

INTRODUCTION

The Honors College Handbook provides students and faculty with important information about the Honors College and UIC. We encourage you to read through it and to save it for future reference.

For those students returning to campus, welcome back. And to those who are new to the Honors College and UIC, a particular welcome. The Dean, the faculty, and the staff of the Honors College look forward to working with all of you to make this an exciting year in the Honors College.

Honors College 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.

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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.

HONORS COLLEGE OFFICE

103 Burnham Hall
828 South Halsted Street (M/C 204)
Chicago, IL 60607-7031

Phone: (312) 413-2260
Fax: (312) 413-1266
Web address: <http://www.uic.edu/honors>

First Floor:

Student Lounge: 109 BH

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

Conference Room: 114 BH

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

Pantry: 130 BH

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

Copy Room: 125 BH

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

Lower Level:

Student Computer Laboratory: B-11 BH

PC's and a printer are available for Honors College students' use. Computer lab users are responsible for leaving their workstations clean. *No food or drinks are permitted.* The use of cell phones is not permitted. The Honors Computer labs are intended for academic work; priority is given to users doing classwork. Students using computers for games, social e-mail, net surfing, or other nonacademic work when other students are waiting to use the lab for their class assignments will be asked to leave the lab.

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.

Wireless network connections have been added to Burnham Hall and assistance is provided for students who wish to connect their laptops to the wireless Campus Local Area Network. Additionally, a color scanner is available for use in the Honors College computer lab. To see a complete listing of software available in the Honors College computer lab, go to: http://suggest.server.uic.edu/ACCC_Lab_Software/index.html - look under B-11BH.

Computer Lab Hours: Monday – Thursday: 8:00 a.m. – 7:45 p.m. (Fall and spring semesters & finals week)
Friday: 8:00 a.m. – 4:45 p.m.
8 a.m. - 4:45 p.m. (Inter-session & summer session)

Quiet Study Area/Library: 121 BH

During regular office hours, this room is available for study and student meetings; the room also has several PC's as well as laptop computer connections. After 6 p.m., this room is designated as a quiet study area. Students using the room who wish to engage in conversation must move elsewhere. *Please note that no food or drink is allowed in the academic resource/quiet study area.*

Second Floor

Honors College Tutoring Center: 220 BH

Honors College Advisory Board tutoring takes place in this room between the hours of 9 a.m. and 4 p.m., Monday - Friday. See the front desk or go to the Honors College web page: <http://www.uic.edu/honors> for a current tutoring schedule. *No food or drink is allowed.* Tutors may not bring friends to their tutoring sessions. Tutors who have no current clients should study quietly and refrain from distracting conversation.

HOURS

Main Office:	Monday – Friday: 8:30 a.m. – 5:00 p.m.
Academic Resource Room/Quiet Study Area	Monday – Friday: 8:30 a.m. – 5:00 p.m. (after hours as arranged)
Student Lounge:	Monday – Thursday: 8:00 a.m. – 6:00 p.m. during fall & spring semesters Friday: 8:00 a.m. – 5:00 p.m.

Honors Council

Mary Lou Bareither	Movement Sciences
Cecil Curtwright	President's Leadership Program
Steven Fanning	History
John Ireland	Spanish, French, Italian, and Portuguese
Charles Laurito	Anesthesiology
Sharad Laxpati	Electrical and Computer Engineering
Richard Magin	Bioengineering
James Pellegrino	Psychology
Barbara Simmons	Medical-Surgical Nursing
Sivalingam Sivananthan	Physics
Woodman Taylor	Art History
Maria Varelas	Education
Donald Wink	Chemistry
Jean Woodward	Pharmacy Administration

Honors College Core Professors, 2008 - 2009

Marsha Cassidy	English
Anthony Grosch	English
Kyoko Inoue	English
Nancy John	Library
Allan Kershaw	Classics
Timothy Murphy	Medical Education
William Ryan	Energy Resources Center
Jaroslav Schejbal	English
Charu Thakral	Psychiatry

HONORS COLLEGE FELLOWS 2008 - 2009

Applied Health Sciences

- Biomedical and Health Information Sciences: Annette Valenta
- Movement Science: Mary Louise Bareither, Daniel Corcos, Mark Grabiner, Ziaul Hasan, Charles Walter
- Occupational Therapy: Renee Taylor
- Physical Therapy: Demetra John

Architecture & the Arts

- Architecture: David Brown, Sarah Dunn, Sidney Robinson, Christopher Rockey
- Art & Design: Linda Bracamontes-Roeger, Philip Burton, Matthew Gaynor, John Greiner, Silvia Malagrino, Jennifer Montgomery, Jennifer Reeder
- Art History: Robert Munman
- Performing Arts: Luigi Salerni

Business Administration

- Accounting: Peter Chalos, Somnath Das, Ram Ramakrishnan
- Economics: Lawrence Officer, Joseph Persky, Helen Roberts, Thomas Smith, Mo-Yin Tam
- Finance: Sankar Acharya, Gilbert Basset, Oleg Bondarenko, Xiaoqing Hu
- Information & Decision Sciences: Siddhartha Bhattacharyya, Richard Potter, Arkaigud Ramaprasad,
- Management: Cheryl Nakata, Anthony Pagano, Peter Thompson

Dentistry

- Dentistry, Office of the Dean: Darryl Pendleton
- Molecular Biology of Oral Diseases: Rhonna Cohen, Chiayeng Wang
- Pediatric Dentistry: Indru Punwani

Education

- Education: William Ayers, Eleni Katsarou, Maria Varelas

Engineering

- Bioengineering: John Hetling, Jie Liang, Richard Magin, Patrick Rousche, David Schneeweis
- Chemical Engineering: Sohail Murad, Ludwig Nitsche, John Regalbuto
- Civil & Materials Engineering: Krishna Reddy
- Computer Science: Andrew Johnson, Ashfaq Khokhar, John Lillis, Robert Sloan, Mitchell Theys
- Electrical and Computer Engineering: Shantanu Dutt, Sharad Laxpati, Sudip Mazumder, Roland Priemer, Milos Zefran
- Mechanical & Industrial Engineering:
- Mechanical Engineering: Constantine Megaridis, Thomas Royston, William Worek

