of “C” or lower in an honors course, the student has been unsatisfactory in completing HON 222/322 and the transcript grade is “U.”

All Honors courses, departmental honors sections, Honors Cores, and Honors Seminars

Students who receive an “A,” “B,” or “S” grade will have an “H” appear after the corresponding course letter grade. Honors courses are calculated into the student’s GPA in the same manner as all other courses. No Honors courses (HON) can be taken on a Credit/No Credit basis.

Honors supplements

Students who receive an “A” or “B” grade will see an “H” after the course letter grade.

Probation and Dismissal

Honors Activity Probation

A student who fails to satisfactorily complete the Honors Activity requirement is placed on Honors Activity probation and must make up the activity within one semester. Successful completion of an Honors Activity is demonstrated by the proper submission of Agreement and Completion Forms. A student who does not satisfactorily complete the Honors Activity requirement for two consecutive semesters will be dismissed from the College.

Academic Probation

A student whose cumulative UIC GPA drops below 3.40 but not below 3.15 (3.0 for first-year students) is placed on Honors College academic probation and is given one semester to achieve a UIC cumulative GPA of 3.40 or higher.

A student whose GPA drops below 3.15 (3.0 for first-year students) is dismissed from the Honors College. Upon dismissal, a student may petition for reinstatement (see below).

Honors College Petition

A generic Honors College petition form is available on the [Forms](#) page of the Honors College website. Print copies are also available at the Honors College. A student with unusual or extenuating circumstances may use the petition to request that an exception be made to an Honors College policy or procedure.

Appropriate use of the petition process includes requests:

- To extend or waive an Honors Activity due to illness or catastrophic event
- To withdraw from the Honors College
- To be reinstated to the Honors College,* including a student who has left the University while in good standing

*Immediately after being dismissed, a student can petition to be reinstated. After one semester has elapsed from the time of dismissal, a student who wishes to re-enter the Honors College must apply to the Honors College through the admissions process for continuing students.

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

Student Conduct

Honor Code

The Honors College is a community of scholars dedicated to research, academic excellence, and a pursuit and cultivation of life-long learning. Each member of the Honors College – student, faculty and staff – makes a commitment to strive towards personal, academic and professional integrity; to treat others with dignity and respect; to honor the rights and property of others; to take responsibility for individual and group behavior; and to act as a responsible citizen in a free academic community and in a larger society. Any student conduct of individuals or groups, on- or off-campus, that threatens or violates this commitment may become a matter for action within the Honors College or UIC's system of student discipline.

The Honors College does not discriminate or permit discrimination or harassment of any form by any member of its community against any individual on the basis of race, ethnicity, color, culture, religion, national origin or ancestry, sex, sexual orientation, gender identity, gender expression, parental status, marital status, age, disability, citizenship or veteran status in matters of admissions, academics and students affairs, employment, or alumni relations.

Students are expected to comply with the Honor Code in all of their endeavors, including participation in course work, student organizations, research, publications, community service, and study abroad programs. Conduct that is in violation of the Honor Code, regardless of where the conduct occurs, will be adjudicated in accordance with procedures approved by the Dean and senior staff members of the Honors College and/or UIC.

As a commitment to these personal, academic, and professional standards upheld by the Honors College, as a student, I hereby pledge to respect, preserve, and promote the Honor Code of Conduct during my entire tenure at the Honors College. I agree to uphold high ethical principles in all personal, academic, and professional endeavors related to the Honors College and beyond, and to always be mindful of being a representative of the Honors College and the UIC community.

By enrolling in HON 222 and/or HON 322, I agree to the following:

- I will respect and honor others' dignity and rights, even if their beliefs and ideas do not correspond with my own;
- I will not give or receive unpermitted aid in examinations, class work, reports, or any other assignments that are to be used by my instructor as the basis of grading or assessment;
- I will uphold the spirit and letter of the Honors College's Honor Code and take an active part in assuring that others also uphold it;
- I will abide by UIC's Standards of Conduct and Student Disciplinary Policy;
- I will respect the possessions of others, the facilities of the Honors College, and UIC;
- I will represent myself and the Honors College community with integrity and respect in all areas pertaining to information technology (e.g. internet, social networking sites, electronic mail, campus network listservs); and
- I will uphold this Honor Code of Conduct by reporting all material violations to appropriate personnel and by fully cooperating with and protecting confidentiality of any Honor Code proceedings.

