Welcome to the Health Science Scholars program! This packet has been prepared as an introduction to the program. You will learn about important people, activities, policies, dates... in fact, much more than you can remember, so keep it close and add to it with your own notes. You may also find more information at the Health Science Scholars website: cns.utexas.edu/honors/honors-programs-center/health-science-scholars.

Please take the time to learn about us. You may find that this program is the most important facet of your university experience. The other honors students you meet may very likely be your friends for life. Through our network of contacts, you will also meet faculty, research supervisors, and health professionals who will be important mentors for you during your careers here at this university and beyond.

Lastly, please notice the wide range of activities the program offers: mentoring, sports, social events, lectures, and much more. You have a unique opportunity to have a hand in making Health Science Scholars all that you want it to be. Without question, performing well in your classes is of paramount importance. However, there is so much more to a university education than what happens in classes. You may look back later and say this was the most enriching period of your life – make up your mind now to get as much as you can from it.

Dr. Terry O’Halloran
Health Science Scholars
Program Director
# Table of Contents

4 What is the Health Science Scholars Program?  
5 Who is Selected?  
6 What Does the Health Science Scholars Program Entail?  
9 The Capstone Experience and Research Thesis  
16 Major Scholarships  
19 Health Science Scholars Student Council  
20 Calendar of Annual Events, 2014–15  
21 Opportunities in the College of Natural Sciences (CNS)  
22 Academic Integrity and GPA Expectations  
23 Honor Code
WHAT IS THE HEALTH SCIENCE SCHOLARS PROGRAM?

The Health Science Scholars program offers exceptional students with an interest in health professions a unique opportunity to enrich their undergraduate education in the College of Natural Sciences at the University of Texas at Austin. The program will challenge talented and highly motivated undergraduates by introducing them to cutting-edge research and an honors curriculum, providing dedicated academic and health professions advising, and placing them in a cohort of exceptional students with similar aptitudes and interests.

The hallmark experience of the Health Science Scholars program is a Capstone Project that requires students to write an honors thesis based on intensive internships, research, community service, or other experiential learning opportunities that relate to their passions in the health professions. Student are guided through the development and execution of this project in a series of Health Science Scholars-specific seminars. The program challenges students to find the right professional school and career by exploring health-related sciences and professions through faculty and health-care professional-led seminars and workshops. Faculty and staff who support the Health Science Scholars program endeavor to create for its students a small-college oasis within a resource-rich, world-class research university.
WHO IS SELECTED?

The Health Science Scholars program is highly selective, admitting about fifty students each year. The program looks for students with a high level of academic and community accomplishment and a strong interest in science, especially as it relates to medicine and health-science fields. Health Science Scholars typically achieve high SAT scores and class rankings, but admission is not based solely on these criteria. Equally important in the selection process is evidence of an applicant’s work ethic, ownership of intellectual and scientific pursuits, and an awareness of how their interests fit into current issues in health science.
WHAT DOES THE HEALTH SCIENCE SCHOLARS PROGRAM ENTAIL?

ACADEMIC ADVISING

Overview. Health Science Scholars are advised in the Honors Center throughout their undergraduate years at UT.

Registration. HSS students must schedule an appointment with their academic advisor before course registration. At this advising session, students receive personal degree plans to assess what degree requirements have been completed and which ones are still needed.

MAJOR DEGREE PLAN

Overview. Health Science Scholars complete a Bachelor of Science and Arts degree plan from a department within the College of Natural Sciences. The BSA combines a science emphasis with sufficient electives to create a truly cross-disciplinary undergraduate curriculum: Students can augment their science coursework with study in the humanities, communication, business, education, social sciences, or the arts. After graduation, the student’s transcript will reflect receipt of a BSA degree with honors if the student completes HSS in good standing. Like all UT students, HS Scholars must also complete “common core” requirements to obtain their degree from UT.

Placement credit. In general, placement credit is not accepted in lieu of science courses that are required for a degree plan. The CNS honors courses offer instruction that challenges our very best students while providing an in-depth background in each discipline. These courses are integral to the experience of an honors education, and placement tests cannot be substituted. Some students may be able to use AP tests to receive credit for lower-division mathematics and physics courses if they wish to be placed in higher level math or physics. The Health Science Scholars program does accept placement credit in other areas such as history, government, Rhetoric and English (RHE306 and E316K only), the social sciences, fine arts, etc. These are the only exceptions to the placement-credit rule. Your academic advisor can provide more information about claiming credit based on test scores and/or previously completed college-level coursework.

HONORS COURSEWORK

Overview. Health Science Scholars take coursework designed for honors students. Some of these courses are honors versions of courses that are part of the BSA degree plan. Others are seminars that count as electives and are required for completing the program.