Honors College

- Lon Kaufman (Biological Sciences), Janet Madia

Liberal Arts & Sciences

- African-American Studies: Beth Richie
- Anthropology: Laura Junker, Sloan Williams
- Biological Sciences: Simon Alford, Louise Anderson, Mary Ashley, Hormoz Bassirirad, Joel Brown, Howard Buhse, Ronald Dubreuil, David Featherstone, Miguel Gonzelez-Meler, Andrea Holgado de Brigueda, Henry Howe, Stephen Kelso, John Leonard, Susan Liebman, Suzanne McCutcheon, Donald Morrison, A. Don Murphy, Peter Okkema, Teresa Orenic, Thomas Park, Emanuel Pollack, Janet Richmond, Jennifer Schmidt, David Stone,
- Chemistry: Wonhwa Cho, Tom Driver, Leslie Fung, Richard Kassner, Scott Shippy, Duncan Wardrop, Donald Wink
- Classics and Mediterranean Studies: John Ramsey
- Communication: Kevin Barnhurst, Hui-Ching Chang
- Criminal Justice: Lisa Frohmann, Matthew Lippman, Greg Matoesian
- Earth and Environmental Sciences: Roy Plotnick
- English: Jennifer Ashton, Ann Feldman, John Huntington, Elliott Judd, Christian Messenger, Tom Moss, Christina Pugh, David Schaafsma
- Gender & Women Studies: Gayatri Reddy

continued on next page

HONORS COLLEGE FELLOWS 2007 - 2008

- Germanic Studies: Elizabeth Loentz, Astrida Tantillo
- History: Jonathan Daly, Steven Fanning, Richard Fried, Nicole Jordan, Susan Levine
- Math, Statistics and Computer Science: Samad Hedayat, Jeff Lewis, Bhama Srinivasan, Charles Tier, Dibyen Majumdar
- Philosophy: Samuel Fleischacker, Neal Grossman, Georgette Sinkler
- Physics: Sivalingam Sivananthan
- Political Science: Isaac Balbus, Doris Graber, Evan McKenzie, Norma Moruzzi, Dick Simpson, Gerald Strom, Brandon Valeriano
- Psychology: Fabricio Balcazar, Dina Birman, Bette Bottoms, Daniel Cervone, Jon Kassel, Michael Levine, David McKirnan, James Pelligrino, Michael Ragozzino, Gary Raney, Steve Reilly, Linda Skitka, Roger Weissberg, Jennifer Wiley, R. David Wirtshafter
- Slavic & Baltic Languages and Literatures: Alex Kurczaba
- Sociology: Richard Barrett
- Spanish, French, Italian & Portuguese: John Ireland, Ellen McClure

Medicine

- Anatomy and Cell Biology: Christopher Fall
- Anesthesiology: Charles Laurito
- Biochemistry and Molecular Genetics: Donald Chambers
- Emergency Medicine: William Ahrens, Mary Ann Cooper
- Family Medicine: Augustine Sohn
- Medical Education: Tim Murphy, Leslie Sandlow
- Obstetrics & Gynecology: Gary Loy
- Pediatrics: Eunice John
- Physiology & Biophysics: Dale Hales, Randal Jaffe, Brenda Russell, John Solaro

Nursing

- Barbara Dancy, Lorna Finnegan, Teresa Krassa, Joan Shaver,
- Maternal Child Nursing: Linda Cassata, Melissa Faulkner, Karen Kavanaugh, Kathleen Norr
- Medical-Surgical Nursing: Barbara Simmons, Barbara Berger, Gloria Bonner, Tess Briones, Marquis Foreman, Eileen Hacker, Janean Holden, Usha Menon, Dorie Schwertz, Diana Wilkie, Julie Zerwic
- Nursing Administration: Beverly McElmurry
- Public Health Nursing: Patricia Lewis
- Public Health, Mental Health, and Administrative Nursing: Connie Dallas, Geraldine Gorman, Arlene Miller, JoEllen Wilbur
- Regional Nursing Program-Quad City: Pamela Hill

Pharmacy

- Biopharmaceutical Science: Richard Gemeinhart, Robert Gaensslen, Z. Jim Wang, Hayat Onyuksel
- Medical Chemistry and Pharmacognosy: Charles Woodbury
- Pharmacy Practice: Gail Mahady
- Pharmaceutical Biotechnology: Sylvie Blond
- Pharmaceutical Sciences: Norman Farnsworth
- Pharmaceutics & Pharmacodynamics: Norman Katz
- Pharmacognosy & Medicinal Chemistry: Charles Woodbury
- Pharmacy Administration: Stephanie Crawford, Jean Woodward
- Pharmacy Practice: Clara Awe, Bradley Cannon, Frank Paloucek, A. Simon Pickard

School of Public Health

- Health Policy & Administration: Daniel Swartzman

Social Work

- Barbara Coats

HONORS COLLEGE ACADEMIC MATTERS

ACADEMIC ADVISING IN THE HONORS COLLEGE

A distinctive feature of the Honors College is the availability of personalized advising. Prior to matriculation, all entering freshmen (first year students) are advised by the experienced staffs of their colleges and by the dean, associate and assistant deans, or other advising staff of the Honors College. 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.

HONORS COLLEGE FELLOWS

One of the biggest benefits of membership in the Honors College is access to mentoring by UIC faculty. The Honors College Faculty Fellows are professors who have expressed an interest in working with Honors College students in this role. A list of the current Faculty Fellows begins on page 4. Short biographies of most Fellows appear at the end of this book. Because the Fellow normally remains with the Honors College for two three-year terms, students are able to work with them for a fairly long period.