Honors College students are also expected to adhere to all academic and student conduct requirements and policies of UIC and to abide by all applicable rules and regulations.

Standards of Academic Honesty

The Honors College believes that academic honesty is fundamental to every phase of the scholarly process and expects academic honesty from every student in the Honors College, in all academic undertakings. Academic honesty involves firm adherence to ethical conduct consistent with values based on standards that respect the intellectual efforts of oneself and others.

Ensuring standards of academic honesty in academic work and instilling a lifelong commitment towards academic honesty is a collaborative enterprise involving Honors College faculty, staff, and students. The Honors College believes that these objectives are best achieved as a result of consistent dialogue between students and faculty/staff mentors and by the examples set by members of the academic community.

Standards of academic honesty are violated when a student engages in actions including:

- Cheating or assisting in cheating inside or outside the classroom, on examinations, papers, projects, lab reports, assignments, presentations, etc.;
- Plagiarism or the use of another's words, ideas, or creative productions without proper citation;
- Paraphrasing or summarizing another's material in such a way as to misrepresent the author's intentions;
- The use of privileged material or unpublished work without permission;
- The intentional and deliberate falsification of research data; and
- Omission or concealment of conflicting data for the purpose of misleading other scholars.

Academic dishonesty is a serious matter and will be adjudicated in accordance with procedures approved by the Dean and senior staff members of the Honors College and/or UIC.

All Honors College students are required to fully acquaint themselves with the information on Academic Honesty, Standards of Conduct, and Student Disciplinary Policies found in the UIC Student Handbook:

<http://www.uic.edu/depts/dos/handbook.shtml>.

Disciplinary Matters

Students who violate the Honor Code will be subject to disciplinary action, including removal from the College. Violations of the Honor Code include any intentional misuse or abuse of Honors College privileges or resources. Students who have been dismissed or suspended from the University will be automatically dismissed 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 are expected to abide by the Honor Code and are expected to adhere to its policies.

HONORS COLLEGE FELLOWS

Honors College Fellows come from departments in all colleges across the UIC campus; a list of Honors College Fellows is available [online](#). These faculty members apply for appointment as Fellows to have the opportunity to work with high-achieving 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 the following Honors College Fellow description and recommendations for the student-Fellow relationship.

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; and
- Encourages and advises the student regarding the student's Honors College Capstone Project. The Fellow might serve as the faculty advisor for this project or might help the student find other appropriate faculty advisors.

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 student develop academic or professional goals and strategies for achieving them;
- Serves as a sponsor and advocate for the student by 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 (e.g., 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); and
- Supports the Honors College and student advisees by attending Honors College academic and social events as time permits.

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. The activities listed constitute what is expected from the Fellow of the Honors College; the Fellow may feel the need to make additional efforts.

To effectively cultivate the Fellow-Student relationship, the Honors Council recommends the following:

The Fellow and student should meet face-to-face in the first two weeks of the semester to discuss the student's Honors Activity, and the Fellow will indicate his or her approval by signing the Honors Activity 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 during departmental advising for the following term, or perhaps at a time when both Fellow and student can get to know each other better.

To encourage this Fellow-Student relationship, the Honors College:

- Discusses expectations and emphasizes the importance of the mutually beneficial relationship at new Fellow and new student orientations;
- Reinforces this message through standard communications (e.g., Honors College listserv and *The Ampersand*);
- Requests that Fellows provide the names of students who have not responded to invitations to meetings or who have otherwise made no effort to meet with the Fellow each term so College advisors can follow up with the student(s);
- Handles complaints from students who report that their Fellows are nonresponsive or unavailable;
- Strongly urges students to invite their Fellows – and vice versa – to the Honors College student-faculty luncheon.

STUDENT LIFE

Student Organizations

Honors College Advisory Board (HCAB)

HCAB is the official Honors College student activities organization that plans and implements a number of events each year, including the annual Honors College Ball. Its president represents the student body on the Honors Council. HCAB also offers an annual scholarship awarded each spring. The Freshman Delegates and Dean's Delegate are appointed in the fall, while all other members are elected in the spring.

