WELCOME

Welcome to the Polymathic 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 Polymathic Scholars website: 

[link]

cns.utexas.edu/polymathic-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 Polymathic 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. Tim Loving

Polymathic Scholars

Faculty Director
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Members of the faculty steering committee serve as mentors to Polymaths, evaluate field of study proposals, review applications, and determine program policy.

**Timothy Loving | Department of Human Development and Family Sciences**

director, Polymathic Scholars
tjloving@austin.utexas.edu

Timothy Loving is Associate Professor and Associate Chair for Undergraduate Studies in the Department of Human Development and Family Sciences. He received his Ph.D. from Purdue University in 2001 in Social Psychology and subsequently spent two years at The Ohio State University Medical Center during which he received specialized training in psychoneuroimmunology. Dr. Loving’s primary research program addresses the mental and physical health impact of relationship transitions, with a particular focus on affectively positive transitions (e.g., falling in love) and the role friends and family serve as relationship partners adapt to these transitions.

**Richard Aldrich | Department of Neuroscience**

raldric@austin.utexas.edu

Richard Aldrich is Professor of Neuroscience and holds the Karl Folkers Chair II in Interdisciplinary Biomedical Research. He received his Ph.D. in Neuroscience from Stanford University and did his postdoctoral work at Yale University in Physiology. His research is directed towards understanding the mechanisms of ion channel function and the role of ion channels in electrical signaling and physiology by using a combination of molecular biology, electrophysiology, biophysics, cellular and systems physiology, and computational biology. Dr. Aldrich has served on the council and as president of the Society of General Physiologists, and is a Fellow of the Biophysical Society.

**Ruth Buskirk | Biology Instructional Office**

rbuskirk@austin.utexas.edu

Ruth Buskirk, Distinguished Senior Lecturer in Biology, has taught introductory biology, honors biology, and honors genetics at the University of Texas at Austin for over 20 years. Dr. Buskirk received the UT System Regents’ Outstanding Teaching Award in 2009 and is a three-time recipient of the Texas Exes Teaching Award. Her research on behavior and physiology includes work of spiders, dragonflies, baboons, and unusual animal behavior before earthquakes.

**Caryn Carlson | Department of Psychology**

carlson@psy.utexas.edu

Caryn Carlson is Professor and Associate Chair of the Department of Psychology. Though she now focuses on positive psychology, well-being, and life satisfaction, she previously studied the functioning of children with Attention Deficit Hyperactivity Disorder (ADHD). As a professor, she has taught the highly coveted psychology course Positive Psychology and the Good Life for many semesters. She has also won numerous awards including the Raymond Dickson Centennial Endowed Teaching Fellowship, the Eyes of Texas Award for excellence in service to the University, and the President’s Associates Teaching Excellence Award.
Mia Carter | Department of English
miac@austin.utexas.edu
Mia Carter, Associate Professor in the Department of English, received her Ph.D. from the Department of English and Modern Studies from the University of Wisconsin-Milwaukee in 1992. Her awards and honors include induction in the Academy for Distinguished Teachers, the Texas Excellence in Teaching Award, the Chancellor’s Teaching Award, The Eyes of Texas Award for Student Service, and the Liberal Arts College Teacher of the Year Award. Her fields of specialization are Gender Studies and Cultural Studies and Postcolonial and British Film and Literature.

Arturo De Lozanne | Department of Molecular Biosciences
a.delozanne@utexas.edu
Arturo De Lozanne is Distinguished Teaching Associate Professor in Molecular Biosciences. He is interested in the study of cell motility and its role in different aspects of cell biology. His current research is focused on the understanding of the molecular basis of cytokinesis. He received his Ph.D. in cell biology from Stanford University and received the President’s Associates Teaching Award for outstanding achievement in the classroom in 2004 and the Holloway Award for Teaching Excellence in 2006.

Wendy Domjan | Department of Psychology
wdomjan@gmail.com
Wendy Domjan, Distinguished Senior Lecturer in Psychology, received her Ph.D. in cognitive psychology from the University of Wisconsin-Madison in 1977. She is the recipient of the Chad Oliver Teaching Award from Plan II Honors; The Harry Ransom Teaching Award and the Raymond Dickson Teaching Fellowship from the College of Liberal Arts; and is the first recipient of the Psychology Department’s Distinguished Teaching Award. Her most recent teaching interests have focused on the psychology of religion, the psychology of fundamentalism and the psychology of hope and virtue.