The Honors College assigns entering freshmen to their Fellows at the end of their first year. For students admitted to the Honors College after completion of one or more semesters of study, and for incoming transfer students, the fellow assignment is made shortly after their honors orientation session.

The student-fellow relationship has been central to the mission of the Honors College. The Fellow helps the student decide on an honors activity each term, sometimes guides the student's independent research, and provides advice and information related to the student's major and career goals. Students may work with Fellows in any department from the colleges on the east side of the campus, and from every college on the west side.

Students can expect their Fellow to serve as an honors advisor, as well as a mentor in a more general sense. As an honors advisor, the Fellow helps the student decide on honors activities, providing guidance when necessary. A student may work directly with his or her Fellow, or the Fellow may suggest appropriate other faculty that the student might work with. The Fellow provides the final approval of the student's suggested honors activities. It is the fellow's judgment that determines whether the activity is suitable to fulfill the honors requirement.

The Fellow also encourages and, where appropriate, acts as advisor for the student's participation in departmental honors programs (research projects, senior papers or theses, etc.) leading to graduation with departmental honors. The Fellows know the career possibilities in their fields, the resources of their departments, and the procedures for preparing for graduate study. Thus, when asked, they can guide students in important directions.

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 students, as in all UIC faculty-student contacts, the Fellow is sensitive to all issues as described by the University's Nondiscrimination Statement. The Fellow encourages the student to pursue academic excellence.

The Fellow serves as a source of information about the department, the campus, graduate school and careers. The Fellow also serves as a sponsor and advocate for the student - encouraging the student to take advantage of academic opportunities, calling departmental colleagues' attention to the student's abilities, writing letters of recommendation, etc.

Clearly the exercise of these functions will vary with the particular occasion, the stage of the student's academic career, the amount of time the Fellow has available, and the personalities of both student and Fellow.

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

1. Students should arrange to meet their Fellow *at least* twice each semester:
 - Within the first three weeks - to obtain approval of the Honors Activity and the Fellow's signature on the Agreement form. This should be a face-to-face meeting, not just a mailbox transaction.
 - Once during the semester for an agenda-free discussion. Students may want to discuss their progress on their activity, or discuss the future of their intended field of study.
2. Students should call or e-mail their Fellow in advance to make an appointment. Keep in mind that the Fellows are busy people in the academic world. They may have other commitments (i.e. research, fieldwork, library work, etc.) that prevent them from being in their office every day. Show reasonable respect to them by calling ahead, and keeping scheduled appointments, or calling to cancel.
3. Students are strongly urged to invite their Fellows to the Honors College student-faculty lunch each year.

HONORS COLLEGE ACADEMIC REQUIREMENTS

GRADE POINT AVERAGE REQUIREMENT

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

HONORS ACTIVITY REQUIREMENT

All Honors College students must complete an honors activity each fall and spring semester. Honors activities may be conducted during summer session; see below for details.

FRESHMAN SEMINAR REQUIREMENT

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

HONORS COLLEGE CAPSTONE PROJECT

Overview

Students entering the Honors College in Fall Semester 2006 or thereafter must complete an Honors Capstone project before graduation. Typically, the project will be completed during the last two semesters at UIC. Although it is expected that most students will choose a project related to their major, that is not required.

All Honors Capstone projects include an independent, in-depth examination of a topic, supervised by a mentor chosen by the student in consultation with his or her Honors College Fellow. The project may be prepared in any appropriate form (written report, performance, software, artwork, for example). If the final product is not a written report (e.g., a performance), there must be a corresponding written discussion or analysis of the project. Presentation of the results of the student's work in some form of public academic forum is expected.

Purpose of the Capstone Requirement

The Honors Capstone requirement is intended to provide the student with a scholarly experience that incorporates concepts and techniques learned during his or her undergraduate career. It also serves as a culminating academic experience that synthesizes knowledge gained during college.

The Honors Capstone is intended to be more in-depth and demanding than a typical undergraduate paper. It should involve creation of new knowledge or insights. That is, it is not simply a summary of information already generally known. Still, it is not intended to be as intense as a typical Masters' thesis.

Because the Honors Capstone is likely to be the most difficult academic project students will have undertaken to date, they should expect to be challenged and to learn. In the end, they should produce a project that is meaningful and insightful. And, although the project should be free from spelling, grammatical, or other similar errors, it is not necessary that the project be in publishable form, and students need not be apprehensive about the project for fear of not being able to reach perfection.

Relationship to College or Departmental Capstone Requirements

Students in programs that require a culminating project, such as Engineering or Architecture, and students majoring in disciplines in which a senior thesis is required to graduate with distinction, such as English or History, may use such projects to satisfy the Honors College capstone requirement. Use of these projects as the Honors Capstone is subject to approval of the project as an Honors Capstone by the Honors College Faculty Fellow. These projects are subject to the same guidelines as all other Honors Capstones.

Process

Students completing the Honors Capstone in conjunction with a college or departmental capstone requirement and those completing it entirely within the Honors College will follow slightly different procedures. However, the Honors Capstone requirements are identical in the two cases. **Only college or departmental capstones that meet the academic requirements of an Honors Capstone may be used to fulfill the Honors Capstone requirement.**

Whether the Honors Capstone requirement is fulfilled within the student's home college/department or in the Honors College, it will fulfill the student's honors activity requirement during the semesters of its undertaking. **Only college or departmental capstones that meet the academic requirements of an Honors Capstone may be used to fulfill the Honors Capstone requirement.**

Whether the Honors Capstone requirement is fulfilled within the student's home college/department or in the Honors College, it will fulfill the student's honors activity requirement during the semesters of its undertaking.

Students Completing the Honors College Capstone Requirement outside a College or Department Capstone Course

Students following a traditional four-year schedule will typically complete the project during the senior year. In order to make the most of that time, the student should have selected a topic and a faculty mentor by the end of their junior year. This means the student should be thinking about the project and talking to potential faculty mentors early in his/her junior year.

