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HONORS COLLEGE

H A N D B O O K

UIC HONORS
UNIVERSITY OF ILLINOIS AT CHICAGO COLLEGE

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MISSION STATEMENT

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

MESSAGE FROM THE DEAN

Dear Student:

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

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

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

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

Best wishes,



Dean Bette L. Bottoms



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

I.

THE HONORS COLLEGE

Administration

Staff Members

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Office of Special Scholarship Programs

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Tula Georgopoulos

GPPA Program Coordinator and Scholarship Specialist
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Sheena Miller

Scholarship Specialist
sheena@uic.edu

Honors Council

- 2012-2015 Term* Houshang Darabi, Engineering, Associate Professor, Mechanical and Industrial Engineering
Shar Fadavi, Dentistry, Professor, Pediatric Dentistry
Ronald Hershow, Public Health, Associate Professor of Epidemiology and Director,
Epidemiology and Biostatistics
Ralph Keen, Liberal Arts and Sciences, Professor, History
Elizabeth Loentz, Liberal Arts and Sciences, Associate Professor, Germanic Studies
Benjamin Superfine, Education, Associate Professor, Educational Policy Studies
- 2013-2016 Term* Juliana Chan, Pharmacy, Clinical Associate Professor, Pharmacy Practice
Jennifer Reeder, Architecture, Design and the Arts, Associate Professor, Art
Barbara Berger, Nursing, Clinical Assistant Professor, Biobehavioral Health Science
David Perry, Urban Planning and Public Affairs, Director and Professor, Great Cities Institute
Kara Morgan Short, Liberal Arts and Sciences, Associate Professor, Hispanic and Italian Studies
and Psychology
Scott Shippy, Liberal Arts and Sciences, Associate Professor, Chemistry
- 2014-2017 Term* Mark Grabiner, Applied Health Sciences, Professor, Kinesiology and Nutrition
Cheryl Nakata, Business Administration, Professor and Head, Managerial Studies
Margarita Saona, Liberal Arts and Sciences, Associate Professor, Hispanic and Italian
Additional Members: To Be Announced
- Members-At-Large* *EPC Chair:* To Be Announced
Diversity Committee Co-Chairs:
Teresa Orenic, Liberal Arts and Sciences, Associate Professor, Biological Sciences;
Nancy Cirillo, Liberal Arts and Sciences, Associate Professor Emerita, English
Dean's Designate: To Be Announced
- Ex-Officio Members* Bette L. Bottoms, Dean
Stacie Williams, Associate Dean, Honors College
Hui-Ching Chang, Associate Dean for Academic Affairs, Honors College
Sara Hall, Associate Dean for Academic Affairs, Honors College
Kevin Browne, Vice Provost for Academic and Enrollment Services
Beth Powers, Director, Special Scholarship Programs
Shivam Thakkar, President, Honors College Advisory Board
To Be Announced, Student Chair, Student Leadership Council

Educational Policy Council

- 2011-2014 Term* Christian Messenger, Liberal Arts and Sciences, Professor Emeritus, English
Duncan Wardrop, Liberal Arts and Sciences, Associate Professor, Chemistry
- 2012-2015 Term* Todd DeStigter, Liberal Arts and Sciences, Associate Professor, English
Barbara Simmons, Nursing, Clinical Assistant Professor, Biobehavioral Health Science
- 2013-2016 Term* Christine Martin, Liberal Arts and Sciences, Assistant Professor, Criminology, Law, and Justice
- Honors College
Representatives* Hui-Ching Chang, Associate Dean for Academic Affairs
Eliza Callahan, Senior Honors Academic Advisor and Program Specialist

Facilities, Location, and Hours

Honors College Office

103 Burnham Hall (M/C 204)
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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:

1. No shoes on the furniture.
2. No writing on the furniture or walls.
3. No music in public areas with the exception of personal devices used with headphones or earbuds.
4. Students are responsible for cleaning up after themselves and must not leave any trash or food.
5. Refrigerator items must be properly disposed of in a timely fashion.
6. No smoking or chewing of tobacco.
7. Flyers may be posted on bulletin boards, but no tape may be used on walls, doors, or furniture.
8. 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) 996-8332. 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, computers, 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, toaster, 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 and meetings. 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. To view a complete listing of software available in the Honors College computer lab, search for “bhb11” at: <http://suggest.server.uic.edu/Software/>.

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 Honors College student organizations. Student groups may use computers, meeting space, and other resources with approval.

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. The Tutoring Center is also available for after-hours studying if students request swipe access through the Honors College front desk staff. 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 Monday-Thursday until 8:00 p.m. during Fall and Spring Semesters	

Communications

Website

Students should visit the Honors College official website 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. Regularly sent emails contain information about courses, events, deadlines, scholarships, Honors Activity opportunities, etc. 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

- Read the announcements emails *daily*. You don't want to be a day late to evening advising hours or a day late for a scholarship deadline! Some events require an RSVP in advance, so make sure you read all the information about it.
- Put important dates and deadlines on your calendar *immediately* after you find out about them. If you can't attend a specific event due to a schedule conflict, you can email or call the contact person to see if you can get this information another way.
- Create a folder for your Honors College emails. Even if you don't think you can volunteer for this event or find time to do that internship, save the information for future reference. You never know when you'll want to reach out to a potential research supervisor or find time in your schedule last minute to attend an event. Plus, some opportunities for Honors Activities, research, internship, classes, etc. occur each semester or each year, so it's a good way to plan ahead.
- Email the contact person for more information if you're interested in what's being offered and tell him/her a little bit about yourself, but don't be discouraged if you don't get every internship or research opportunity for which you apply.
- 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.

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.

Facebook



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

The Honors College encourages students to “Like” the Facebook page to access Honors College event information, photos, reminders, and occasional contests.

Academic Advising

A distinctive feature of the Honors College is the availability of personalized advising. During summer orientation, all entering freshmen (first-year students) are advised by the experienced 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 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 one of the Honors College advisors. The transition to the university can be challenging for some students; the Honors College staff is available to help its students through this change.

Beginning with the sophomore year, students are assigned to 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.

II. CURRICULUM

Overview of Honors Curriculum

Curricular Requirements

The Honors College offers a number of required and elective courses (see course descriptions in Appendix A). The Honors status of each course is indicated on the student's transcript by the addition on the letter "H" after the letter grade given for the course.

First-year students are required to take a 1-credit first-year seminar (HON 101) and two 3-credit Honors Core courses, one for each of the two semesters, for a total of 7 credits. 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.

In their sophomore and junior years, students complete an Honors Activity for each semester they are in the Honors College (excluding the summer), and register for HON 222. This 0-credit "course" is the transcript notation used to indicate students' Honors affiliation and to monitor students' completion of their Honors Activities. Students receive an "SH" grade (satisfactory) in HON 222 upon Honors College receipt of the students' signed Completion Forms (see "Agreement and Completion Forms" on page 15).