HEALTH SCIENCE SCHOLARS COURSEWORK TIMELINE

Year 1
- BSA degree coursework (Fall and Spring)
- UGS 303, Originality in the Arts and Sciences (Fall)
- NSC 110, CNS Honors Seminars (Fall and Spring)
Year 2
- More BSA degree coursework (Fall and Spring)
- NSC 110, Honors Seminar (Fall)
- NSC 109, HSS Capstone Development Seminar (Spring)

Year 3
- More BSA degree coursework (Fall and Spring)
- NSC 109, HSS Capstone Implementation Seminar (Fall)
- NSC 110, Honors Seminar (Spring)

Year 4
- More BSA degree coursework (Fall and Spring)
- NSC 110, Honors Seminars (Fall)
- NSC 371, HSS Capstone Thesis Seminar (Spring), OR
- Departmental research/thesis seminars

HEALTH SCIENCE SCHOLARS COURSEWORK DESCRIPTIONS

- NSC 110, CNS Honors Seminars: One of the major advantages of being a CNS honors student is having access to small seminars that connect students with the university’s best teachers and top researchers. These seminars help create the honors community of scholars and introduce students to noted faculty in a small-group setting. Topics and instructors vary from semester to semester.
- UGS 303, Originality in the Arts and Sciences: This course satisfies the research methods course requirement for the Freshman Research Initiative. CNS Honors students are automatically admitted to FRI.
- NSC 109, HSS Seminars: HSS-specific seminars walk students through their Capstone experience.
- NSC 109, HSS Capstone Development Seminar: Students develop a focus for their Capstone experience. In this seminar students secure their Capstone experience mentor and plan their Capstone experience implementation timeline.
- NSC 109, HSS Capstone Reflection Workshop: Students maximize the personal and professional development opportunities during their Capstone experience through assigned log entries and reflection essays.
- NSC 371, HSS Capstone Thesis Seminar: Students are provided research and writing support while writing their honors thesis under the direction of one or more faculty supervisors.

RESEARCH EXPERIENCES

Why research? The world of academia is changing, and for the better. Evolving technologies and accelerated curricula afford high school students opportunities for intellectual growth that stand in stark contrast to the traditional classroom setting. College learning environments are evolving at an even faster rate, and the idea that a college degree is earned simply by passing exams in 40 lecture courses is decreasingly a reality at elite colleges and universities. Health Science Scholars are expected to realize their full potential, not just by earning high marks in their classes, but by exploiting the greatest resource the University of Texas at Austin has to offer: the research prowess of its faculty.

The University of Texas at Austin is an exceptional research university. In the College of Natural Sciences there is an elite collection of some 400 or so tenure-track faculty, and many hundreds of other adjunct faculty, who achieved their standing in the scientific and academic community by demonstrating the ability to engage in independent, innovative scientific inquiry. Simply put, they are the people who discover new knowledge, and when UT students listen to a lecture or open a textbook, it is almost certain that what they are reading was discovered on a college campus. It is a priority of the Health Science Scholars program that as soon as possible, students will find themselves working side by
side with a professor and discovering new knowledge in a discipline of interest to them.

In order to become part of the research arena in the College of Natural Sciences, an array of special courses and programs have been developed to assist Health Science Scholars. Each of these is described below.

**UGS 303, Originality in the Arts and Sciences.** Health Science Scholars’ accelerated involvement in research begins during a course taken in the fall of their first year. Through UGS 303, Originality in the Arts and Sciences, they will learn to frame important questions about the world and to answer them through principled research methods. While all honors students must take UGS 303, they will be free to choose the particular kind of research project they complete for this course. Dr. Sacha Kopp leads this course, along with a staff of teaching assistants who provide students with individualized attention.

**Freshman Research Initiative.** Health Science Scholars are automatically admitted to the critically acclaimed Freshman Research Initiative. The FRI is a three-semester sequence that begins with a research methods course (UGS 303, Originality in the Arts and Sciences for honors students) and then places students in a spring semester research laboratory to learn the techniques employed in one of over twenty research streams. The laboratory placement partially satisfies a lab course requirement for each major degree plan, with more authentic research participation than non-FRI “off the shelf” lab courses.

In addition, FRI helps students find summer research internships and other independent inquiry experiences in the fall semester of their sophomore year. After that, many honors students choose to assume peer leadership roles within FRI, such as becoming an FRI mentor for new students or a research assistant. Many honors students also parlay their FRI research placements into long-term collaborations that eventuate in honors thesis research. Students who have questions about FRI should contact Mark Hemenway.

**Research opportunities beyond FRI.** We advise students to not limit their research experiences to those provided by FRI. We encourage students to utilize the university’s many online resources to find opportunities to collaborate with faculty (e.g., Eureka, faculty webpages, departmental webpages). As well, students should turn to others—like their academic advisor, professors, fellow students, and Honors Center staff—to help them learn about ways to become part of the teams that makes UT a top-ranked research university. In fact, several student-run organizations facilitate this search for research opportunities. SURGe—Science Undergraduate Research Group—is a good place to start.

There is no right answer as to how to find “the right” faculty member(s) to work with. For some students, it is the simple consequence of a chance conversation with a professor after class. Others need to view it like applying for a job—they become knowledgeable about the professors that interest them, make appointments, and start knocking on doors. The good news is that the opportunities are plentiful and there will always be a place for students who make the effort.
THE CAPSTONE EXPERIENCE AND RESEARCH THESIS

Traditionally, students completing an honors degree accomplish something special outside coursework requirements. The Capstone experience (usually begun in the fall semester of the third year) and research thesis (usually begun in the fall of the fourth year) satisfy this tradition while providing many opportunities for external recognition through publications or prizes. The Capstone experience and thesis also are valuable additions to applications to professional schools, graduate schools, internships, and professional jobs after graduation.

WHAT SATISFIES THE HSS THESIS REQUIREMENT?

All Health Science Scholars complete a Capstone experience and a written research thesis. The Capstone experience should begin no later than Fall of the third year. Typically, formulating and writing the research thesis begins no later than Fall of the fourth year. The Capstone experience/thesis requirement for HSS can be satisfied in two distinctly different ways, which we describe below. Keep in mind that, if they have the time and energy, students can pursue activities associated with both options: they can complete requirements for departmental honors (Option 1) and pursue Option 2 as well.