The following descriptions presume a student who will graduate in four years and complete the Honors Capstone in the senior year. Students completing the Capstone at a different point in time should adjust the dates accordingly.

(1) JUNIOR YEAR: SELECT FACULTY MENTOR / CHOOSE TOPIC

Two of the most critical elements of a successful project are a clear definition of the topic and the choice of an appropriate faculty mentor. During his/her junior year, the student should discuss possible topics and potential mentors with his or her Honors College Fellow. Students should then seek out potential mentors to discuss possible projects, to hone their thinking about their area of interest, and to determine which individual would be the best mentor for the project. This determination should be based on the faculty member's expertise, as well as his or her ability and willingness to devote adequate time to the project.

Initially, students are likely to have only a rough idea of the area in which they are interested. They will need to narrow the focus of the project so that the scope is one that realistically can be addressed in two semesters. A useful way to begin to narrow the scope is to read the existing literature in the area. This will help the student understand what the issues are and to focus on a specific issue he or she wants to pursue. The Honors College Fellow and/or other faculty in the student's area of interest can be useful in pointing the student toward the appropriate literature for background reading.

Each project must have a mentor whose job is to supervise the project and provide the student with guidance and support. Students should choose their mentors carefully and in consultation with their Honors College Fellows. In particular, students need to ascertain that the mentor has expertise in the area of study and is willing and able to devote the time required to supervise the project effectively. Mentors will be expected to read and critique drafts on a timely basis, consult with the student regularly on the scope and methodology of the project, and be a resource for the student. Honors College Fellows can be extremely useful in making sure that students choose appropriate mentors.

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

(2) END OF JUNIOR YEAR: SUBMIT PROPOSAL

The project proposal should be submitted to the faculty mentor and Honors College Fellow prior to the end of the student's junior year. It is useful for the student to provide the faculty mentor and Honors College Fellow with earlier drafts so that the student is able to address their concerns prior to submitting the proposal formally. The proposal should include the following elements:

- **Title** - The complete title expected to be used for the project
- **Statement of Purpose** - A brief summary of the issues to be addressed and questions to be investigated. The issues described should be as specific as possible. For example, rather than saying that a paper will be on the Korean War, it might state that it will examine the causes of and events leading up to the Korean War.
- **Summary of Preliminary Research Already Completed** - A summary of the preliminary research the student has completed in order to settle on a project
- **Deliverables** - A list and brief explanation of the expected components of the final project. The student, mentor and Honors College Fellow should all agree on the contents that will constitute successful completion of the project. Although this list may be altered later by mutual agreement, it is expected that generally the final project will include all the components listed in this part of the proposal.
- **Approval** - Approvals of the mentor and the Honors College Faculty Fellow, including any conditions of approval.

A form will be provided on the Honors College website that students will use to supply the above information, although some of the information will need to be provided on an attachment. After the mentor and the Honors College Faculty Fellow have approved the proposal, the student should file the proposal, including attachments, with the Honors College office.

If in the opinion of the Honors College Fellow the student has done a sufficiently thorough literature review for the proposal, he or she may use that literature review as an honors activity for one semester.

(3) SENIOR YEAR: COMPLETE PROJECT

During the senior year, the student will complete the project. During this time, the student should meet regularly with his/her mentor to assure that the student is progressing adequately. Although the frequency of the meetings is up to the mentor and the student and will vary depending on the project, it is reasonable to assume the frequency of meetings will be somewhere between once per month and once per week. The mentor and the student should set intermediate goals throughout the duration of the project and use the periodic meetings both to assess where the student is on the project and to establish the next goals. Near the end of the senior year, ***the student will present the project in an appropriate academic forum.*** For traditional research papers, the forum could be a workshop presentation to the faculty and interested students in their department or the Honors College. For other types of projects, the faculty mentor and the student should agree on an appropriate form and outlet for the presentation which may include presentations at the annual Undergraduate Research Forum at UIC or oral or poster presentations at a local or national scholarly conference.

No formal grade will be given on the project. However, the mentor must indicate the project is acceptable by signing the title page of the document. The Honors College Fellow must also certify that the project meets the requirements for a capstone project by signing an Honors College Capstone Completion form and submitting it to the Honors College, along with one copy of the completed project. (In some circumstances, it will not be feasible to copy the entire project; e.g. for artwork. In those cases, only the portions of the project that can reasonably be copied need to be submitted. However, if feasible, photographs of such parts of the project should be submitted.)

In signing off on the project, the mentor's and Honors College Fellow's roles are slightly different. The mentor evaluates the project to ascertain that it meets the requirements agreed to with the student. The Fellow certifies that the project meets the Honors College Capstone requirements, and is expected to also comment on the quality of the work. If the project has been appropriately vetted earlier, the Fellow's approval is expected once the mentor approves the project.

Students must register for two semesters of Honors Capstone courses (HON 322) to receive credit for the capstone experience, and will receive a "satisfactory" rather than a letter grade if the work is completed to the Honors Fellow's satisfaction.

Students Completing the Honors Capstone Requirement through a College or Departmental Capstone Experience

Students should follow the guidelines established by their home colleges for selecting a supervising faculty member. If the student's home department has a two-semester sequence specifically for capstone experiences (often designate as "Honors Research" or "Capstone Project"), he or she should register for that sequence. If not, the student may work with their Fellow and the Director of Undergraduate Studies in their department to determine the availability of an "Independent Study" or "Independent Research" course in their department and whether this course would be appropriate to provide department credit for their two-semester capstone experience. All students, ***regardless of whether they receive department credit for their capstone one or both semesters,*** should register for the two semester sequence in the Honors College - **HON 322**.