Thomas Garza | Department of Slavic and Eurasian Studies
tjgarza@austin.utexas.edu
Thomas Garza is Distinguished Teaching Associate Professor in the Department of Slavic and Eurasian Studies and Director of the Texas Language Center. His research interests include contemporary Russian youth and popular culture, teaching the cultural component in foreign languages, applications of authentic media—especially film—in language teaching, and vampires in Slavic cultures. Garza’s research on vampires was featured in the History Channel’s docudrama, “Vampire Secrets,” and in HBO’s vampire documentary to launch the “True Blood” television series. Garza has been recognized with numerous awards, including the Regents’ Outstanding Teaching Award and National Award for Post Secondary Teaching.

Marci Gleason | Department of Human Development and Family Sciences
mgleason@mail.utexas.edu
Marci Gleason’s research focuses on how transitions or stressful contexts influence both individual and relationship processes. Currently she is investigating the role of social support in regulating emotion, health, and relationship functioning as couples become first-time parents. Other topics of interest to her are: 1) how family togetherness influences important couple and parenting outcomes, 2) how pathological personality traits present in older adults, 3) the influence of personality disorders on health and relationship functioning as individuals age, and 4) how intensive longitudinal designs can be used to better understand both between- and within-person processes.
Judith Jellison | Butler School of Music
jjellison@austin.utexas.edu
Judith Jellison is Mary D. Bold Regents and Distinguished Teaching Professor of Music. She also serves as Head of the Division of Music and Human Learning and teaches undergraduate and graduate courses in children’s literature and performance, observation and evaluation, and music in special education and therapy. Dr. Jellison currently serves on the editorial boards of the Journal of Research in Music Education and the Journal of Music Therapy. She has served as Chair of the Executive Committee of the Music Educators Research Council and the Society of Research in Music Education of MENC and served on steering committees of the National Endowment for the Arts and the United States Department of Education.

Mike Mauk | Department of Neuroscience
mauk@utexas.edu
Mike Mauk, Professor of Neuroscience, received his Ph.D. from Stanford University and did postdoctoral work in the Neurology Department at Stanford Medical School. Dr. Mauk’s research focuses on computation and mechanisms of learning in brain systems, particularly in the cerebellum and prefrontal cortex. The hallmark feature of his research is the combined use of experiment and computer simulation to address what brain systems compute and how their neurons and synapses accomplish this computation. Dr. Mauk's ultimate goal for his research is to understand brain systems well enough to build fully functional replicas.

Brian Roberts | Department of Government
roberts@utexas.edu
Brian Roberts, Professor of Government, is interested in American political institutions, interest groups, and positive political economy, with a focus on the intersection of politics and financial markets, corporate political participation, and distributive politics. He has published papers in the fields of political science, economics and finance and holds an appointment in the new Department of Business, Government and Society in the McCombs School of Business.

Trish Roberts-Miller | Department of Rhetoric and Writing
redball@mindspring.com
Trish Roberts-Miller is a Professor in the Department of Rhetoric and Writing. Her field of interest involves the history, theory, and pedagogy of public argumentation. She has taught many different courses at UT including Demagoguery, Principles of Rhetoric, Deliberating War, History of Public Argument, Rhetoric of Racism, and Propaganda. She received her Ph.D., in Rhetoric from UC Berkeley and taught at the University of North Carolina at Greensboro as well as the University of Missouri-Columbia before coming to UT Austin in 2000.