OPTION 1: DEPARTMENTAL HONORS RESEARCH + THESIS

Completing the requirements for departmental honors can satisfy the HSS program Capstone experience/research thesis requirement. It is therefore crucial that students understand departmental honors requirements if they are to make an informed decision about whether this Option 1 path is for them. Requirements for graduating with departmental honors depend on the discipline (e.g., biology vs astronomy vs chemistry), but all departmental honors distinctions require that students conduct original research with a faculty member. Students must find their own faculty mentor/a lab to work in and submit a proposal describing their plans to the Health Science Scholars Director by the end of their second year. A spring NSC 110 seminar assists them with this process.

The research students do that satisfies departmental honors requirements also satisfies the HSS Capstone experience requirement. Students are expected to be involved with their thesis mentor/lab by Fall of their third year. They are strongly advised to take an NSC 109 seminar in the Fall of that year to help them (a) apply their Capstone research experience to their personal and professional goals, and (b) stay on track. Their Capstone experience is expected to involve a time commitment of no less than 60 hours.

Their research (i.e., “Capstone experience”) forms the basis of their thesis. A thesis is typically a substantial piece of written work that conforms to discipline-specific conventions of scholarship. Usually, the thesis takes the form of an empirical journal article that students are expected to submit for publication in a peer-reviewed journal. Although specific thesis requirements vary by department, completion of any CNS department’s thesis requirement for departmental honors also satisfies the HSS program thesis requirement. Students must understand their major’s thesis guidelines so that they know the appropriate scope and timing for their project. These guidelines also are important because students often need to maintain a certain GPA and take certain seminars that students who are not going for departmental honors do not need to take.
The faculty mentor typically must be a UT faculty member with an active research program. Students should remember that the most important considerations to keep in mind when searching for a mentor are (a) whether his or her research area interests them, (b) how they feel about the kinds of tasks/activities/duties/responsibilities that are apt to characterize their involvement in his or her lab, and (c) whether their major department requires their mentor to be in their major department (or just a select few other CNS departments). For instance, if a student is a biochemistry major wanting to get departmental honors on her transcript, but she wants to accomplish this through research and a thesis with a psychology department faculty member, she needs to find out if and how she can do this.

Students must research possible mentors by talking to fellow students and professors with whom they’ve had classes, and by consulting UT’s Eureka database and departmental webpages. Almost all of UT’s department webpages summarize each faculty member’s research and teaching interests; many departments also provide links to faculty members’ labs and/or personal academic websites. A student’s thesis project is apt to be closely related to ongoing work in the lab, so we advise them to do their homework so they know what they getting into!

We advise students to meet with several possible mentors. In introductory emails and meetings, students should show that they are acquainted with, and interested in, their work. Students should be prepared to share their related interests. Even professors who cannot supervise additional students are apt to help them think through their research interests and identify leads to follow. Students should bear in mind that it can take months to line up a mentor.

Once again, students who wish to pursue the departmental honors option need to familiarize themselves with departmental honors requirements. Students should do this during their first or second year; it can take a lot of time to find an interesting research opportunity and a faculty mentor.

**OPTION 2: PRACTICUM/INTERNSHIP/PROJECT + THESIS**

The HSS Capstone experience requirement also can be satisfied by participating in a health sciences, health policy, and/or clinical practicum/internship. For example, students may line up a position doing intake interviews at a neighborhood primary care clinic or helping organize events and activities for patients with Alzheimer’s. Or, the Capstone experience for Option 2 might take the form of a substantial long-term project with a clearly defined outcome. For instance, a student might spend a whole semester developing a healthcare-related app for an iPhone. Option 2 is also well-suited for a student who wants to perform an original data collection project in the lab and/or field, but whose major department will not recognize this kind of research project and/or faculty mentor for receipt of departmental honors. Whatever the case, each student must have a mentor/supervisor associated with their Capstone experience. Each student is responsible for identifying this person. At the beginning of their third year, students will be asked to register their Capstone experience online with the Honors Center.

Students who pursue this internship/practicum/project-type Capstone experience are responsible for (a) finding their position or determining their project, and (b) proposing their plans in writing to the Health Science Scholars Director by the end of their second year. The spring NSC 110 seminar for second-year students will assist them with this process. In the fall of their third year, students are strongly advised to take an NSC 109 seminar to help them (a) apply their Capstone research experience to their personal and professional goals, and (b) stay on track. Their Capstone experience is expected to involve a time commitment of no less than 60 hours.
The internship/practicum/project (i.e., “Capstone experience”) should inform the topic chosen for the thesis. For instance, during her internship, a student might have noticed that men and women seemed to report symptoms differently. For her thesis, she might synthesize and analyze the scholarly literature relevant to this topic. As with departmental honors theses, the practicum/internship/project-inspired thesis must be a substantial piece of written work. Thesis guidelines are given in the section below. *These specifications apply only to Option 2.* If a student elects to complete a departmental honors thesis, he needs to follow the department's specifications, which we do not provide here.

The thesis mentor must be a faculty member with expertise in the area of the student’s written thesis work. Alternatively, with approval from the Honors Center Director, the mentor may have other qualifications. The most important considerations for students to keep in mind when searching for a mentor are whether (a) he or she has expertise in their thesis topic area, and (b) has time to mentor them. Only then can a mentor really help a student conduct research, critically evaluate data/sources, and form original ideas about a topic. Students should keep in mind that their mentor for writing the thesis need not be the same person who supervised them during your Capstone experience.