TYPES OF PROPOSED HONORS ACTIVITIES

Honors Activities for Freshmen (First Year Students)

Honors College Core Courses

Each Honors College freshman is required to enroll in an honors core sequence of two 3-credit hour courses taught during the fall and spring semester of the freshman year. These courses are developed around an important theme and are taught by professors from different departments. Because of the interdisciplinary nature of the core courses, students learn to integrate important material from different perspectives. And, because students stay in a small group throughout the academic year, they have considerable opportunity to get to know each other intellectually. Enrollment in each core sequence is limited to 25. The core courses will provide credit in any of the following general education areas: Exploring World Cultures, Understanding the Creative Arts, Understanding the Individual and Society, or Understanding U.S. Society

Following are examples of the 2008 – 2009 Honors Core course offerings: Asian Americans and Diversity I: Disability, Health, and Mental Health in Asian America, Communication in the Digital Age I: Scholarly Communication, Energy I: Energy & Society, Ethics I: Human Nature & the Body, Gender & the Family, Good and Evil I: The Human Condition, History of Thought I: Differing Aspects of the Self in the Classics, Autobiography and Identity, Shaping Identities: Japanese & American Societies, and Diversity I: Diversity and Cultural Identity.

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

Honors Activity Options for Upper Division Students

Honors Sections of Regular Courses

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

As required for all courses, students should consult the prerequisites for honors sections before enrolling in them. Thus, some first-year students may be eligible to take honors sections, but should keep in mind that they do not satisfy their honors activity requirements.

In addition to taking an honors section of a course, the honors activity options for sophomores, juniors, and seniors include completing an Honors Lecture Series or Honors Seminar (HON 200 and HON 201), doing supplemental work in a regular course, conducting independent research either for credit or not for credit, volunteer work, and participating in the Undergraduate Research Assistant Program (URA). Students are required to discuss their honors activity selections with their Fellows; they must obtain their Fellow's approval for each semester's honors work and obtain their Fellow's signature on their Agreement Forms.

Honors Lectures and Seminars (HON 200 and HON 201)

The Honors Lectures (HON 200) and the Honors Seminars (HON 201) provide ways for students to extend their study of a topic of interest. The Lectures are non-credit; the Seminars provide one semester hour of credit, and are graded on a Satisfactory (S)/Unsatisfactory (U) basis. One lecture series is planned for the fall semester: a Current Issues forum (HON 200).

The lectures and seminars are good options for students in their sophomore and junior years after general education programs have been completed. *Please note that students may take only one Honors Lecture (HON 200) for honors activity credit, and may take four Honors Seminars in total for honors activity credit. Additionally, students may take only 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 students' Honors fellow. Supplements should meet the following guidelines:

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

The work required of the student for a Supplement cannot be precisely quantified across all disciplines and courses.

Both the course instructor and the student's Honors Fellow, as indicated by their signatures on the Agreement Form, must approve the Honors Supplement. The Fellow is the judge of whether the project satisfied the guidelines; Honors College staff will be happy to advise.

Honors Supplements 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.

Sample of an Honors Supplement:

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

Independent Study/Research

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

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

Samples of Independent Research:

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

“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.”

Tutoring

Upper division Honors College students may participate as a tutor in the College's tutoring program **once** for honors activity credit. Tutors dedicate three hours per week and may tutor in any course in which they have received an A or B. Tutoring is available to all UIC students.

Volunteer Services

Students may participate in a volunteer or service activity **once** for honors activity credit, with their Honors College Fellows' approvals. This means that there should be an academic dimension to the experience for it to qualify for honors credit. For example, delivering flowers to patients' rooms in a hospital would not qualify for honors credit, whereas assisting with patient intake in a clinical setting would.

Study Abroad

Honors College students are strongly encouraged to include a study abroad experience as part of their undergraduate education. Studying abroad in a UIC-certified program is considered an honors-caliber experience in itself; no additional honors work is required.

Honors College Advisory Board (HCAB)

HCAB is the elected student organization that represents all Honors College students in its advisory capacity to the Dean and Honors Council, the faculty executive committee of the College. It plans and implements a number of initiatives every year, including a student/faculty luncheon each semester, the Honors College tutoring service, and the annual Honors College Ball. Elections are held in the spring, with the exception of the HCAB Freshman Representatives, positions for which applications are received and selections made during the fall semester.

HCAB meetings are open to all Honors College students; the meeting schedule is publicized at the beginning of each semester. A complete listing of the HCAB officers and board members for 2008-2009 is on page 16.

Honors Ambassadors

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

Undergraduate Research Assistant Program (URA)

Honors College students participating in faculty research may request to be enrolled as Undergraduate Research Assistants (URA). Students may participate in the URA program with any UIC faculty.

Complete information on the URA program is available at: http://www.uic.edu/honors/URA/ura_home.htm

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

To enroll as a URA, the student should complete the URA application form on line at: http://www.uic.edu/honors/URA/ura_apply.asp

Students and faculty are encouraged to work together for several semesters. Each year the Honors College will select several outstanding URAs for the Kabbes URA awards to continue work as a URA.

To enroll in the Honors College URA program:

1. If you need assistance in arranging a URA for the current or future semester:

- Consult the URA directory at the Honors College or search the URA Faculty Directory on line.
- Submit the Honors College URA Preliminary Application on line at: http://www.uic.edu/honors/URA/ura_apply.asp

For additional assistance, please make an appointment to see an Honors College dean.

• You may contact the researcher directly. You should prepare a brief resume which outlines your interests and qualifications for the project.

2. If you are currently working with UIC faculty on a research project (or have arranged to do so for the current semester):

• Fill out the URA Application for students currently participating in Faculty Research. Turn in a signed copy of the URA application before the end of the second week requesting participation in the URA program and enrollment in HONORS 225. No appointment is necessary.

- Register for HONORS 225.

3. At the end of the semester, turn in the URA completion form.

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.