Sonia Roncador | Department of Spanish and Portuguese
roncador@austin.utexas.edu
Sonia Roncador is Associate Professor of Brazilian Literature in the Department of Spanish and Portuguese. Her topics of interest include representations and strategic uses of domestic servants in Brazilian literature. She is the author of the book Poéticas do empobrecimento: a escrita derradeira de Clarice” (2002) and has also published articles on Clarice Lispector’s and other Brazilian women’s fiction and testimonial literature.
Stan Roux | Department of Molecular Biosciences
sroux@austin.utexas.edu
Stanley Roux is Distinguished Teaching Professor in Molecular Biosciences. He received his Ph.D. from Yale University. Dr. Roux’s research studies how the environmental stimuli of light and gravity alter patterns of growth and development in plants using molecular approaches to characterize proteins that are critically involved in mediating the coupling of light and gravity stimuli to morphogenic changes in plants. Roux was honored as a Piper Professor by the Minnie Stevens Piper Foundation in 2002 and is a member of the Academy of Distinguished Teachers.

Lorenzo Sadun | Department of Mathematics
sadun@math.utexas.edu
Lorenzo Sadun, Professor of Mathematics, received his B.S. from Massachusetts Institute of Technology and his Ph.D. from the University of California in Berkeley. He has been awarded with a Distinguished Teaching Award by the U.C. Berkeley Physics Department. Dr. Sadun has been teaching at the University of Texas in Austin since 1991. He ran for the Place 10 seat against Cynthia Dunbar at the Texas State Board of Education election in 2009 and was a congressional candidate in 2004. He has published over 60 peer-reviewed articles in academic journals.

Elizabeth Scala | Department of English
scala@austin.utexas.edu
Elizabeth Scala, Associate Professor of English, received her Ph.D. in English and American Literature and Language from Harvard University in 1994. She writes and teaches about Chaucer, the history of Chaucer studies, and the textual environments of medieval literature. Her recently published essays focus on the circulation of desire in the Canterbury Tales; the phallic jokes in the General Prologue and modern historicist criticism; and illustrations of the Canterbury pilgrims in manuscript and modern books.
The College of Natural Sciences (CNS) Honors Center was created in 2013 to support the educational aspirations of some of the country’s most promising science students at one of the world’s leading research universities. The Center’s mission is to expand the College’s capacity to recruit extraordinary students—and foster extraordinary student achievements—through a diverse portfolio of world-class honors programs. Dean’s Scholars (DS), Health Science Scholars (HSS), and Polymathic Scholars (PS) have been designed to appeal to students with different aptitudes and goals. Each, however, gives talented and motivated students unprecedented access to rigorous courses, authentic research opportunities, noted faculty, innovative degree plans, dedicated advising, and community-building event programming. The programs are designed to increase individual student attention and promote exploration of academic, cultural, and social interests through small intellectual communities of scholars. Collectively DS, HSS, and PS serve about 500 students.

**Melissa Goessling** | Director  
melissa.goessling@austin.utexas.edu  
Melissa oversees the CNS Honors Center in its day-to-day operations including honors student programming and curriculum, honors program admissions and recruitment, faculty involvement and mentorship, and alumni support. Melissa holds a B.A. in Latin American Studies, a M.Ed. in Higher Education Administration and is completing a Ph.D. in Higher Education Leadership.

**Amy Beebe** | Administrative and Event Support  
abeebe@austin.utexas.edu  
The newest member of the CNS Honors Center, Amy assists with administration and event planning for each of the three college-wide honors programs, and supervises a team of four student workers. She holds a B.A. in Psychology from the University of Texas at Tyler.

**Adrienne Chacon-Posey** | Scholarship Coordinator  
achacon@austin.utexas.edu  
Adrienne is the Scholarship Coordinator for the College of Natural Sciences. She serves all prospective and current undergraduate CNS students in their search for both college and campus wide scholarships, as well as nationally competitive awards. Adrienne is a proud Texas Ex, having received her BS in Applied Learning and Development from UT.

**Mark Hemenway** | Academic Advisor  
markhemy@austin.utexas.edu  
Mark is the academic advisor in the CNS Honors Center for students in Dean’s Scholars and Health Science Scholars. He enjoys having the opportunity to work with honors students from Orientation through graduation and is a good place to start with any questions related to UT. Mark is a recent recipient of the James W. Vick Award for academic advising.
Madison Searle | Supplemental instruction, Program Coordination, Academic Advising
madisonsearle@austin.utexas.edu
Madison guides Polymathic Scholars (PS) through the process of designing and proposing a field of study, assists with thesis evaluation for Health Science Scholars and PS, advises PS, and assists with recruitment and administration for DS, HSS, and PS. He holds an M.A. in English from the University of Virginia.