In their senior year, students 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. Capstone Projects are typically pursued in the last year at UIC, since this is the time when students have accumulated knowledge and research skills to undertake an independent research project. In cases where students are able to initiate the project earlier and complete the project prior to their graduation semester, they should continue to register for and complete an Honors Activity until graduation.

Example Registration Sequence

<i>First Year</i>	Fall Semester: First-Year Seminar (HON 101), Core Course (HON 1__), and Honors Activity (HON 222) Spring Semester: Core Course (HON 1__) and Honors Activity (HON 222)
<i>Second Year</i>	Fall Semester: Honors Activity (HON 222) Spring Semester: Honors Activity (HON 222)
<i>Third Year</i>	Fall Semester: Honors Activity (HON 222) Spring Semester: Honors Activity (HON 222)
<i>Senior Year</i>	Fall Semester: Capstone Project (HON 322) Spring Semester: Capstone Project (HON 322)

Honors Activity (HON 222)

For First-Year Students

A. First-Year Experience Seminar

Honors College first-year students enrolled in the College of Liberal Arts and Sciences are required to enroll in a one-credit First-Year Orientation Seminar (HON 101), during the fall semester of their first year. Students in other colleges complete orientation courses offered by their departments and as a part of their degree requirements.

B. Core Courses

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. 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.

For Upper-Division Students

A. 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

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 upon a space available basis. Interested students should consult with an Honors College advisor with questions and for registration assistance.

Honors Lectures (HON 200) and Honors Seminars (HON 201)

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.

Honors Supplement to a Regular Course

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

The Supplement provides the student with an opportunity to study 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

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 satisfied the guidelines.

Samples of Honors Supplements:

"As an Honors Supplement to SPAN 103 I will watch a movie by a Spanish director and write a 2-3 page review on it."

"My honors supplement to POLS 209 will compare and contrast the tactics and political mobilization used by undocumented youth that led to the outcomes of the Illinois and California Dream Acts. To gain insight into this issue, I will incorporate media, undocumented youth led organizations, and primary sources [in my research project]."

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

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

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

B. Research Options

Independent Study

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 department 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:

- *“I have a full load of required courses in bioengineering this term. Having completed BIOE 354 last term, I became aware of electrical safety issues in hospitals. I plan on researching the numerous electrical codes for hospital safety, and then examining the actual application, or misapplication, of the various regulations in a hospital setting, where I volunteer in the engineering department. I plan on creating a file on electrical safety for future reference when employed.”*
- *“This independent study project will involve research concerning the phenomenon of ritual fire walking (particularly in southern India) and participants’ immunity to injury. In addition to information from various sources, I will have the opportunity to study the personal field research of my instructor. After research and contemplation, I will present my findings and attempt to provide a plausible explanation(s) for the apparent immunity to the fire.”*
- *“Comparing the distribution of hawkmoths and hummingbirds in the United States, the latitudinal distribution of sunbirds and hummingbirds, and the foraging efficiency of hawkmoths and hummingbirds. I will be doing the bulk of the research.”*

Undergraduate Research

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 who are looking for 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 each semester to continue their research and help offset associated costs (see "Scholarships and Awards" on page 34). Students may also be eligible for funding through Chancellor's Undergraduate Research Awards.



The Undergraduate Research Forum

C. Professional Options

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, AD 411, AH 482, BA 289, COMM 474, CLJ 395, ED 450, ED 451, ENGR 289, ENGL 493, GEOG 496, GER 492, GER 493, HIM 384, HN 480, KN 393, LAS 289, POLS 301, POLS 302, PSCH 385, SOC 298, THTR 474, UPA 491, UPP 302

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

D. Student Service

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 two across all years in the Honors College, and those two activities must be from two different service categories. 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 third 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.

Tutoring/Teaching/Mentoring

Tutoring and other forms of teaching and mentoring activities have long been recognized by the Honors College as 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., HON 101, BA 100, or ENGR 100)
- Helping students through the Homework Hotline
- Tutoring at the Port Athletic Center
- Tutoring at a campus tutoring or writing center
- Participating in the New Life Volunteering Society or Honors College/CPS tutoring program



The Honors College Tutoring Center

Civic Engagement and Service-Learning

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

Examples:

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

Volunteering

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

The challenge of volunteering is making it an academically stimulating activity. Students must describe their planned contribution in the organization when they propose this as an Honors Activity. A minimum of 45 hours of participation must be documented. Daily or weekly written reflection on the volunteer experience may provide enough evidence of the academic components of the activity.

Examples:

- Shadowing a health care professional in a hospital or clinic
- Volunteering as a healthcare aide in a nursing home
- Shadowing a therapist in a physical or occupational therapy clinic or 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
- Acting as a rape crisis counselor with Rape Victim Advocates
- Volunteering as a conflict mediator at the Center for Conflict Resolution

Student Organizations or Student Publications

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

Examples:

- Being on the editorial board for a student publication
- Mentoring incoming students as a member of the Honors College Ambassadors
- Serving as a committee chair for the Honors College Advisory Board
- Organizing the Annual Research Forum through the Undergraduate Research Steering Committee
- Acting as the UIC Student Trustee



The Honors College Student
Publication Release Party

E. Study Abroad

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 fulltime 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 34.

Study Abroad Office	Email: sao@uic.edu
502 University Hall (M/C 227)	Phone: (312) 413-7662
601 S. Morgan St.	Fax: (312) 996-9492

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 a Fall or Spring Honors Activity. Agreement and Completion forms for the respective Fall or Spring Semester should include the notation "completed during summer 20XX," and the Agreement Form should include the Honors College Fellow's approval and signature.

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.

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). The form is customized depending on the type of activity the student is completing. Students should complete all fields of 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. Signed forms must be submitted to the Honors College 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 from the Honors College website. The forms are prepopulated and simply need to be printed and signed by the student and the activity supervisor. 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 at the end of Finals Week each semester.

NOTE: Students completing their Capstone have different timelines for submission. See "Recommended Capstone Timeline" on page 20 for more information.

Honors Capstone Project (HON 322)

Purpose of the Capstone Project

Honors College students must complete an Honors Capstone Project before graduation. The Capstone requirement is intended to provide 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 projects intended to prepare students for the rigors of research, writing, and scholarly presentation associated with postgraduate professional programs and graduate programs. 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.

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.

A. Written Portion

The written work for the Capstone involves the creation of new knowledge or insights rather than simply a summary or synthesis of known facts or past work in the chosen area of study. 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) based on the specific discipline.

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 past scholarship; (c) discussion of the methodology used in tackling the research problem; (d) presentation of the research results on analyzed data; and (e) conclusions 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. The written presentation 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 genre or technological area in which the student is attempting to make a contribution (i.e. what has been done in this area of creative arts or technological design in the past and how this frames the student's approach); (c) discussion of how the design, technological, business, or artistic product was conceived; (d) presentation of the results; and (e) an evaluation of its contribution to the discipline.