We advise students to research possible thesis mentors and meet with several professors starting *early* in the semester before the semester they enroll in NSC 371. NSC 371 is required of all HSS students pursuing Option 2. We urge students to share their ideas with the professors they meet. Even professors who cannot supervise students are apt to help them think through ideas and identify leads. Students can also get leads from UT's Eureka database and from departmental webpages. Almost all of them summarize each faculty member’s research and teaching interests; many departments also provide links to faculty members’ lab and/or personal academic websites.

We counsel students to not worry about this process. However, they should be aware that it can take months to secure a commitment from a faculty member who is not only on campus when they’re taking NSC 371, but who also has the time and expertise to work with them. Students must plan ahead so that they can find a great match.

Students who wish to pursue the practicum/internship/project option need to familiarize themselves with the thesis guidelines provided below. They should do this during their second year, because it can take a lot of time to find a practicum/internship of interest. In addition, students must build in enough time to find a faculty mentor to guide their thesis work. The student’s Capstone experience supervisor/mentor is not necessarily going to be available or appropriate for the student’s thesis. Students therefore have some extra planning to do for Option 2. (For Option 1, the same faculty person often serves as the Capstone experience and thesis mentor.)

**OPTION 2 PRACTICUM/INTERNSHIP/PROJECT THESIS GUIDELINES**

*Note that these guidelines apply to Option 2 only. Students should check with their major department for guidelines for departmental honors theses (Option 1).*

**Topic Selection.** The thesis should be related in some way to the student’s Capstone experience and draw upon areas that he has training or experience in. We know from experience that one or two semesters isn’t long enough for students to find and master a new field and write a thesis on it.

Although topics vary widely, every thesis is expected to pose a question and propose an argument to answer it. The argument should be supported with evidence appropriate to the discipline(s) involved with the student’s topic. So, as students begin their thesis, they will know the question they want to ask but not the answer. The thesis is that answer.
Finding a topic takes time. Talking about ideas with friends, professors, and advisors, as well as reading independently and thinking critically, often reveal great ideas. Students will also find it helpful to explore resources at libraries beyond the PCL, such as the Ransom Humanities Research Center, the Texas History Center, the LBJ Library, and the Benson Latin American Collection. The library staff are always happy to help students brainstorm about how their holdings can be used in new and unique ways.

Often, students settle on a topic in the process of finding a faculty mentor for the thesis. This mentor is required. To secure a commitment from a faculty member, many students find it helpful to involve them in the topic narrowing process so that the project is of interest to both individuals. Students will not be permitted to enroll in the required NSC 371 Capstone Thesis Seminar, which they take in their fourth year, until they have selected an appropriate topic and a faculty mentor to work with them.

Students should keep in mind that in general, their thesis (or any information in it) cannot be kept confidential. Each one is apt to be posted on the program website for other students or visitors to read. Beyond that, students are also required to attempt to publish their thesis by submitting it to an approved peer-reviewed publication. Students should write about topics and ideas they are willing to share with others.

**Appropriate Research Methods.** All theses are submitted in writing. All of them should provide evidence-based answers to well-formulated research questions. However, their content, format, writing style, and methods of data collection can differ substantially. Below we lay out different methodologies a student might consider using to uncover ideas and evidence related to his or her topic. Then, we discuss the ways in which all Option 2 theses, irrespective of their dominant disciplines or methods, should be similar.

*Secondary Research Theses*

Theses based on secondary research are most common among students who go with practicum/internship/project-based thesis Option 2. These papers involve the systematic review and synthesis/analysis/interpretation of existing primary sources (e.g., empirical journal articles, white papers), secondary sources (e.g., literature reviews, books), and/or other text-based materials typically gathered from brick and mortar libraries and digital databases. Students pursuing these theses do not collect their own data, for instance, by conducting a survey study or experiment. However, theses based on secondary research do need to contain original ideas. Students’ own thoughts, backed up by their research, should be front and center in secondary research theses. These thoughts can be structured in any one of a variety of paper formats (e.g., argumentative, analytical, compare and contrast, interpretative).

*Primary Research Theses*

*Laboratory/Survey/Field Projects.* Students are likely to take this path if they are doing original research/data collection with a faculty member (or an Honors Center-approved non-faculty member), but are not planning or able to get departmental honors. These might be students who do not satisfy a GPA requirement to gain access to courses required to graduate with departmental honors. Or, students may want to do thesis research with a faculty member in religious studies, but their major department (biochemistry) will not allow such research to satisfy the departmental honors thesis requirement. Primary research theses often involve designing and conducting original laboratory, survey, or field research under the particularly attentive guidance of a UT faculty member and member(s) of his or her research group.