Rebecca Wilcox | Thesis instruction, Academic Advising
rebecca.wilcox@austin.utexas.edu
Rebecca teaches the Capstone course and the preparatory thesis workshops for Polymathic Scholars (PS) and Health Science Scholars. She also advises PS and assists with recruitment and administration for DS, HSS, and PS. Previously, she coordinated UT-Austin’s Office of Undergraduate Research and taught at West Texas A&M University. She holds a Ph.D. in English from UT-Austin.
POLYMATHIC SCHOLARS STUDENT LEADERSHIP PANEL

The Polymathic Scholars Student Leadership Panel hosts a variety of social, academic, and service events on and off campus. Among its signature achievements is the Texas Chautauqua Series, an annual campus-wide forum on issues of particular importance to Texans. Recent forums have concerned the controversy over how evolution should be taught in the state's public schools, concealed carry legislation, and the influence of major college football in higher education. Sophomores, juniors and seniors apply to join the coming year's panel in April; freshmen may apply after their first semester. This year's Chair is senior Evan DeLord.

**Evan DeLord**  
eddelord@gmail.com  
Evan DeLord is a fourth-year neuroscience major and is using his Polymathic Scholars field to explore the identities that emanate from innate personality traits. Evan is involved in neuroscience research using computers to make theoretical predictions about brain function. After he graduates, Evan would like to attend graduate school to continue doing neuroscience research. In his spare time Evan enjoys playing the piano, having good conversations with interesting people, and doing nerdy computer things.

**Aivien Do**  
aivien.do@gmail.com  
Aivien Do is a fourth-year neuroscience and psychology double major from Plano, Texas. She likes to study the interdisciplinary aspects of the brain and finds it fascinating that humans can study themselves. For her Polymathic field of study, “Ethics of Digitalized Interpersonal Communication,” Aivien compares the physical and digital modes of communication and their influence on deception. Along with her academics, her activities include tutoring high school students, volunteering in hospice homes, and in her down time, cooking and social dancing, especially salsa and bachata. After graduation, she aspires to go into medicine and become a physician.

**Layla Farahani**  
madalice464@utexas.edu  
Layla Farahani is a third-year Polymathic Scholar. She was born in Austin, and with the exception of seven years spent in Chandler, Arizona, she is proud to declare she’s lived in the live music capital all her life. Microbiology. Layla’s minor, “The Culture of Beauty,” focuses on the different perceptions of beauty in Asia and their effects on women. Layla also enjoys mentoring and tutoring in calculus for the Texas Interdisciplinary Plan (TIP), a program that focuses on easing the transition between high school and college for freshmen. Layla also volunteers at her local nursing home, an activity she feels has given her so much more than she ever expected. Layla holds a special love for her family, friends, baking, and small furry creatures. She intends to go to medical school after graduating from UT.
Sruthi Kumpatla
sruthikumpatla@yahoo.com
Sruthi Kumpatla is a second-year biochemistry major and this is her first year on the Polymathic Scholars Student Leadership Panel. She was born in India, but was raised in Houston, Texas for most of her life. Sruthi is still formulating her study. She plans on combining holistic medicine with meditation and yoga for her PS field. Her future plans are to enter the medical field and become a pediatrician. Sruthi is currently doing research through the Freshman Research Initiative in the Supramolecular Sensors Stream. Sruthi hopes to get more involved in research, and maybe go on a study abroad program. In her spare time she likes to paint, listen to music, explore Austin, and eat mint chocolate chip ice cream.

Zach Lineback
zachlineback@utexas.edu
Zach Lineback is a third-year psychology major who’s also pursuing a certificate in Core Texts and Ideas. Born and raised in Humble, Texas, a Houston suburb, Zach shocked his OU graduate father and decided to go Hook ‘Em. He loves sports, particularly baseball and the Tampa Bay Rays, and his Polymathic Scholars field examines the development of America’s love for sports and how sports have influenced American cultural ideas about issues such as race, class, and gender. Outside of Polymathic Scholars, Zach loves volunteering through YoungLife, drinking coffee, and watching a great game from any sport—even curling. Zach hopes to pursue a career in counseling focused on helping people who are struggling through depression and anxiety.