B. 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 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 and the Honors College Fellow 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 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 minimal input from the Project Supervisor. Students pursue their Capstone Projects under the guidance of their Project Supervisors and in consultation with their Honors College Fellows. However, students are ultimately responsible for developing the project, locating a Project Supervisor, and completing the project within the prescribed schedule.

The Project Supervisor is a scholar who is knowledgeable in his or her area of research and is a resource for the student. More specifically:

- Students need to ascertain 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 obtaining background reading materials, to reading and critiquing 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.

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 comment on the quality of the Capstone Project and must certify that it meets the Honors College requirement.
- 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 check with their Project Supervisor to see if they may be required to apply for IRB approval to conduct and present their Capstone Project.

- 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.

Team Projects

Students working on larger projects involving faculty, graduate students, and other undergraduates as a team filling various roles (such as an Engineering Senior Design Project) may work together, but students must individually produce their written portion of the Capstone emphasizing their particular role in the project. Students should consult with the Project Supervisor about what data can be included in their written Capstone and how the work of the larger research group should be represented.

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.

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 “Example Registration Sequence” on page 8). 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.

In addition to registering for HON 322, students are encouraged to enroll in research or independent study courses during their work on the 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 College 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 each semester in which they are enrolled in HON 322. During 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.
- The Capstone Agreement Form, signed by the Project Supervisor and Honors College Fellow, must be submitted to the Honors College by the end of the third week of the semester. The Form must be filled out properly and completely.
- The form includes a section for the student to include a project proposal. The project proposal should include the following elements:
 1. *Title*
 2. *Purpose and Goal of the Research*- A brief summary of the issues to be addressed and/or questions to be investigated. The issues described should be as specific as possible, and the student may wish to include a summary of preliminary background research.
 3. *Methodology and Data/Materials Collection*- An explanation of what data or other materials are to be collected to answer the research question(s) and how.
 4. *Analysis and Anticipated Results*- An explanation of how the data or materials will be analyzed and the potential scholarly contribution of the results from the study.
 5. *Preliminary Schedule*- A 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.

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 at the end of the fifteenth week of the semester, which is the last day of classes.

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.
- The Capstone Completion Form is due 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. The Honors College database for the Capstone Project may be archived in digital form, so digitized formats (i.e. the final written product as a PDF) are acceptable.
- Students should consult their Project Supervisors and Honors College Fellows regarding whether they prefer to receive the project in paper or digitized format. In some circumstances, it will not be feasible to copy the entire project, as in the case of art work or a technological prototype accompanying a written 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.

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.

A. 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 actions, and potential Project Supervisors with their Honors College Fellow as early as possible. The Honors College Fellow will be able to discuss and help solve any potential problems. In addition to an Honors College Fellow, 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.

Students should then meet with potential Project Supervisors to discuss possible projects, to evaluate the feasibility of the proposed project, and to obtain advice on preliminary background research. 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 that can be thoroughly addressed within two semesters.

B. **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.

C. **Proceeding with the Research**

Once the student has received IRB approval, he or she 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 p. 19.

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.

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 is dismissed from the College.

Academic Probation

A student whose cumulative UIC GPA drops below 3.40 but not below 3.15 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 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 extend probation due to extenuating circumstances to avoid dismissal.
- 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.

I agree to the following:

- I will respect and honor the dignity and rights of others, even if beliefs and ideas may 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 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 affairs 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:

1. cheating or assisting in cheating in or outside the classroom, on examinations, papers, projects, lab reports, assignments, presentations, etc.;
2. plagiarism or the use of another's words, ideas, or creative productions without proper citation;
3. paraphrasing or summarizing another's material in such a way as to misrepresent the author's intentions;
4. the use of privileged material or unpublished work without permission;
5. the intentional and deliberate falsification of research data; and
6. 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/campuspolicies.html>.

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.

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

The Honors Council has adopted 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, which is typically completed during the last two semesters before graduation. The Fellow might serve as the faculty advisor for this project or might help the student find other appropriate faculty advisors.



Student-Faculty Luncheon

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

- Welcomes the student as a member of the academic community, encourages the student to identify with that community, and develops a relationship with the student that fosters such identification. In the relationship with the student, as in all UIC faculty-student contacts, the Fellow is sensitive to all issues as described by the University's Nondiscrimination Statement;
- Encourages the student to pursue academic excellence;
- Serves as a source of information about the department, the campus, graduate school, and careers;
- Helps the uncertain or immature student develop academic or professional goals and strategies for achieving them;
- Serves as a sponsor and advocate for the student 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 (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 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. These 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 from Fellows 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; and
- Strongly urges students to invite their Fellows – and vice versa – to the semesterly Honors College Advisory Board student-faculty luncheon.

IV. STUDENT LIFE

Student Organizations

Alternative Spring Break

Alternative Spring Break (ASB) is an organization that educates students about social issues by immersing them in service-learning projects, cultures and environments. Teams of UIC students volunteer at sites across the country during Winter Break and Spring Break to work on a wide variety of social issues such as hunger, homelessness, rural poverty, HIV/AIDS, and racism. For more information, please contact: asbuic@gmail.com.



The Ampersand

The Ampersand is the Honors College newsletter and is published twice per semester in the fall and spring. The newsletter showcases news and events of interest to the Honors College community. *The Ampersand* is open and eager to accept submissions from all Honors College students. Please contact uicampersand@gmail.com.

The Asterisk

The Asterisk is the Honors College's source of all things satirical and humorous. From the University level to the world stage, *The Asterisk* pokes fun at it all. Contributions in the form of articles, illustrations, Photoshop designs, jokes, and comics are all welcome. Published twice a semester, print copies can be found in Burnham Hall. Questions and contributions can be sent to asterisk.uic@gmail.com.

Donate by Design

Donate by Design helps victims of domestic violence and raises awareness by creating and selling unique products that have been crocheted, knitted, embroidered, or painted. Membership is open to the entire UIC community.

EcoCampus

Ecocampus is a non-partisan, student-run organization devoted to sustainability issues on the UIC campus, as well as on the municipal, national, and global level. It is the mission of Ecocampus to create and/or preserve a community where people can live, learn, and work sustainably. To learn more, email EcoCampusUIC@gmail.com.

GPPA Student Executive Board

The GPPA Student Board is the governing body of undergraduate students enrolled in the GPPA Initiative at UIC. As the governing body of students of GPPA Delegation, it is the purpose of the Student Board to oversee non-academic student advancement, to promote interaction between the GPPA programs, and to act as the collective source of input into the affairs of the University pertaining to the GPPA Student Delegation.

Honors Ambassadors

The Honors Ambassadors serve as peer mentors for incoming Honors College first-year students. Ambassadors perform outreach, plan activities, and help to smooth the transition process to UIC. The Honors Ambassadors selection process begins at the beginning of Spring Semester, and the term runs from April through the end of the following Spring Semester, including the summer. Honors Activity credit is received during the spring semester.