If students want to conduct a primary research thesis project involving humans or animals, they must get University-level approval before they collect any data. Even if they just want to interview fellow students on campus, they must complete and submit documentation and forms for approval from the University’s Institutional...
Review Board (IRB). The student’s thesis supervisor must be involved in this process. Students must then wait for IRB to approve their research design and materials before they can begin their research. Approvals can take just a few days or several months, depending on the nature of the project. For more information on this process, refer to the Human Research website or contact them by dropping in, calling, or e-mailing:

Peter T. Flawn Academic Center (FAC) Suite 426
2400 Inner Campus Drive
Office Number: (512) 471-8871
Email: orsc@uts.cc.utexas.edu

Archival Research Projects. Primary research theses can involve seeking data from archival records. This is a rich source of data for Option 2 students. The Harry Ransom Center is a repository of archival evidence that can take just about any form, from historical photographs and clothing to personal letters and government records. The National Archives in Washington, D.C. is another repository of archival material relevant to a researcher’s topic of inquiry. Archival research is typically more complex and time-consuming than secondary research, as it can be extremely challenging to find, organize, and interpret the relevant materials. Archival research is also difficult because much archival data were not originally intended to be used for research, unlike books and journal articles. However, archival research gives one the opportunity to create a truly unique and original paper. Students are strongly encouraged to learn more about what archival research entails. They can start by consulting the Wikipedia entry on archival research at en.wikipedia.org/wiki/Archival_research.

Thesis Standards. Different disciplines have different standards. Consider standards of evidence, for example. Numeric data and inferential statistical analyses back up many sociology professors’ arguments about the nature of poverty in America. However, archived photographs of the poor—combined with subjective interpretations of their meaning—constitute evidence for many American Studies professors. Different disciplines also have different conventions for writing style, style guide usage, formatting, and argumentation. Students must work with their faculty thesis mentor to determine the standards specific to investigating and writing about their topic.

However, every Option 2 thesis should reflect the general guidelines shown below. Students should read these before they decide on a topic and a methodology. If the intended project is not apt to satisfy these criteria, students should ask the Health Science Scholars Director for approval before they begin work.

Subject

The thesis should be a persuasive, evidence- and reason-based paper that answers a question (or set of interrelated questions) related to—or inspired by—their Capstone experience. The question should be a good one in that it positions the student to offer an answer that adds something new to the conversation on the topic. The answer to the question(s) should take the form of an argument—an original argument that is not a rehash of existing published work. Indeed, the paper should not parrot others’ insights, perspectives, or analyses, nor should it simply summarize literature in a way that has been done before. The student’s perspective, original insights, and powers of analysis should be front and center in their Capstone thesis.

In addition, the thesis should reflect an attempt to draw connections across disciplines to address your question. Students do not have to “force” connections among different disciplines. It is important, though, to show that they did due diligence to consider how different disciplines might be brought to bear on their question(s).
Audience

Write this paper for well-educated, intelligent people who are not necessarily experts in your particular topic area.

Methodology

The thesis should reflect conventions typical of the main disciplines(s) to which the topic connects. The student and her supervisor should agree on what her methods should be and how to communicate them accurately and effectively. For instance, if she is synthesizing a large, complex literature on a topic, she needs to develop and implement clear rules for when she includes or excludes sources to answer her research question(s). These decisions must be made apparent to the audience so that they know how the writer arrived at her answer.

Conclusion

The thesis should have a conclusion. That is, the thesis, as a whole, answers a question or a set of interrelated questions based on evidence.

Length

Our guideline is 30-40 pages (1" margins, double-spaced, 12-point Times New Roman font), excluding cover page, figures, tables, bibliography, and appendices. Students and their mentors should agree on whether the length of the thesis must be altered in order to adequately address the research question.

Citations

Students must use notes that cite the sources of their information and give credit for ideas and phrases that are not their own. Footnotes, endnotes, and parenthetical notes are all acceptable. Again, students must talk to their faculty mentor about his or her preferred method of citation/style guide.

References

In addition to citations, the thesis needs a list of works cited in accordance with a style guide the student and her supervisor have agreed to use. The appropriate number and type of citations depends on the topic and research question(s). Everyone’s goal should be to conduct a complete, unbiased search for sources.

Format

A thesis should meet the following requirements:
1. Neatly laser-printed (printed on both sides of the page to conserve paper)
2. Numbered pages
3. One-inch margins
4. Follows a style guide that is in use in its field (determined in consultation with the thesis supervisor)
5. Proofread. A thesis with more than a few errors in spelling, grammar, or punctuation will not be accepted.
Registering the Thesis. In the semester before students take the NSC 371 Capstone Thesis Seminar, they will submit the Thesis Registration Forms. The forms ask students to articulate a well-informed and well-written abstract. The abstract should be a full paragraph to one page in length. Students may be asked to rewrite it if it is unclear or too brief. In addition, the faculty mentor must sign the Mentor Commitment page (Part II of the Thesis Registration Form). Students may substitute a printout of an email from their mentor showing he or she has consented to advising the thesis work.

Thesis Form Part I is due by the Friday BEFORE registration begins (in April for Fall registration; October for Spring registration). It is required for enrollment in the NSC 371 thesis seminar. Thesis Form Part II is due by the Friday during the last week of finals. From past experience, we know that a number of students delay their search for a mentor and development of a thesis topic. We urgently recommend students not to fall into this group. If students miss the Thesis Registration Form deadline, they are likely to delay enrollment in NSC 371 and completion of the thesis. Consequently, they risk delaying their graduation by a semester in order to receive HSS honors. Students will be dropped from the NSC 371 course if both parts of the Thesis Registration Form are not submitted by the deadline.