Society of Future Physicians

The UIC Society of Future Physicians is a student organization for pre-medical students to discover what a medical career is all about. The society delivers information regarding the medical school application process and coordinates activities that give insight into the work and lives of physicians. Visit uicsfp.com or email uic.hc.sfp@gmail.com for more information.

Honors College Student Organization Policy

Each Honors College student organization must have a designated advisor who can guide students in areas concerning organizational event planning, facilities, financial budgeting, expense accountability, and other areas. Student organizations recognized by the Honors College are eligible for numerous benefits, including:

- The ability to hold events in Honors College facilities
- The opportunity to post appropriate announcements on Honors College bulletin boards, through the Honors College listserv, and on the Honors College website, Facebook page, and/or events calendar;
- Eligibility for Honors College Student Engagement Grant funding; and

Responsibilities of all Honors College student organizations include:

- Familiarity and compliance with Honors College policies and procedures as described in the Honors College Handbook;
- Maintenance of Registered Student Organization (RSO) status at UIC;
- A clearly articulated Mission and Vision statement;
- An organizational make-up of an Executive Board with at least 50% of the members being currently enrolled Honors College students;
- Consistent reporting of updated information to the Honors College;
- Adhering to the Honors College Student Code of Conduct.

The Honors College may, at any time, deny or withdraw support for any Honors College student organization.

Student Publications

The Ampersand

The Ampersand is the Honors College newsletter which is published in print twice per semester and maintains an online blog. The newsletter showcases news and events of interest to the Honors College community. Please contact uicampersand@gmail.com for more information or to become involved.

The Journal for Pre-Health Affiliated Students (JPHAS)

JPHAS is a scholarly journal that offers students considering careers in health-oriented professions a valuable, informative resource, and a forum to express, present, and exchange ideas. For more information about submitting articles or graphic design, contact jphas.journal@gmail.com.

Red Shoes Review

Red Shoes Review is a literary and arts magazine that publishes the work of undergraduate students and aims to foster the artistic community on UIC campus. Students from all different majors have the ability to create beautiful works of art and meaningful pieces of writing and are encouraged to contribute. In addition to the publication, *Red Shoes Review* organizes events on campus focused on building community for students interested in the arts. For more information, email uic.redshoes@gmail.com.

UIC OneWorld

The *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. For more information, contact oneworld.uic@gmail.com.

Student Service Opportunities

Honors Ambassadors

Honors Ambassadors are Honors College students who take a leadership role by helping recruit and welcome new students into UIC and the Honors College. Honors Ambassadors assist new students joining the Honors College in their transition to the university and the Honors College community. Honors Ambassadors are selected through an application process in late fall and will serve in the role from January through December.

Honors College Tutors

Honors College Tutors serve as volunteers in the Honors College Tutoring Room during the Fall and Spring semesters, providing tutoring services to the UIC community. Tutors are selected through an application process prior to the start of each semester, and can tutor subjects based on UIC courses in which they earned an "A" or "B."

Honors College Housing

Honors College students have the option to live in Honors Housing, currently located in C Tower of James Stukel Towers (JST) and Commons West. Living in Honors Housing allows students to immerse themselves in the Honors College community and take advantage of additional resources. Activities may include dinners and events with faculty, study groups, social events, service activities, and more. Honors College students serve as Resident Assistants and Peer Mentors in Honors Housing, and the Honors College also provides a Faculty-in-Residence who provides students with additional mentorship and guidance as well as opportunities to engage informally with a variety of faculty members across campus. To learn more about Honors College Housing, visit the [Campus Housing website](#).

Honors College Events

Honors College Annual Ball

The Honors College plans a formal event including dinner and dancing for UIC students, alumni, staff, and faculty. The Ball is scheduled during the spring semester, usually occurring in early March.

Student-Faculty Luncheons

The Honors College organizes a luncheon for students and faculty each semester. Honors College students are encouraged to attend these functions to get acquainted with other students and faculty, especially their Honors College Fellows.