HCAB members and Ambassadors at the Honors College Picnic

Honors College Advisory Board (HCAB)

HCAB is the official Honors College student activities organization that plans and implements a number of events each year. Its president represents the student body on the Honors Council, the faculty executive committee of the College. HCAB also offers an annual scholarship awarded each spring. The Constitution of the Honors College Advisory Board is available in Appendix C.

HCAB membership consists of the following positions:

Executive Board	College Delegates (one from each)
President	Applied Health
Vice President	Architecture & Art
Treasurer	Business Administration
Secretary	Engineering
5 Members-at-Large	LAS Humanities
2 Freshman Delegates	LAS Natural Sciences
1 Delegate appointed by the Dean	LAS Social Sciences
	Nursing & Public Health
	Urban Planning & Education

The Freshman Delegates and Dean's Delegate are appointed in the fall, while all other members are elected in Spring Semester.

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.

Peer Health Exchange

Peer Health Exchange is a national non-profit organization that partners with public high schools that lack health education to give teenagers the knowledge and skills they need to make health decisions. They do this by training college students to teach health workshops in local area high schools in which the majority of the students live at or below the poverty line. To learn more, email uic@peerhealthexchange.org.

Note: The application process takes place during the first two weeks of the fall semester.

Project ESTEEM

Student volunteers in Project ESTEEM, which stands for Enrichment of Science Through Exposure to Experimental Models, work at a children's shelter to show underprivileged kids the exciting world of science. To participate, students do not need to have a background in science but must commit to volunteering twice a month.

The Red Shoes Review

The 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. They want to show that students from all different majors have the ability to create beautiful works of art and meaningful pieces of writing. In addition to the publication, *The Red Shoes Review* organizes community outreach projects like raising money for local non-profit organizations and volunteering at local elementary schools. For more information, email uic.redshoes@gmail.com.

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.

TEDx

TEDx is a program of local, self-organized events that bring people together to share a TED-like experience. At our TEDxUofChicago event, TEDTalks video and live speakers will combine to spark deep discussion and connection in a small group. TEDxUofChicago will foster a sense of community and engagement through ideas that will ignite passions which in turn can lead to a creation of progress in our community.

UIC Mock Trial Team

UIC's Mock Trial Team competes nationally and consistently ranks in the top 10 in the nation. Mock Trial teaches students courtroom and trial techniques by working on a fictitious case and assuming roles of attorneys and witnesses. As one of the country's few student-led groups, the UIC team is mentored by A.C. Cunningham, judge of the Circuit Court of Cook County for Child Support Enforcement, and defense attorney Patrick Reardon. For more information, please contact: uicmocktrial@gmail.com.

UIC OneWorld

UIC OneWorld magazine aims to make the UIC community aware of and involved in global affairs. Each issue features student research, global affairs, and personal anecdotes in addition to articles, poems, and photo essays. For more information, contact oneworld.uic@gmail.com.

Undergraduate Research Symposium Steering Committee

This organization organizes and promotes the Undergraduate Research Symposium, which serves to create and enhance undergraduate research culture. It provides a platform for students to present their research through posters and presentations. Formal talks as well as workshops pertaining to undergraduate research and graduate study are also organized as a means to encourage students to take part in research. For more information, please email uic.urs@gmail.com.

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, and expense accountability, as well as other areas. Student organizations recognized by the Honors College are eligible for numerous benefits, including:

- The ability to hold events in Honors College facilities, e.g. meetings, bake sales;
- The opportunity to post at the Honors College, through the Honors College listserv, and on the Honors College website, Facebook page, and/or events calendar for appropriate announcements;
- Eligibility for Honors College Student Engagement Grant funding; and
- Representation on the Honors College Dean's Student Leadership Council.

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 Recognized 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
- Reapplication for Honors College Student Organization Status every year in the Fall semester
- Adhering to the Honors College Student Code of Conduct

The Honors College may, at any time, deny or withdraw registration of any Honors College student organization.

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. This program aims to increase student retention, intellectual excellence, and students' awareness and appreciation for the arts. As trips are organized and led by the Honors College Post-Doctoral Fellow in Teaching and Mentoring, this program also simultaneously provides students with advising and mentoring outside the traditional classroom and office setting. Past events have included theatre productions, trips to various cultural neighborhoods in Chicago, the Chicago Symphony Orchestra, the Chicago Lyric Opera, and many others.

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.

Two honor societies are affiliated with the Honors College:

Phi Eta Sigma

Phi Eta Sigma is an honor society that celebrates the success of freshmen in their first semester in college. Freshmen who earn at least a 3.5 GPA in their first semester at UIC will be invited to join and participate in the induction ceremony held each April. After induction, members are encouraged to maintain involvement in Phi Eta Sigma by serving as an officer, attending Phi Eta Sigma-sponsored lectures and workshops, and by participating in community service activities.



2012 Phi Eta Sigma Induction Ceremony

Phi Kappa Phi

Phi Kappa Phi is an honor society for high-achieving juniors, seniors, and graduate students. Eligible undergraduates are invited to join each February, and the induction ceremony is in April. Phi Kappa Phi offers UIC members the opportunity to apply for grant funding for activities related to student research as well as the opportunity to compete for national grant and fellowship awards.

Other Honor Societies

There are several other honor societies on campus that are affiliated with other departments and offices on campus rather than the Honors College:

- Alpha Eta Mu Beta, for biomedical engineering students
- Beta Alpha Psi, for students studying accounting, finance, and information systems
- Beta Beta Beta, for outstanding students in the biological sciences
- Beta Gamma Sigma, for business students
- Delta Phi Alpha, for students excelling in German
- Eta Kappa Nu, for electrical and computer engineering juniors and seniors
- Eta Sigma Phi, for students of Latin and/or Greek
- Gamma Kappa Alpha, for juniors and seniors studying Italian language and literature
- Golden Key National Honor Society, for juniors and seniors
- Lambda Alpha, for anthropology students
- National Society of Collegiate Scholars, for first- and second-year college students
- Phi Beta Kappa, for liberal arts students, the oldest honorary society in the country
- Pi Sigma Alpha, for juniors and seniors in political science
- Pi Tau Sigma, for mechanical engineering students
- Psi Chi, for students studying psychology
- Rho Chi, for students in the College of Pharmacy
- Sigma Delta Pi, for juniors and seniors studying the Spanish language and culture
- Sigma Theta Tau, for students in the College of Nursing
- Tau Beta Pi, for engineering juniors and seniors
- Tau Sigma, for transfer students

Support and Resources

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 tutors are standing by and available 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.

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.