NSC 371 Thesis Seminar. Students work on the thesis and take the NSC 371 Capstone Thesis Seminar concurrently in Fall or Spring of their fourth year. Seminar meetings will help them stay on track with thesis deadlines and requirements. Although the majority of the thesis course consists of independent work and meetings arranged between the students and their faculty supervisor, mandatory seminar meetings are held as per the NSC 371 syllabus for the semester during which they are completing their thesis. The syllabus will provide more information about when and how students submit their thesis.
MAJOR SCHOLARSHIPS

It is never too early to start thinking about scholarships and preparing to apply for them. Below is a list of guidelines for several major scholarships. Please feel free to meet with Adrianne Chacon-Posey to discuss these and other opportunities. Detailed information about both scholarships and fellowships—paid research or educational positions—can be found at cns.utexas.edu/honors/scholarships-fellowshipsnational.

ASTRONAUT SCHOLARSHIP FOUNDATION AWARD
Website: utexas.edu/provost/initiatives/undergraduate_awards/astronaut
Who Can Apply: sophomores, juniors
UT-Austin has been invited to nominate students for the Astronaut Scholarship Foundation’s (ASF) award, a $10,000 scholarship for students in engineering and natural or applied sciences who exhibit motivation, imagination, and exceptional performance in their chosen fields. ASF seeks students with excellent grades who have participated in lab and research work in their field. Nominees must be U.S. citizens. Students intending to pursue a practice in professional medicine are not eligible for the scholarship; however, those intending to perform biomedical research are. The award is for students in their junior and senior years, so scholarship candidates must be sophomores or juniors at time of nomination. Students do not apply directly for this award but instead are nominated by their faculty supervisor.

CHURCHILL SCHOLARSHIP
Website: winstonchurchillfoundation.org
Who Can Apply: seniors
The Churchill Scholarship offers U.S. citizens of exceptional academic talent and outstanding achievement the opportunity to pursue graduate studies in engineering, mathematics, or sciences at the University of Cambridge, Churchill College. The scholarship covers all tuition and fees, and offers generous travel and living allowances. A campus committee selects UT-Austin’s nominees before applications are forwarded to the Churchill Foundation.

FULBRIGHT U.S. STUDENT PROGRAM
Website: us.fulbrightonline.org
Who Can Apply: juniors, seniors
The Fulbright U.S. Student Program provides grants for individually designed study/research projects or for English Teaching Assistant programs outside the U.S. Funding does not begin until students complete their undergraduate degree. Fulbrighters meet, work, live with and learn from the people of the host country, sharing daily experiences. The program facilitates cultural exchange through direct interaction on an individual basis in the classroom, field, home, and in routine tasks, allowing the grantee to gain an appreciation of others’ viewpoints and beliefs, the way they do things, and the way they think.
GATES CAMBRIDGE SCHOLARSHIPS
Website: gatesscholar.org
Who Can Apply: seniors
Gates Cambridge Scholarships are awarded to outstanding students from outside the United Kingdom to study at the University of Cambridge. The program aims to build a global network of future leaders committed to improving the lives of others. Gates Cambridge Scholarships are highly competitive, full-cost awards for graduate study and research in any subject available at the University of Cambridge. Students apply directly to the funding organization. No UT-Austin campus nomination is required.

GOLDWATER FELLOWSHIP
Website: act.org/goldwater
Who Can Apply: sophomores, juniors
The Barry M. Goldwater Scholarship provides $7,500 per year for educational expenses to two groups of students—those who will be juniors or seniors in the next academic year. Applicants must have outstanding potential and intend to pursue careers in mathematics, the natural sciences, or engineering. A campus committee selects UT-Austin’s nominees before applications are forwarded to the national competition.

JOINT ADMISSIONS MEDICAL PROGRAM
Website: cns.utexas.edu/health-professions/jamp
Who Can Apply: freshmen
The Joint Admission Medical Program (JAMP) is a special program created by the Texas Legislature to support and encourage highly qualified, economically disadvantaged students pursuing a medical education. The program provides scholarship money through a student’s undergraduate education, paid summer internships at a Texas medical school, admission to a Texas medical school (provided all program requirements are met), and scholarships throughout medical school. Students must apply for the program between the spring semester of their first year of college and the fall semester of their second year.

MARSHALL SCHOLARSHIP
Website: marshallscholarship.org
Who Can Apply: seniors
Marshall Scholarships support U.S. citizens of high ability with outstanding intellectual, personal and public service accomplishments for one or two years of graduate study in any discipline at a college or university in the United Kingdom. The scholarship aims to strengthen the enduring relationship between the British and American peoples, their governments, and their institutions. The award covers educational costs, living expenses, and travel costs. A campus committee selects UT-Austin’s nominees before applications are forwarded to the national competition.

NSF GRADUATE RESEARCH FELLOWSHIP PROGRAM
Website: nsfgrfp.org
Who Can Apply: seniors
The National Science Foundation Graduate Research Fellowship Program (NSF GRFP) supports outstanding graduate students in NSF-supported science, technology, engineering, and mathematics disciplines who are pursuing research-based master’s and doctoral degrees at accredited United States institutions. Fellows benefit from a three-year annual stipend of $30,000 along with a $10,500 cost of education allowance for tuition and fees, opportunities for international research and professional development, and the freedom to conduct their own research at any accredited U.S. institution they choose. Students apply directly to the NSF. No UT Austin campus nomination is required.
**RHODES SCHOLARSHIP**

Website: rhodesscholar.org  
Who Can Apply: seniors  
The Rhodes scholarships, the oldest international fellowships, bring outstanding students from many countries around the world to the University of Oxford. A Rhodes scholarship offers the opportunity to study at Oxford University for one or two years, with all tuition and fees paid and a living allowance provided. Intellectual and academic achievement of a high standard is the first quality required of applicants, but they will also be expected to demonstrate integrity of character, interest in and concern for others, leadership ability, and the energy to fully use their talents. A campus committee selects UT-Austin's nominees before applications are forwarded to the national competition.