Professional Development and Career Workshops

The Honors College offers workshops throughout the academic year that allow students to connect with alumni in their professional fields, as well as learn about additional opportunities. Workshops and events appeal to a wide range of professional interests and vary each year. Previous events include:

- Observe a Mock Medical School Interview
- Understanding the Earth to Save the Earth: Environmental Career Paths
- Crafting Perfect Personal Statements
- Entrepreneurship and Biotechnology Careers
- Law School: What to Consider Before You Apply
- Inside the Shark Tank: Lessons in Entrepreneurship from the Founder of Spikeball
- Applying to Graduate Schools in the Humanities
- Making the Most of a Gap Year
- Alumni in Law/Alumni in Health

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 and an Honors College graduating senior are asked to speak. A reception for the students, their families, and Honors College staff and faculty follows.

[Chicago Signature Honors Programming](#)

The [Chicago Signature Honors Programming](#) is an extracurricular initiative that engages students with the cultural and intellectual diversity of the Chicago urban environment. The Honors Postdoctoral Fellow in Teaching and Mentoring takes groups of students to theatre productions, trips to various cultural neighborhoods in Chicago, the Chicago Symphony Orchestra, the Chicago Lyric Opera, and many others—all at no cost to the students. The program engages students intellectually, culturally, and artistically, while also providing students with mentoring outside the traditional classroom and office setting.

ADDITIONAL RESOURCES

Support and Resources

Library Privileges

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

Honors College Tutoring Center

During Fall and Spring Semesters, the Honors College offers tutoring services to all students on campus in a wide variety of courses. Tutoring is provided by Honors College students who have earned at least a “B” or higher grade in the UIC class for which they are tutoring. An additional strength of the program is the drop-in format, meaning that no appointment is needed and walk-ins are encouraged at any time during the Tutoring Center's hours.

The Tutoring Center, located in Room 220 in Burnham Hall, is open from 9:00 a.m. until 4:00 p.m. Monday through Friday beginning the third week of the semester and ending the last day of regular class instruction. A schedule is available on the Honors College [website](#).

Other Resources for Academic Support

In addition to the Honors College Tutoring Center, there are many other academic support resources on campus. Students are encouraged to reach out and get the support that they need in order to be successful. Resources on campus can be found on the [Campus Resources website](#).

Honor Societies

Honor societies with an established history at UIC are described in the [Undergraduate Catalog](#). In general, joining an honor society can be beneficial to students by affirming their strong academic standing, providing additional scholarship opportunities, and offering useful insight into academic and professional fields. There are several other honor societies on campus that are affiliated with departments and offices on campus outside of the Honors College.

Honor societies that have also been highlighted on the Honors College [website](#) are:

- Phi Beta Kappa, for liberal arts students, the oldest honorary society in the country
- Phi Eta Sigma, for academic success in the first semester of freshman year
- Phi Kappa Phi, for juniors, seniors, and graduate students
- Tau Sigma, for transfer students

Scholarships and Awards

Incoming students and their parents/families should refer to the Financial Aid section of the Honors College [website](#) for information about scholarship opportunities and funding your education.

Incoming First-Year Students

Chicago Public School Science Fair Scholarship

The Honors College partners with CPS Science Fair, Inc. to support the education of a student science fair participant. This scholarship covers full tuition and is renewable up to four years.

Kerr Scholarship

Named after one of the founding faculty and long-time Dean, Howard Kerr, this merit award covers full in-state tuition and fees and is renewable for up to four years. All first-year Honors College applicants are considered for this award based on their application materials.

Kerry and Sarah Wood Family Foundation Scholarship

The Kerry and Sarah Wood Family Foundation Scholarship, established by former Chicago Cubs star pitcher Kerry Wood and his wife Sarah in 2013, is intended for an incoming first-year student with financial need and academic ability. Graduating high school seniors from one of the Chicago neighborhoods that the Wood Family Foundation serves--Austin, Englewood, Humboldt Park, and Lawndale-- are eligible for consideration for this scholarship. The recipient of this scholarship will be enrolled in the Honors College and live on campus. All tuition, fees, assessments, books, and room and board are included, and a laptop computer will be provided. The recipient may apply for a stipend during the summer to allow participation in summer coursework, undergraduate research, an internship, or study abroad.