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 include, but are not limited to:

- Academic Center for Excellence (ACE)
- Language Learning Center
- Mathematics Learning Center
- Science Learning Center
- The Writing Center
- African American Academic Network
- Asian American Resource and Cultural Center
- Career Services
- Counseling Help Assistance Necessary for a 21st Century College Education (CHANCE)
- Commuter Center
- Counseling Center
- Disability Resource Center
- Gender and Sexuality Center
- Latin American Recruitment and Educational Services Center (LARES)
- Latino Cultural Center
- Native American Support Program
- Transfer Center
- TRIO – Academic Support Program
- Veterans Affairs
- Women's Leadership and Resource Center

Scholarships and Awards

First-Year Students

Kerry and Sarah Wood Family Foundation Scholarship

The Kerry and Sarah Wood Family Foundation Scholarship, established by former star Chicago Cubs 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 freshmen from historically underrepresented groups; high-achieving newly admitted 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 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.

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.

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

John Curtis Johnson Award

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

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.

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.

Continuing Students

CEO Scholarship for Women in Engineering

The CEO Scholarship for Women in Engineering is awarded every other year to a female engineering student in the Honors College. Applicants should be in their first or second year of undergraduate study. The award is based on financial need and academic merit; consideration will be given to those students exhibiting Creativity, Enthusiasm and Optimism as well as demonstrated ability and interest in engineering. The winner receives \$3,000 per semester toward tuition and fees (may be renewed for one year provided criteria are met) and the opportunity to be mentored by an engineering professional.

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.

Dean's Scholarship for Study Abroad

Funding available to help defray costs associated with international study. Applicants must apply to a study abroad program endorsed by UIC and have demonstrated financial need, as well as a minimum 3.4 cumulative GPA, to be eligible. Awards range from \$500 to \$1500.

Desouza Family Scholarship

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. The winner receives \$1,250.

Flaherty Scholarships for Study Abroad

The Honors College offers Flaherty Scholarships for study abroad to help defray costs associated with participation in international study. Awards range from \$500 to \$1500.

Honors College Advisory Board Scholarship

Each spring the Honors College Advisory Board awards one \$1000 scholarship to a current Honors College student. Eligible students must be in good standing with the college (3.4 GPA), enrolled full-time, and demonstrate significant involvement in Honors College activities and student organizations. This scholarship is awarded during a ceremony at the Annual Honors College Ball.

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.

Honors College Alumni Association Scholarship

The Honors College Alumni Association has created the HCAA Scholarship Fund for UIC Honors College students with financial need. Any full-time Honors student in good standing may be eligible. To be considered, students should complete a tuition waiver form for the spring semester and check the box that indicates they wish to be considered for other Honors College awards. The award is worth \$1,000.

Honors Council Awards

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

Sarah Madonna Kabbes Scholarship

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

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.

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.

Van Hecke and Baechle Student Award

The Van Hecke and Baechle Student Award is intended to assist Honors College students with unmet financial need, including students whose families are unable to contribute to the cost of their education. This fund was established by Mr. Chuck Van Hecke, Associate Vice Chancellor for Development at UIC, and his wife Dr. Cathy Baechle, who recognize how challenging it is to finance education costs. Any full-time Honors student in good standing may be eligible. To be considered, students should complete a tuition waiver form for the spring semester and check the box that indicates they wish to be considered for other Honors College awards. The award is worth \$1,000.

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.

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.

Honors College 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 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 staff member that works with scholarships is happy to answer questions about these and other awards.



OSSP Award Recognition Reception

Office of Special Scholarship Programs
2506 University Hall (M/C 115)
601 S. Morgan St.
Chicago, IL 60607
Email: ssp@uic.edu
Phone: (312) 355-2477

V. SPECIAL EVENTS AND ADDITIONAL INSIGHT

Special Events

Honors College Annual Ball

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

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.



Honors College Convocation

Student-Faculty Luncheons

A subcommittee of HCAB 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.

Additional Insight

Tips for Succeeding at the Honors College

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

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

- The first few weeks on campus are extremely important for all new students. It is during this time that you make critical decisions that will have an effect on the rest of your life. Whatever you do, be sure to be yourself and try to enjoy your college experience as much as possible. Expect to feel some stress and homesickness, but don't let these issues wear you down.
- **Get Organized.** In college, the professors post the assignments in the syllabus or on Blackboard -- often for the entire semester -- and they expect you to be prepared. Buy an organizer, a PDA, a big wall calendar -- whatever it takes for you to know when assignments are due.
- **Find the ideal place to study.** It may be your dorm room or a quiet corner of the library, but find a place that works best for you to get your work done -- while avoiding as many distractions as possible.

- Go to class. Obvious, right? Maybe, but sleeping in and skipping that 8 a.m. class will be tempting at times. Avoid the temptation. Besides learning the material by attending classes, you'll also receive vital information from the professors about what to expect on tests, changes in due dates, etc.
- Become an expert on course requirements and due dates. Professors spend hours and hours preparing course syllabi and calendars so that you will know exactly what is expected of you -- and when. One of the lamest excuses a student can give a professor: "I didn't know it was due today."
- Meet with your professors. Be assured there are only upsides to getting to know your professors, especially if later in the semester you run into some snags. Professors schedule office hours for the sole purpose of meeting with students -- take advantage of that time.
- Get to know your academic adviser(s). This is the person who will help you with course conflicts, adding or dropping courses, scheduling of classes for future semesters, deciding on majors and minors. This person is a key resource for you -- and should be the person you turn to with any academic issues or conflicts.
- Seek a balance. College life is a mixture of social and academic happenings. Don't tip the balance too far in either direction.
- Get involved on campus. A big problem for a lot of new students is a combination of homesickness and a feeling of not quite belonging. A solution? Consider joining a select group -- and be careful not to go overboard -- of student organizations, clubs, sororities or fraternities, or sports teams. You'll make new friends, learn new skills, and feel more connected to your school.
- Strive for good grades. Another obvious one here, right? Remember the words of the opening paragraph; while good grades could have come naturally to you in high school, you will have to earn them in college -- and that means setting some goals for yourself and then making sure you work as hard as you can to achieve them.
- Take advantage of the study resources on campus. Just about all colleges have learning labs and tutors available. If you're having some troubles, these resources are another tool available to you. Another idea: form study groups.
- Make time for you. Be sure you set aside some time and activities that help you relax and take the stress out of your day or week. Whether this means yoga, watching your favorite television shows, or writing in a journal, be good to yourself.
- Don't feel pressured to make a hasty decision about a career or a major. It doesn't matter if it seems as though everyone else seems to know what they're doing with their lives -- believe me, they don't -- college is the time for you to really discover who you are, what you enjoy doing, what you're good at, and what you want to be. It's not a race; take your time and enjoy exploring your options.
- Take responsibility for yourself and your actions. Don't look to place the blame on others for your mistakes; own up to them and move on. Being an adult means taking responsibility for everything that happens to you.
- Make connections with students in your classes. One student said their technique in the first week of classes was to meet at least one new person in each of their classes. It expanded their network of friends -- and was a crucial resource at times if they had to miss a class.