HON 222

All students in the Honors College must register for HON 222 (Honors Activity), each semester (excluding summer). This zero-hour "course" is the symbol used to note students' honors work on transcripts and grade reports and to monitor students' progress. Students receive an 'SH' (satisfactory) in HON 222 upon Honors College receipt of the students' signed Completion Form.

HONORS GRADES

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

- Honors courses, i.e. HON 121: students will receive a letter grade, followed by "H"
- Honors supplements: students will receive a letter grade for the course, followed by "H"

SUMMER HONORS ACTIVITIES

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

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

AGREEMENT AND COMPLETION FORMS

Every Honors College student is required to submit an Agreement Form and a Completion Form every fall and spring semester (optional for summer; see above). Agreement Forms are due at the end of the third week of the semester. All areas of the Agreement Form should be completed before it is submitted to the Honors College. Note: it is required to have signatures of both the course instructor or activity supervisor and the student's fellow (sophomores and above) on the Agreement Form.

If a student is taking an honors course or doing an honors supplement in a regular course, or doing independent study work for honors credit, the course instructor's signature is required at the bottom of the form. For other honors activities, the supervising faculty or staff for the activity should sign off on the form. For upper-division students (second, third, and fourth year), the Honors College Fellow's signature is also required, reflecting his or her approval of the honors activity. Students should discuss their planned activities with their Fellows prior to requesting signatures.

Completion Forms are submitted at the end of the semester, when students' honors work is completed. Students enrolled in honors courses and those who have completed honors supplements are required to obtain the signature of the course instructor on the Completion Form. For other honors activities, students are required to obtain the signature of the individuals who have been directly supervising their honors activities.

Please note that the Honors College Fellow's signature is NOT required on the Completion Form unless he or she has been directly supervising the student's honors activity (whether it be as the course instructor in which the honors work was done, or in another supervisory role).

USE OF HONORS COLLEGE PETITIONS

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

Appropriate usage of the petition forms include:

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

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

PROBATION AND DROP RULES

An honors activity is considered to be satisfactorily completed if the approving signatures appear on the Agreement and Completion Forms, and the forms are submitted on time. A student who is taking a course to fulfill the honors activity requirement must earn an A or B in the course if it is to be considered satisfactorily completed.

When the honors work has been successfully completed and the appropriate forms have been submitted, students receive an "S" on their grade report for HON 222. When the Completion Form is late, a "DFR" appears, which can be changed as soon as the work is completed. If no work is done, or if the student receives a grade of C or below in an honors course, the grade for HON 222 is "U." If a student fails to satisfactorily complete an honors activity as described, he or she is placed on honors work probation in the Honors College for one semester and must henceforth complete honors work.

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

If students have been dropped from the Honors College and subsequently wish to be reinstated, or if they have left the University in good standing, they should indicate their desire to return in a letter to the Dean. Any student may request a waiver of one or more of these rules by petitioning the Dean of the Honors College on a form available in 103 BH. On the petition, the student should describe any unusual circumstances that have led to a special request.

STUDENT DISCIPLINARY MATTERS

Students who have been dismissed or suspended from the University for violation of academic integrity will be automatically dropped from the Honors College; the Dean of the Honors College will consider application for readmission on a case-by-case basis. All Honors College students will be held to the Honors College Code of Conduct, and are expected to adhere to its policies.

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

HONORS COLLEGE LIBRARY PRIVILEGES

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

HONORS COLLEGE EMAIL 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. Information about courses, events, deadlines, scholarships, job opportunities, etc. is sent to students on a regular basis. All students are responsible for checking their UIC email accounts frequently and being aware of the information that is sent. Important: Only UIC email addresses will be added to the Honors College listserv.

STUDENTS WITH DISABILITIES

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

OFFICE OF SPECIAL SCHOLARSHIP PROGRAMS

A wide range of scholarships supporting undergraduate and graduate study are open to high achieving Honors College students. In the Office of Special Scholarship Programs, Director Beth Powers assists students in searching for awards, learning about eligibility criteria and deadlines, and preparing applications. Deadlines for these awards begin early in the fall and continue through spring. Preparing a strong application requires students to begin well in advance of the deadline. In particular, the Rhodes, Marshall, Mitchell, Fulbright and Gates Cambridge have October or November deadlines and preparation to apply should begin the previous spring.

In addition to providing information about awards, OSSP helps students by offering feedback on essays and resumes, arranging for mock interviews and helping students in multiple application processes in order to prepare for the best possible outcomes. Please keep in mind that several awards required a university endorsement or nomination, including: Rhodes, Truman, Marshall, Mitchell, Fulbright, Goldwater, Jack Kent Cooke, Udall, and Merage. While the financial assistance or opportunity to study abroad offered by these awards is a great reward, the process of applying often helps students develop as thinkers, writers, and speakers in ways that prove beneficial to their professional and personal development. All awards except those noted require U.S. citizenship or permanent residency.

Awards

Fulbright – provides funding to recent graduates or graduate students for one year of study, research, or the opportunity to teach English in any one of over 140 countries. Approximately 900 Americans chosen yearly. www.iie.org/fulbright

Gates Cambridge - provides funding to students from the U.S. and other countries for 1-3 years of graduate study at Cambridge. Approximately 60 awards given annually. www.gates.scholarships.cam.ac.uk

Goldwater – provides up to \$7,500 for 1-2 years of undergraduate study to students planning on research-based careers in math, science and engineering. Approximately 300 awards annually. www.act.org/goldwater

Jack Kent Cooke - provides funding up to \$50,000 to college seniors or recent graduates to attend graduate programs the following fall. Approximately 60 scholars annually. www.jackkentcookefoundation.org

Merage - provides \$20,000 of funding to immigrant graduating seniors for two years of pursuing your “American Dream.” (graduate school, internship, etc.). Approximately 10 awarded annually. www.meragefoundations.com/mfad.html

Marshall – provides funding for two years of graduate study at any British university. Awarded to 40 Americans each year. www.marshallscholarship.org

Mitchell – provides one year of funding for graduate study in Ireland. Awarded to 12 Americans annually. www.us-irelandalliance.org/mitchell

NSEP – provides up to \$20,000 to students pursuing foreign language study in a non-English speaking country outside Western Europe. www.iie.org/nsep. A graduate scholarship is also available.