President's Award Program - Honors

The President's Award Program - Honors (PAP-H) scholarship is a distinct part of the campus-wide President's Award Program (PAP). Eligibility consideration for the PAP-H scholarship is based on a combination of ACT composite score, class rank, and belonging to one of the following applicant pools: high-achieving newly admitted first-year students from historically underrepresented groups; high-achieving newly admitted first-year students from low-sending Illinois counties (defined as counties sending an average of two or fewer students per academic year to the University of Illinois in the past five year period); or high-achieving newly admitted dependent first-year students whose families are not expected to contribute to the cost of their education as verified through FAFSA and financial aid application processes. Once admitted to the university, potentially

eligible applicants are nominated by UIC's Chancellor, then undergo individual review to be considered as President's Award Program - Honors Scholars. The program covers the cost of in-state tuition and housing and is renewable for up to four years.

The following three awards are offered to a select number of incoming first-year students each year and are renewable for up to four years. These awards may be applied to tuition only.

Honors College Academic Excellence Award: valued at \$8,000 per year

Honors College Academic Distinction Award: valued at \$5,000 per year

Honors Scholars Award: valued at \$3,000 per year

Incoming Transfer Students

Phi Theta Kappa Scholarship

A one-time, one-semester tuition waiver awarded each fall and spring to new Honors College transfer students who are members of Phi Theta Kappa, the community college honors society. Eligible students must have at least a 3.5 transfer GPA and be enrolled for at least 12 credit hours in the first semester at UIC. Application required.

Transfer Merit Award

Transfer Merit Tuition Awards are given on a competitive basis to new transfer students each fall and spring. Applicants must be enrolled in a baccalaureate degree program, have a minimum transfer GPA of 3.25 on a minimum of 45 transfer credits, and be enrolled for at least 12 credit hours in the first semester at UIC. Application required.

CME Group Foundation Scholarship

The CME Group Foundation Scholarship supports students who are pursuing majors related to a career in finances, including business, computer science, economics, and/or statistics. Funding can be used to cover any educational cost (tuition, fees, housing, books, etc.) and preference is given to low-income and/or first-generation students, particularly those from the Chicago Public Schools. Students selected for the CME Group Foundation Scholarship will be eligible for summer internship opportunities coordinated by the CME Group. First-year, transfer students, and continuing students can be considered for this award.

Continuing Students

Scholarships

CME Group Foundation Scholarship

The CME Group Foundation Scholarship supports students who are pursuing majors related to a career in finances, including business, computer science, economics, and/or statistics. Funding can be used to cover any educational cost (tuition, fees, housing, books, etc.) and preference is given to low-income and/or first-generation students, particularly those from the Chicago Public Schools. Students selected for the CME Group Foundation Scholarship will be eligible for summer internship opportunities coordinated by the CME Group. First-year, transfer students, and continuing students can be considered for this award.

Desouza Family Scholarship

The Sally and Kevin Desouza Family Scholarship is awarded to a full-time student in the Honors College. Recipients shall be pursuing a degree in the College of Business Administration, shall demonstrate high academic achievement, and shall be actively involved in the campus community in ways that make a contribution to the

quality of campus life. Preference shall be given to international students and U.S. permanent residents with proof of legal status. Application required.

Donald and Leah Riddle Prize

The Donald and Leah Riddle Prize is awarded each year at Commencement to an outstanding graduating senior regardless of major field. The award is based on academic excellence and leadership. The winner receives a bronze medallion and a \$1,000 cash prize. The Riddle Prize is awarded each year in recognition of the former UIC Chancellor Donald Riddle and his wife Leah and honors the Riddles' contribution to the campus.

Honors College Scholarships for Study Abroad

The UIC Honors College Dean's Scholarships for Study Abroad and the Flaherty Scholarship for Study Abroad are available in awards ranging from \$500 to \$2,500. To be eligible to apply for the awards, students must apply to a study abroad program endorsed by the UIC Campus. A cumulative UIC grade point average of 3.40 upon application for the scholarship is also required. Application required.

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 deadlines are just prior to the fall and spring semesters. Application required.