- Don't procrastinate; prioritize your life. It may have been easy in high school to wait until the last minute to complete an assignment and still get a good grade, but that kind of stuff will not work for you in college. Give yourself deadlines -- and stick to them.
- Stay healthy. A lot of problems first-year students face can be traced back to an illness that kept them away from classes for an extended period of time and led to a downward spiraling effect. Get enough sleep and eat right. If you haven't heard the jokes about college food, you soon will. And without mom or dad there to serve you a balanced meal, you may be tempted to go for those extra fries or cookies. Stay healthy and avoid the dreaded extra "Freshman 15" pounds by sticking to a balanced diet.
- Learn to cope with homesickness. If you are living away from home, it's only natural that there will be times when you miss your family, even if you were one of those kids who couldn't wait to get away. Find a way to deal with those feelings, such as making a phone call or sending some email home.
- Stay on campus as much as possible. Whether it's homesickness, a job, or a boyfriend or girlfriend from home, try not to leave campus too soon or too often. The more time you spend on getting to know the campus and your new friends, the more you'll feel at home at school. And why not take advantage of all the cultural and social events that happen on campus?
- Seek professional help when you need it. Most colleges have health and counseling centers. If you're sick or feeling isolated or depressed, please take advantage of the many services these offices provide students. You don't have to face these issues by yourself.
- Keep track of your money. If you've never had to create a budget, now is the time to do so. Find ways to stretch your money - and as best you can, avoid all those credit card solicitations you'll soon be receiving. The average credit card debt of college grads is staggering.
- Don't cut corners. College is all about learning. If you procrastinate and cram, you may still do well on tests, but you'll learn very little.
- Be prepared to feel overwhelmed. There's a lot going in your life right now. Expect to have moments where it seems a bit too much. As one student says, be prepared to feel completely unprepared. The trick is knowing that you're not the only one feeling that way.

Final Words of Advice

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

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

Planning for Graduate Studies

By Kelvin Rodolfo, Professor Emeritus, Earth and Environmental Sciences

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

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

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

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

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

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

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

We suggest that you get all of your letters of recommendation from professors rather than graduate student teaching assistants because they make a better impression. Of course, UIC is a big school, and students often do not

know professors very well (and vice versa). As one way to improve this situation, we suggest you use the following strategy when soliciting letters. First, write a brief description of yourself which includes your scholastic record, your work experiences, your extra-curricular activities, and any personal matters of potential importance. Include your future goals, both your long-term and more immediate goals. Make sure that your writing is perfect and type it double-spaced. Then make appointments with the professors you wish to ask. If they agree, give them a copy of your self-portrait and offer to discuss it with them. This process will help the professors write an informed and personal letter.

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

VI. APPENDIX A: COURSE DESCRIPTIONS

101 First-Year Orientation Seminar

1 hour. Introduction to UIC and Honors College opportunities and resources, with emphasis on strategies for success and current issues in higher education. Satisfactory/Unsatisfactory grading only. *Honors course.*

120 Honors Core in Understanding Individual and Society and Understanding the Past

3 hours. An interdisciplinary general education course designed around a central theme. Themes address topics related to understanding the individual and society and understanding the past. May be repeated to a maximum of 6 hours. *Honors, Individual and Society, and Past course.*

121 Honors Core in Understanding Individual and Society and Understanding Creative Arts

3 hours. An interdisciplinary general education course designed around a central theme. Themes address topics related to understanding the individual and society and understanding the creative arts. May be repeated to a maximum of 6 hours. *Honors, Creative Arts, and Individual and Society course.*

122 Honors Core in Understanding Individual and Society and Exploring World Cultures

3 hours. An interdisciplinary general education course designed around a central theme. Themes address topics related to understanding the individual and society and exploring world cultures. May be repeated to a maximum of 6 hours. *Honors, Individual and Society, and World Cultures course.*

123 Honors Core in Understanding Individual and Society and Understanding U.S. Society

3 hours. An interdisciplinary general education course designed around a central theme. Themes address topics related to understanding the individual and society and understanding U.S. society. May be repeated to a maximum of 6 hours. *Honors, Individual and Society, and US Society course.*

124 Honors Core in Understanding the Past and Understanding the Creative Arts

3 hours. An interdisciplinary general education course designed around a central theme. Themes address topics related to understanding the past and understanding the creative arts. May be repeated to a maximum of 6 hours. *Honors, Creative Arts, and Past course.*

125 Honors Core in Understanding the Past and Exploring World Cultures

3 hours. An interdisciplinary general education course designed around a central theme. Themes address topics related to understanding the past and exploring world cultures. May be repeated to a maximum of 6 hours. *Honors, Past, and World Cultures course.*

126 Honors Core in Understanding the Past and Understanding U.S. Society

3 hours. An interdisciplinary general education course designed around a central theme. Themes address topics related to understanding the past and understanding U.S. society. May be repeated to a maximum of 6 hours. *Honors, Past, and US Society course.*

127 Honors Core in Understanding the Creative Arts and Exploring World Cultures

3 hours. An interdisciplinary general education course designed around a central theme. Themes address topics related to understanding the creative arts and exploring world cultures. May be repeated to a maximum of 6 hours. *Honors, Creative Arts, and World Cultures course.*

128 Honors Core in Understanding the Creative Arts and Understanding U.S. Society

3 hours. An interdisciplinary general education course designed around a central theme. Themes address topics related to understanding the creative arts and understanding U.S. society. May be repeated to a maximum of 6 hours. *Honors, Creative Arts, and US Society course.*

129 Honors Core in Exploring World Cultures and Understanding U.S. Society

3 hours. An interdisciplinary general education course designed around a central theme. Themes address topics related to exploring world cultures and understanding U.S. society. May be repeated to a maximum of 6 hours. *Honors, US Society, and World Cultures course.*

130 Honors Core in Analyzing the Natural World and Understanding the Individual and Society

3 hours. An interdisciplinary general education course designed around a central theme. Themes address topics related to analyzing the natural world and understanding the individual and society. May be repeated up to 1 time(s). *Honors, Individual and Society, and Natural World - No Lab course.*

131 Honors Core in Analyzing the Natural World and Understanding the Past

3 hours. An interdisciplinary general education course designed around a central theme. Themes address topics related to analyzing the natural world and understanding the past. May be repeated up to 1 time(s). *Honors, Natural World - No Lab, and Past course.*

132 Honors Core in Analyzing the Natural World and Understanding the Creative Arts

3 hours. An interdisciplinary general education course designed around a central theme. Themes address topics related to analyzing the natural world and understanding the creative arts. May be repeated up to 1 time(s). *Honors, Creative Arts, and Natural World - No Lab course.*

133 Honors Core in Analyzing the Natural World and Exploring World Cultures

3 hours. An interdisciplinary general education course designed around a central theme. Themes address topics related to analyzing the natural world and exploring world cultures. May be repeated up to 1 time(s). *Honors, Natural World - No Lab, and World Cultures course.*