NSF - provides three years of funding for graduate study leading to a PhD in math, science, engineering and some social sciences. <https://www.fastlane.nsf.gov/grfp/>

Rhodes – provides 2-3 years of funding for graduate study at Oxford University. Awarded to 32 Americans annually. www.rhodesscholar.org.

Soros - provides a maintenance grant of \$20,000 each year and a tuition grant of one-half the tuition cost to graduating seniors that are “New Americans,” and who plan to attend a U.S. graduate program the following fall. www.pdsoros.org

Truman – provides \$30,000 toward graduate study for students planning on careers as leaders in public service. Awarded to approximately 75 students every year. www.truman.gov.

Udall - provides up to \$5,000 for undergraduates planning careers related to the environment, or to Native American students intending on careers in health care or tribal policy. www.udall.gov.

What does it take to become an outstanding scholar and to develop the characteristics that make you a potential candidate for a scholarship?

- ◆ Strive for excellence in challenging classes. Go beyond getting good grades. ◆ Get work/internship/volunteer experience in your field.
- ◆ Expand your knowledge of the world, people, places and events in any way you can – by reading, traveling, participating in intercultural events, etc.
- ◆ Get involved in interesting extra-curricular activities that are meaningful to you. There are no formulaic “best” activities.
- ◆ Seek out leadership positions – this doesn’t mean you should try to be president of five different clubs. Choose carefully and be an active player in the group(s) that you are in, rather than trying to rack up titles on your resume. Choose the issues or groups that are important to you.
- ◆ Don’t be intimidated by the challenge of applying for awards. OSSP is here to help. Don’t sell yourself short!

The director of the Office of Special Scholarship Programs is Beth Powers. OSSP is located at 2506 University Hall, MC 115, 601 S. Morgan St., Chicago, IL 60607. The phone number is: 312-355-2477. The website address is: <http://www.uic.edu/depts/oa/spp>. You can also reach the office via email at: ssp@uic.edu.

HONORARY SOCIETIES

As a student with strong grades, you will likely be invited to join honor societies. Most of them are legitimate organizations, but from time to time we hear about suspicious organizations offering membership for a fee that turn out to be simply scams. Honor societies with an established history at UIC can be reached at the following URL addresses:

http://www.hc.uic.edu/honor_societies.htm and http://www2.uic.edu/stud_orgs/hon/gk/ You can also check the Undergraduate Catalog on pages 201-204 for a more complete list of honor societies. In general, you should ask yourself what joining an honor society will do for you. It can help affirm to others that you are a student in good standing, it may offer you the chance to apply for scholarships offered by the society and, if it is an honor society in your major, it may offer useful advice about the field you are going into and career-specific awards.

As a general rule, you do not look better to a graduate program, employer or scholarship competition if you are in 10 honor societies as opposed to one or two. In choosing what groups to join, consider how much they are asking you to pay and what you get from the payment (a newsletter? a pin? an induction ceremony? the chance to compete for scholarships? prestige?) You may also want to ask faculty and staff if the organization is well-recognized and well-respected. If it is not, will it be useful to join it? If the name of the honor society is unfamiliar, talk to someone in the Honors College or the Office of Special Scholarship programs to find out if it is legitimate.

A partial list of honor societies is listed below:

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

AWARDS, SCHOLARSHIPS, AND HONORARY SOCIETIES

UIC SCHOLARSHIP ASSOCIATION

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

HONORS COUNCIL AWARDS

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

FLAHERTY SCHOLARSHIPS FOR STUDY ABROAD

The Honors College offers Flaherty Scholarships for study abroad, for which Honors College students may compete to help defray costs associated with participation in international study. To be eligible to apply for the Flaherty Scholarship, students must apply to a study abroad program endorsed by the UIC Study Abroad Office. A cumulative UIC grade point average of 3.25 upon application for the Flaherty Scholarship is required.

HONORS COLLEGE TUITION WAIVERS

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

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 **C**reativity, **E**nthusiasm and **O**ptimism as well as demonstrated ability and interest in engineering. The winner receives \$2000 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.

SISTER DOROTHY DROBIS AWARD

The Sister Dorothy Drobis Award is awarded each year awarded to an outstanding junior or senior majoring in education who intends to teach in an urban environment. Preference will be given to minority candidates. Applicants must also be a member of the Honors College. The award is based on academic excellence and leadership, and the winner receives a \$500 cash prize. The Drobis Award is made each year in recognition of Sister Dorothy Drobis and her long career in elementary education in Chicago.

SARAH MADONNA KABBES SCHOLARSHIP FOR UNDERGRADUATE RESEARCH

The undergraduate research experience is an important part of the student's training for going on to an excellent graduate or professional program. Each year, several outstanding students are recognized for their achievement in undergraduate research with a \$1,000 Sarah Madonna Kabbes Scholarships for Undergraduate Research. Miss Kabbes was an alumna of the Urbana-Champaign campus and a former faculty member at UIC's Navy Pier campus.

Students who have successfully completed HON 225 may be nominated by their faculty supervisor for the award. Recipients of the Kabbes Scholarship must continue to conduct undergraduate research through the URA program and be registered in HON 225 during both semesters of the subsequent academic year. In addition, at the end of each semester, recipients should submit a brief written report to the Honors College on their participation in research work and the progress of the project.