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 Honors Activity Supervisors on the basis of their honors work.

John Curtis Johnson Award

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

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. The award is funded by the family of Sister Dorothy Drobis in recognition of her long career in elementary education in Chicago. Application required.

Wyatt Scholarship

The Mark A. Wyatt Memorial Scholarship is awarded each year to an outstanding junior majoring in Biological Sciences, Biochemistry or Neuroscience and planning to go to medical school. The \$500 award is based on academic excellence, research, and leadership. Preference is given to continuing students (not graduating) who have demonstrated leadership and a passion for research. The Wyatt Scholarship is a memorial to Mark Wyatt, a pre-med Biological Sciences and Honors College junior who exemplified academic excellence and leadership. After his death in 1990, his fellow students led the effort to establish this scholarship in his name. Application required.

Grants

Dean's Emergency Fund

The Honors College Dean's Emergency Fund is intended to help meet the financial needs (tuition, fees, books, housing) of Honors College students who encounter an emergency situation or one-time, unusual, or unforeseen expenses during their degree program that prevent them from continuing their studies at UIC. Students may apply for funds of up to \$2,000. Students are encouraged to apply for all other possible sources of money prior to requesting Emergency Funds. Funds are available on a first-come-first-served basis and preference will be given to juniors and seniors. Students can only receive funding through the Dean's Emergency

Fund for two semesters during their Honors College career. Up to \$25,000 of Dean's Emergency Fund funding is supported by a generous contribution from the CME Group Fund.

Student Engagement Grants

Through the generosity of donors, the UIC Honors College is able to provide its students the opportunity to apply for Student Engagement Grants. These financial awards support enriching educational experiences that complement students' educational programs. Grants will typically be less than \$500; students may request higher amounts with a defensible rationale for doing so. Projects to be funded by the Honors College Student Engagement Grant will usually involve community service or on- or off-campus service or leadership activities.

Undergraduate Research Grants and Research Travel Grants

The Honors College supports excellent undergraduate research of Honors College students, including, but not limited to, Honors Capstone projects. Research Grant funds of up to \$1000 can be requested to fund research expenditures, and research travel grant funds of up to \$500 can be requested to fund travel to attend and/or present research at professional meetings. Research Grant and Research Travel Grant competitions occur each semester.

Office of Special Scholarship Programs

A wide range of scholarships supporting undergraduate and graduate study are open to high-achieving Honors College students. The Office of Special Scholarship Programs (OSSP) assists students in searching for awards, assessing eligibility and competitiveness, developing strong applications, and preparing for interviews. The office provides information about campus-based and nationally competitive awards. 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 through multiple application processes in order to prepare for the best possible outcomes.

Students are particularly advised to consider the following awards, depending on their interests and career goals:

- the Goldwater Scholarship for students pursuing careers in math, science and engineering research;
- the Truman Scholarship for students intent on careers in public service at a leadership level;
- the Gilman Scholarship for Pell Grant recipients planning to study abroad;
- the Fulbright Student Award or English Teaching Assistantship for students desiring to study, research or teach abroad after graduating;
- or any one of the scholarships that send students to the United Kingdom for graduate study such as the Rhodes Scholarship, Marshall Scholarship, Gates Cambridge Scholarship and Mitchell Scholarship.

The Office of Special Scholarship Programs staff is happy to answer questions about these and other awards.

Office of Special Scholarship Programs

808 University Hall (M/C 115)

601 S. Morgan St.

Chicago, IL 60607

Email: ssp@uic.edu

Phone: (312) 355-2477

Website: <https://ossp.uic.edu/>

APPENDICES

Course Descriptions

A list of all Honors College course descriptions can be found online in the [UIC Undergraduate Catalog](#) and on the [Honors College website](#).

Honors College Fellows

For a full list of current Honors College Fellows, visit <http://www.honors.uic.edu/Fellows/current-fellows.php>.

Human Subject Research and the Institutional Review Board (IRB) process Form

This is questionnaire aim to help students and Capstone Project Fellows determine if their proposed Capstone research requires IRB approval. For the form, please visit <https://www.honors.uic.edu/capstone/#irb> and select “determining if you need IRB approval.”