134 Honors Core in Analyzing the Natural World and Understanding U.S. Society

3 hours. An interdisciplinary general education course designed around a central theme. Themes address topics related to analyzing the natural world and understanding U.S. Society. May be repeated up to 1 time(s). *Honors, Natural World - No Lab, and US Society course.*

140 Honors Core in Understanding the Individual and Society

3 hours. An interdisciplinary general education course designed around a central theme. Themes address topics related to understanding the individual and society. May be repeated to a maximum of 6 hours. *Honors, and Individual and Society course.*

141 Honors Core in Understanding the Past

3 hours. An interdisciplinary general education course designed around a central theme. Themes address topics related to understanding the past. May be repeated to a maximum of 6 hours. *Honors, and Past course.*

142 Honors Core in Understanding the Creative Arts

3 hours. An interdisciplinary general education course designed around a central theme. Themes address topics related to understanding the creative arts. May be repeated to a maximum of 6 hours. *Honors, and Creative Arts.*

143 Honors Core in Exploring World Cultures

3 hours. An interdisciplinary general education course designed around a central theme. Themes address topics related to exploring world cultures. May be repeated to a maximum of 6 hours. *Honors, and World Cultures course.*

144 Honors Core in Understanding U.S. Society

3 hours. An interdisciplinary general education course designed around a central theme. Themes address topics related to understanding U.S. society. May be repeated to a maximum of 6 hours. *Honors, and US Society course.*

145 Honors Core in Analyzing the Natural World

3 hours. An interdisciplinary general education course designed around a central theme. Themes address topics related to analyzing the natural world. May be repeated up to 1 time(s). *Honors, and Natural World - No Lab course.*

200 Honors Lectures

0 hours. A series of special non-credit lectures arranged for honors students. Satisfactory/Unsatisfactory grading only. *Honors course.*

201 Honors Seminar

1 hour. A series of specially arranged seminars in different areas of interest. Satisfactory/Unsatisfactory grading only. May be repeated to a maximum of 4 hours with approval. Approval to repeat course granted by the Honors College. *Prerequisite(s):* Enrollment eligibility may vary from section to section, depending upon topic. *Honors course.*

202 Honors Tutoring

0 hours. Provides students with the opportunity to tutor students in approved subjects. Satisfactory/Unsatisfactory grading only. May be repeated with approval. Approval to repeat course granted by the Honors College. *Prerequisite(s):* Approval of the Honors College. *Honors course.*

222 Honors Activity

0 hours. Honors work in an approved course or individual project. Satisfactory/Unsatisfactory grading only. May be repeated. Required each fall and spring term for all Honors College students; optional for Honors College students who complete an Honors activity during the summer session. *Honors course.*

225 Honors Research

0 hours. Individual research not covered by standard courses under close supervision of a faculty member. Satisfactory/Unsatisfactory grading only. May be repeated with approval. Approval to repeat course granted by the Honors College. *Prerequisite(s):* Approval of the Honors College. *Honors course.*

322 Honors Capstone Activity

0 hours. Independent, in-depth examination of an approved topic under the close supervision of a faculty advisor. Satisfactory/Unsatisfactory grading only. May be repeated. *Honors course.*

401 Advanced Honors Seminar

3 hours. Student, faculty, and invited guests act as partners in the in-depth exploration of a focused topic. This interaction is fostered through common readings, written assignments, and open discussions. May be repeated to a maximum of 6 hours. Students may register for more than one section per term. *Prerequisite(s):* Sophomore standing or above and consent of the instructor. Graduate students may obtain instructor consent. Recommended background: HON 201. *Honors course.*

VII. APPENDIX B: HONORS COLLEGE FELLOWS

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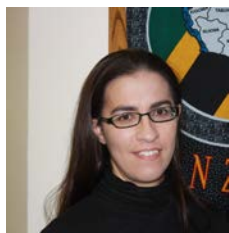
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VIII. APPENDIX C: CONSTITUTION OF THE HONORS COLLEGE ADVISORY BOARD

Article I: Name

The name of this organization shall be the Honors College Advisory Board (HCAB).

Article II: Purpose

The HCAB is the executive body representing the student body of the Honors College at the University of Illinois at Chicago (UIC). The Board organizes social and educational programming, and serves as a voice of the student body in Honors College and University affairs.

Article III: Membership

Section 1: Membership composition. The HCAB shall consist of twenty-one members: nine college delegates, nine members-at-large, two freshman representatives, and one appointed by the Dean of the Honors College.

- a: The nine college delegates will consist of one student representing each of the following areas: College of Applied Health Sciences, College of Architecture & Art, College of Business Administration, College of Engineering, College of LAS Humanities, LAS Natural Sciences, LAS Social Sciences, Colleges of Nursing & Public Health, and Colleges of Education and Urban Planning
- b: The nine college delegates and nine members- at- large will be elected according to the terms of Article X of this constitution and must be members of the Honors College. In accordance with University policy, there shall be no discrimination on the basis of race, religion, sex, or national origin.
- c: The two freshman delegates will be chosen in the fall semester by the executive board from all freshmen who apply. Applications will be made available to all freshmen. Special consideration will be given to freshman who would bring diversity (background, academic interests, skill sets) to HCAB.
- d: The Dean's appointment will be chosen by the Dean of the Honors College to serve an underrepresented population on HCAB. Examples include (but not limited to): commuters, transfers, international, etc.

Section 2: Maintaining membership. Once elected, each member must maintain GOOD STANDING with the Honors College at all times (3.4 GPA and fulfill Honors Activity requirements), and complete all obligations of service to HCAB. These include but are not limited to: attending meetings, serving lounge hours, and contributing to event preparation and execution.

- a: At the beginning of their term, each HCAB member must sign a statement confirming they will live up to the obligations of the position.
- b: If an HCAB member misses a meeting or obligation, he/she will need to meet with the president and/or advisor to discuss the situation and find a remedy
- c: If a member is unable to fulfill the obligations for the position, he/she will be asked to resign. If they choose not to resign, the situation will be brought before the entire board, and a vote will be taken to remove the member. A majority vote is needed to remove a member.

Article IV: Executive Board and Their Duties

Section 1. This organization shall have four officers: President, Vice-President, Secretary, and Treasurer. These positions shall comprise the Executive Board.

Section 2. Eligibility requirements for the Executive Board are as follows: all candidates for President, Vice President, Secretary and Treasurer must have previously been members of the Honors College Advisory Board, unless no members from the previous year choose to run.