**TRUMAN SCHOLARSHIP**

Website: truman.gov  
Who Can Apply: juniors  
The Harry S. Truman Scholarship is a $30,000 merit-based scholarship awarded to undergraduates who wish to attend graduate or professional school in preparation for careers in government, the non-profit sector, or elsewhere in public service at a leadership level. Students must be college juniors at the time of selection. Scholars are required to work in public service for three of the seven years following completion of a Foundation-funded graduate degree program as a condition of receiving Truman funds. A campus committee selects UT-Austin's nominees before applications are forwarded to the national competition.

**UDALL SCHOLARSHIP**

Website: udall.gov  
Who Can Apply: sophomores, juniors  
Description: The Udall Scholarship is awarded to future leaders across a wide spectrum of environmental fields, including policy, engineering, science, education, urban planning and renewal, business, health, justice, and economics. The Morris K. Udall and Stewart L. Udall Foundation also supports future Native American and Alaska Native leaders in Native American health care and tribal public policy. Each scholarship provides up to $5,000 for the student’s junior or senior year. Honorable Mentions will receive a $350 award. A campus committee selects UT-Austin's nominees before applications are forwarded to the national competition.

**UNIVERSITY CO-OP / GEORGE H. MITCHELL UNDERGRADUATE STUDENT AWARDS FOR ACADEMIC EXCELLENCE**

Website: utexas.edu/provost/initiatives/undergraduate_awards/mitchell  
Who Can Apply: juniors, seniors  
The University of Texas at Austin, with the generous support of the University Co-op, recognizes up to seven UT undergraduates each spring for superior scholarly or creative achievement. Faculty members nominate students who have demonstrated superior scholarly or creative achievement through a notable paper or thesis, research project, creative or artistic endeavor, or other product of the student’s academic work. Three students receive awards of $2,000 each, three students receive awards of $3,000 each, and one student is awarded the grand prize of $10,000.
The Health Science Scholars Council is composed of students elected annually who oversee the various activities that take place throughout the year. All Health Science Scholars are welcome to attend council meetings.

The 2013–14 Health Science Scholars Council
<table>
<thead>
<tr>
<th>Event</th>
<th>Date/Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gone to Texas</td>
<td>Tuesday, August 26</td>
</tr>
<tr>
<td>Fall 2014 classes begin</td>
<td>Wednesday, August 27</td>
</tr>
<tr>
<td>Labor Day (no classes, university offices closed)</td>
<td>Monday, September 1</td>
</tr>
<tr>
<td>Last day of official Add/Drop period</td>
<td>Tuesday, September 2</td>
</tr>
<tr>
<td>HSS welcome picnic</td>
<td>TBD</td>
</tr>
<tr>
<td>12th class day (last day to drop class for possible refund)</td>
<td>Friday, September 12</td>
</tr>
<tr>
<td>Spring 2015 study abroad application deadline</td>
<td>Wednesday, October 1</td>
</tr>
<tr>
<td>Family Weekend</td>
<td>TBD</td>
</tr>
<tr>
<td>Registration for Spring 2015</td>
<td>Monday, October 27 – Friday, November 7</td>
</tr>
<tr>
<td>Maymester application deadline</td>
<td>Saturday, November 1</td>
</tr>
<tr>
<td>Drop / withdrawal deadline (see advisor for details)</td>
<td>Tuesday, November 4</td>
</tr>
<tr>
<td>Thanksgiving (no classes, university offices closed)</td>
<td>Thursday, November 27 – Saturday, November 29</td>
</tr>
<tr>
<td>Last class day for Fall 2014</td>
<td>Friday, December 5</td>
</tr>
<tr>
<td>Fall graduation ceremonies</td>
<td>Saturday, December 6 – Sunday, December 7</td>
</tr>
<tr>
<td>Final exams</td>
<td>Wed., December 10 – Tues., December 16</td>
</tr>
<tr>
<td>Residence halls close</td>
<td>Wednesday, December 17</td>
</tr>
<tr>
<td>Official Fall 2014 graduation date (no ceremonies)</td>
<td>Saturday, December 20</td>
</tr>
<tr>
<td>Add/Drop for Spring 2015</td>
<td>Tues., January 12; Thurs., Jan. 15 – Fri., Jan. 16</td>
</tr>
<tr>
<td>Martin Luther King, Jr. Day (university offices closed)</td>
<td>Monday, January 19</td>
</tr>
<tr>
<td>Spring 2015 classes begin</td>
<td>Tuesday, January 20</td>
</tr>
<tr>
<td>Last day of official Add/Drop period</td>
<td>Friday, January 23</td>
</tr>
<tr>
<td>12th class day (last day to drop class for possible refund)</td>
<td>Wednesday, February 4</td>
</tr>
<tr>
<td>Summer 2015 study abroad application deadline</td>
<td>Sunday, February 8</td>
</tr>
<tr>
<td>Fall 2015 study abroad application deadline</td>
<td>Sunday, March 1</td>
</tr>
<tr>
<td>Spring Break</td>
<td>Monday, March 16-Saturday, March 21</td>
</tr>
<tr>
<td>Drop / withdrawal deadline (see advisor for details)</td>
<td>Monday, April 6</td>
</tr>
<tr>
<td>Registration for Summer and Fall 2015</td>
<td>Monday, April 20 – Friday, May 1</td>
</tr>
<tr>
<td>Last class day for Spring 2015</td>
<td>Friday, May 8</td>
</tr>
<tr>
<td>Final exams</td>
<td>Wed. – Sat., May 13 – 16; Mon. – Tues., May 18 – 19</td>
</tr>
<tr>
<td>Residence halls close (except for graduating students)</td>
<td>Wednesday, May 20, 9:00 a.m.</td>
</tr>
<tr>
<td>Spring graduation ceremonies</td>
<td>Friday, May 22 – Saturday, May 23</td>
</tr>
<tr>
<td>Commencement and official Spring 2015 graduation date</td>
<td>Saturday, May 23</td>
</tr>
<tr>
<td>Residence halls close for graduating seniors</td>
<td>Sunday, May 24, 9:00 a.m.</td>
</tr>
</tbody>
</table>