DEPARTMENTAL AWARDS

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

STUDENT GROUPS, ACTIVITIES, EVENTS & PUBLICATIONS

GROUPS

HONORS COLLEGE STUDENT ADVISORY BOARD (HCAB)

The Honors College Advisory Board is the official Honors College student activities organization that plans and implements a number of events each year. Its president represents the students on the Honors Council, the faculty executive committee of the College. HCAB also offers a scholarship to be awarded to a deserving Honors College student. HCAB officers include a president, a vice-president, a secretary and a treasurer. There are sixteen members of the Student Advisory Board including these officers. Interested students should contact an officer or Board member to help on one of the sub-committees or to indicate interest in participating on the Board. HCAB meetings are open to all Honors College students; the meeting schedule is publicized at the beginning of each semester. HCAB officers and board members for 2008-2009 are:

President: Brian Lin, Senior, Economics

Vice - President: Anita Mathew, Junior, Biological Sciences

Secretary: Nilay Shah, Senior, Biological Sciences

Treasurer: Shauna Gunaratne, Senior, Biological Sciences

Members at Large:

Joseph Esparaz, Sophomore, Biological Sciences

Siva Iyer, Sophomore, Undeclared

Josh Kannankeril, Sophomore, Biological Sciences

Apoorva Maddi, Junior, Biological Sciences

Parth Nanavati, Sophomore, Biological Sciences

Milan Patel, Sophomore, Biological Sciences

Keerthi Ranganath, Senior, Biological Sciences

Prashansa Sharma, Junior, Biological Sciences

Jess Sheynman, Junior, Accounting

Annabella Vidal-Ruiz, Sophomore, Undeclared

Lisa Zhang, Junior, Chemical Engineering

SOCIETY OF FUTURE PHYSICIANS

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

ALTERNATIVE SPRING BREAK (ASB)

Alternative Spring Break UIC is a student run organization that seeks to educate student volunteers about specific social issues by immersing them in diverse cultures and environments across the country to engage in service-oriented learning. Students plan and raise funds for spring & winter break volunteer experiences. Past trips have included volunteering at a Native American Indian reservation in Oklahoma, working at an AIDS shelter in Boston, hurricane relief efforts in Louisiana, and working on Habitat for Humanity projects in Kansas City and Minnesota. For more information, visit ASB's web site: <http://www.asbuic.org>

HONORS COLLEGE STRING ENSEMBLE (HCSE)

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

HONORS AMBASSADORS

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

DONATE BY DESIGN

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

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 visit the Mock Trial Team Web site: http://www.uic.edu/depts/pols/mock_trial/

UNDERGRADUATE RESEARCH SYMPOSIUM 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. Members are required to attend bi-weekly meetings in the Fall Semester and weekly meetings in the Spring Semester and perform the tasks assigned to them. It is also considered as an Honors Activity for the entire year.

For more information, please email us at uic.urs@gmail.com or visit our website: <http://www.uic.edu/orgs/urs/>

ACTIVITIES/EVENTS

STUDENT/FACULTY LUNCHEONS

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

HONORS COLLEGE ANNUAL BALL

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

HONORS COLLEGE TUTORING SERVICE

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

HONORS COLLEGE CONVOCATION

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

PUBLICATIONS

THE AMPERSAND

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

JOURNAL FOR PRE HEALTH AFFILIATED STUDENTS (JPHAS)

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

RED SHOES REVIEW

Red Shoes Review is a UIC organization sponsored by the Honors College that annually publishes a Literary Journal. Membership in this organization is limited to members of the Honors College as well as students employed by the Honors College. *Red Shoes Review* publishes prose, poetry, and photography generated by all UIC undergraduates. View an issue and find out more information by visiting their web site: <http://www.uic.edu/honors/RedShoes/index.htm>

ONE WORLD

One World 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

HONORS COLLEGE WEB PAGE

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

The address is: <http://www.uic.edu/honors>

HONORS COLLEGE CODE OF CONDUCT

Please read this document carefully. It details the rights and responsibilities of Honors College students. Students who violate the Code of Conduct will be subject to disciplinary action, including suspension or removal from the College. Violations of the Code include any intentional misuse or abuse of Honors College privileges or resources.

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

The Honors College occupies elegant, comfortable quarters that we must keep in excellent condition. Everyone is therefore asked to respect Honors College students, faculty and staff, and also the furnishings and equipment.

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

1. Please! No shoes on the furniture.
2. No writing on furniture or walls.
3. No music in public areas except I-Pod-type private units.
4. Students are responsible for cleaning up after themselves and must not leave trash or food behind when they leave the College.
5. Food stored in the refrigerator must be removed promptly.
6. No smoking or chewing of tobacco.
7. Fliers may be posted on bulletin boards, but no tape may be used on walls, doors, or furniture.
8. No cell phones allowed, except in the outer lobby of the College.

FACILITIES

The use of Honors College facilities is reserved for members of the Honors College.

Honors College Computer Lab (B-11 BH)

Computer lab users are responsible for leaving their workstations clean. Absolutely no food or drinks are permitted. The use of cell phones is not permitted. The Honors Computer labs are intended for academic work; priority is given to users doing classwork. Students using computers for games, social e-mail, net surfing, or other nonacademic work when other students are waiting to use the lab for their class assignments will be asked to leave.

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

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

Honors College Tutoring Center (220 BH)

No food or drink is allowed. This applies to tutors as well as those being tutored. Tutors may not bring friends to their tutoring sessions. Tutors who have no current clients should study quietly and refrain from distracting conversation.

Honors College Lounge (109 BH)

This is the only area of the college where food is allowed. Students are expected to clean up after themselves. To respect the sensibilities of others, no one should bring strong-smelling foods to the college. Students should be aware of their noise level and its impact on others.

Honors College Academic Resource Room/Quiet Study Area (121 BH)

This room is designated as a resource for students who need quiet for their study. Therefore, no talking is allowed, and students using the room who wish to engage in conversation must move elsewhere.

Please follow these policies and procedures to help us maintain a clean, enjoyable environment for all students, faculty, and staff of the Honors College.

PLANNING AHEAD FOR GRADUATE SCHOOL

by Kelvin Rodolfo, Earth & 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. 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.