Section 3. The duties of these officers shall be as follows:

a. **PRESIDENT** is responsible for:

- Presiding over all HCAB meetings
- Schedule all HCAB meetings (including confirming meeting space with advisors) and notify board of meetings
- Serve as ex officio member of the Honors Council and attend all council meetings
- Represent HCAB on the Dean's Student Leadership Committee and attend all SLC meetings
- He or she will also have access to the campus organization fund (COF).

b. **VICE PRESIDENT** is responsible for:

- Assist the president in the execution of his/her duties
- Assume the duties and responsibilities of the President in his/her absence
- Serve as the chair of the Ball Committee
- He or she will also have access to the campus organization fund (COF).

c. **SECRETARY** is responsible for:

- Keep a written account of HCAB meetings and events (MINUTES)
- Maintain general files and records, contact lists, etc.
- Serve as Chair of Communication Committee

d. **TREASURER** is responsible for:

- The Treasurer shall collect and disburse HCAB funds as directed by the Board.
- Has primary access to the campus organization fund (COF)
- Keep records of all receipts and financial transactions
- Collect receipts from HCAB members for related purchases and turns them in to the advisor for reimbursement
- Serve as chair of the Fundraising Committee

Section 4. If an executive board member is unable to fulfill the obligations of his position, he/she will first be asked to resign from the position and become a general member of HCAB. If they choose not to resign, the situation will be brought before the entire board, and a vote will be taken to remove the member from HCAB entirely. A majority vote is needed to remove a member.

Section 5. In the event that one of the elected offices is unable to hold his/her position, the officer directly below shall be offered the vacant position (i.e. if the President withdraws, the Vice-President shall assume power). The line of authority is as follows: President, Vice-President, Secretary, and Treasurer. If the individual next in line declines, the position will be offered to the individual next in authority. In the event the position of the Treasurer becomes vacant or the Treasurer declines a position of higher authority, the President shall poll

the board for members interested in the position. A majority of the voting members of the HCAB shall be required to elect an Honors College student to fill a vacancy of the Board. An individual may not, at any time, hold or run for more than one office concurrently. An officer or member of the HCAB must resign his or her present position to accept the position of an officer.

Article V: Board Members and Their Duties

Section 1. All HCAB members will be expected to attend all regular HCAB meetings. Members will also be expected to join one committee and attend all committee meetings. Missing more than one meeting is considered not meeting the obligations of membership and will need to meet with the President and/or advisor to discuss the situation. In case of such an emergency, the President must be notified as soon as possible in order to attain an excused absence.

Section 2. All twenty-one members of HCAB will have voting privileges. In the event of a voting tie, the President gets one additional vote as a tie-breaker.

Section 3. All HCAB members will be expected to serve at least THREE evenings for the Honors College Lounge Hours. This duty entails monitoring the Honors College lounge, quiet study, and computer lab from 5-8pm. This includes cleaning up spaces and locking doors.

Section 4. All HCAB members will be expected to sign up to help out at events (ball, luncheon, fundraisers, and social events). As each event arises, the duties will be explained and each member will contribute appropriately.

Section 5. Freshman Representatives and other HCAB members not elected in the Spring will be held accountable for the HCAB responsibilities on day one of their appointment.

Section 6. All newly elected HCAB members will be required to attend the first meeting after elections for orientation and election of new officers.

Article VI: Committees

Section 1. HCAB committees shall be formed from among all officers and board members at the first regularly scheduled meeting of the newly elected HCAB. Each committee will have four members, which includes the committee chair.

Section 2. The following committees shall be deemed standing committees:

- Ball – Organize details of the annual HC Ball, *chaired by VP*
- Communication – Implement all communication/publicity needs for HCAB, *chaired by Secretary*
- Events – coordinate details for events such as Faculty/Student Luncheon, game nights, social events
- Fundraising – Raising funds for HCAB-sponsored activities, *chaired by Treasurer*
- Service – Coordinate and oversee details of service activities such as HC tutoring, Lounge Hours, etc

Section 3. The responsibilities of the Committees shall, minimally, consist of the duties as detailed in the HCAB committee descriptions.

Section 4. The members of the Board may form any additional temporary committees as the need arises.

Section 5. The committee chairs not specified by the Constitution will be selected at the first meeting of newly elected HCAB members. After group discussion, the chairs will be appointed by the President. The committees will then be filled by the remaining HCAB members based on skill sets and time commitment. The Chair for each specific committee shall be responsible for reporting the activities of the committee to the general Board membership at regularly scheduled meetings and send minutes to the Secretary.

Article VII: Bylaws

The HCAB has the authority to adopt bylaws to facilitate its operation. The bylaws may include provisions for standing rules, meetings times, and election rules.

Article VIII: Amendments

Section 1. Incoming Board members shall review the Constitution at the end of the academic year.

- Amendments to the Constitution can be made at this meeting by a two-thirds vote of the entire board.
- Following approval of the Board Members, the Constitution shall be voted on by the entire Honors College student body. A majority vote shall be necessary for final approval of the Constitution.
- A final form of the Constitution shall be given to the faculty advisor after each semester.

Section 2. The Secretary is responsible for initiating the creation and distribution of the new/changed document. The Campus Programs staff should receive a copy of the revised document.

Article IX: Meetings

Section 1. The HCAB will meet a minimum of five times per semester, at a time determined by the President of the HCAB.

Section 2. A quorum shall consist of a minimum of twelve members.

Article X: Elections

Section 1. Elections shall be held annually, during the second week following spring break. Any student eligible to pre-register for fall classes through the Honors College office shall be eligible to vote in that year's elections. Ballots will be made available online. Voting will be by secret ballot.

Section 2. Election materials will be available to all eligible students the week before spring break. After a list of the candidates is compiled, an election form will be sent out to all Honors College students. Students should receive the election form the week before elections.

Section 3. The terms of all board members and officers shall begin at the first meeting following elections, and end the hour that the newly elected HCAB meets the following Spring.

Section 4. A post-election meeting between the current and newly-elected Executive Board members (President, Vice-President, Secretary, and Treasurer) will be held in order to train new Executive Board members for their positions.

Section 5. In the event that the elections do not fill all the college delegate seats, or seats are vacated by individuals not able to fulfill their duties, appropriate replacement members can be appointed by the executive board.

Article XI: Advisor

Section 1. The Dean of the Honors College or his or her designate shall be an ex-officio member of the HCAB, and shall serve as advisor to the HCAB.

Article XII: Handling of Funds

Section 1. The Treasurer shall be responsible for the record keeping and disbursement of funds. The HCAB shall not collect dues from the members of the Honors College.

Section 2. The HCAB Treasurer shall maintain a minimum of US\$50.00 of petty cash on hand (i.e., not saved in the HCAB COF account) for use toward general, minor HCAB-related expenses.

Section 3. No individual may authorize withdrawals totaling more than US\$100.00 in seven consecutive days from either the HCAB COF account or the HCAB petty cash to any individual group, organization, or person without prior, expressed, noted consent of the majority of the HCAB as established through a closed vote of the HCAB.

Article XIII: Procedure for Ratification

Section 1. This Constitution shall be ratified by two-thirds of the voting Honors College members.