In addition to the above, all Health Science Scholars, including the incoming class, will have the opportunity to help design social and academic events as a cohort.
OPPORTUNITIES IN THE COLLEGE OF NATURAL SCIENCES (CNS)

THE FRESHMAN RESEARCH INITIATIVE (FRI)
All CNS Honors students are admitted automatically to the Freshman Research Initiative (FRI) in the College of Natural Sciences. FRI offers first-year students the opportunity to take part in cutting-edge, original, publishable research in chemistry, biochemistry, nanotechnology, molecular biology, physics, astronomy and computer sciences.

This early research experience serves as a platform for future research and success for our students. The three-semester program familiarizes students with experimental techniques and provides them a deep understanding of the scientific process while providing an opportunity to contribute to publications and obtain letters of recommendation. First-year students will receive information about joining one of the FRI research streams in the fall. For more information, visit cns.utexas.edu/fri.

INTERNATIONAL STUDY
Science is global, and the leading scientists and doctors of the 21st century will be the people who have an understanding of global issues, the courage to take risks, and the confidence to immerse themselves in the unknown. Students can spend a year, a semester, a summer, or a Maymester class—a four-week course taught by UT faculty member that runs from late May to late June—studying abroad. It is possible to take courses abroad for your major and continue using financial aid. Popular study abroad programs include the varied Maymester offerings and UT faculty-led science classes, such as Biology course offered in Australia or Genetics and Organic Chemistry courses offered in Spain. Students may also wish to explore research opportunities at an international institution. Internship opportunities are offered through the Study Abroad Office as well as external organizations. For more information on these and other opportunities, visit world.utexas.edu/abroad.

UNDERGRADUATE RESEARCH FELLOWSHIPS
The College of Natural Sciences funds or administers a number of fellowships for students doing research. We can also help direct students to many outside sources of funding for research. For more information visit cns.utexas.edu/honors/scholarships-fellowships.

UNDERGRADUATE RESEARCH FORUM
In April, undergraduates who have participated in research at UT or another institution present posters and oral talks on their work.

SUMMER RESEARCH PROGRAMS
In addition to spending a summer researching at UT, opportunities abound for participating in paid summer research programs at other institutions around the country. For more information on these and other research opportunities, visit cns.utexas.edu/honors/scholarships-fellowships/current-students/research-fellowships.
Health Science Scholars are expected to maintain the highest standards of academic integrity in every aspect of their work at the University. By signing this statement, a Health Science Scholar takes responsibility for knowing the University of Texas policy on academic integrity and for following it carefully.

The student should read the document titled Academic Integrity at the University of Texas at Austin, a publication of Student Judicial Services in the Dean of Students Office. The document is available at deanofstudents.utexas.edu/sjs/acint_student.php.

The following explanation of plagiarism should be understood as a general guide. Three different acts are considered plagiarism:

1) failing to cite quotations, facts that are not common or personal knowledge, or borrowed ideas;
2) failing to enclose borrowed language in quotation marks, and
3) failing to summarize and paraphrase in the student’s own words. It is not enough to name the source and vary the language slightly by plugging in synonyms; students must restate the source’s meaning in their own language and style.

Intellectual work is the lifeblood of universities, and the University of Texas treats intellectual theft as seriously as municipalities do the theft of property. For universities, intellectual work is property. We strongly encourage students uncertain whether a passage of their writing constitutes plagiarism to ask their instructor.

Natural Sciences honors students are expected to maintain a 3.50 cumulative GPA minimum. Students not meeting the GPA minimum will be placed on probationary status with the honors program. Honors students on academic probation are still able to fully participate in the honors program experience. Honors students on academic probation will be required to meet with a CNS Honors Center staff member to discuss and agree upon probationary terms. Probationary terms may include required Residence Hall Study Group attendance, tutoring via the Sanger Learning Center, and mandatory attendance at a minimum number of office hours per week. If students fulfill the agreed-upon terms and raise their GPA by the end of the probationary semester, the probationary status will be lifted. However, if students either do not agree to the probationary terms or do not meet the probationary terms at the end of the semester, they will be dismissed from the honors program.

I have read and understood the academic integrity statement and GPA expectations. If I ever need clarification on any question of academic honesty or expectations, I will seek help from faculty or from Health Science Scholars staff.

Student name (please print) ____________________________________________________________

Signature ________________________________________________________________

Date ________________________________________________________________
HONOR CODE

“The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.”

The code above was created by University of Texas at Austin students, staff, and faculty and was adopted by the university in 2004.