Audrey Nguyen
audrey.n.nguyen@utexas.edu
Audrey Nguyen is a junior pursuing dual degrees in Philosophy and Plant Biology; her Polymathic field of study, Astrobiology, was approved in summer 2014. Born in Houston, she grew up within a 15-minute radius from NASA Johnson Space Center, which contributed to her deeply rooted curiosity surrounding all things space-related. Outside of Polymathic Scholars, she is a student DJ for 91.7 KVRX Austin, interns at the UT Micro Farm, and is a member of Texas Spirits. In her spare time, she enjoys yoga, dancing (ballet), hiking, kayaking, rock climbing, watching TED talks, and exploring different mediums of human expression (art, music, theatre, etc.) After graduation, she hopes to serve abroad with the Peace Corps.

Katie Phung
katienphung@gmail.com
Katie Phung is a second-year Pre-Med Neuroscience major and a first-year panel member. She was born in California, but was raised in Keller, Texas for the majority of her life. Her possible Polymath field of study will be either Molecular Animation or Education Reform. Katie is also involved in research through the Freshman Research Initiative, and is a member of Spit Shine Poetry Club, Asian Health Professions, and Koinonia. In her spare time, she enjoys listening and attempting slam poetry, experiencing and exploring new stuff in the city of Austin (sports, food, places, people, arts, etc), having thought-provoking conversations, playing board games and video games, singing musicals and making art.

Aspen Riser
aspen0521@utexas.edu
Aspen Riser is a fourth-year student pursuing a double major in Public Health and Psychology Pre-Med. Aspen chose these fields because she loves meeting new people and hearing their stories. Her Polymathic field of study, “Women in Contemporary World Religions,” is an investigation of the roles of women primarily in Hinduism, Buddhism, and Islam. Born and raised in Cedar Hill, Texas, Aspen gives back to the community by serving as the Service Chair of the Polymathic Scholars Student Panel. Aspen is currently a member of Kappa Rho Pre-Med Honor Society and Texas Public Health and enjoys volunteering at Dell Children’s Medical Center. When she isn’t studying, Aspen enjoys running and yoga.
Celia Valles
celiahv@sbcglobal.net
Celia Valles is a second-year biochemistry major with aspirations to go to medical school. While she was born in Laredo, Texas, Celia considers her hometown to be San Antonio and tries to visit home often. Although she has not yet proposed a field, Celia has been brainstorming ideas centered on literature and ancient medicine. Celia is involved in Global Medical Brigades, is a FIG mentor, and plays guitar in the UT mariachi, Mariachi Paredes (she’s been a mariachera for 8 years now and has loved every moment). Celia also enjoys volunteering, sewing, reading, playing the ukulele, and listening to live music.

Imran Zafar
imranzafar@utexas.edu
Imran is a third-year chemistry major from Round Rock, Texas who has developed a field of study entitled “The Empowered Nonprofit.” Through his field, Imran hopes to explore the relationship between the nonprofit sector with both the for-profit sector and the public, with an emphasis on the conditions that determine the viability and sustainability of nonprofit organizations. Outside of Polymathic Scholars, Imran serves as a tutor for the Resident Hall Study Groups program and is involved with Camp Kesem – a non-profit that organizes a week-long summer camp for kids with a parent affected by cancer. In addition to running, Imran enjoys just about any activity on the water and is always ready to play a game of ultimate frisbee. To unwind, he usually picks up a car magazine and settles into the nearest couch.

Larissa Zeleznia
imranzafar@utexas.edu
Larissa Zeleznia is a fourth-year history major and this is her second year on the Polymathic Panel. Forever an animal lover, she hopes that her field of study, titled “Animal Welfare,” will help her to achieve her ultimate goal of starting her own dog shelter. This field of study encompasses both wild and domesticated animals and will answer several questions, the most important of which might be, to what extent and in what ways should humans “help” animals? Larissa is involved elsewhere on campus as an active member of Texas Phi Beta Chi. She also works as an Intramural Supervisor and Official for RecSports. This busy lifestyle leaves little free time, but when she finds some, Larissa enjoys reading, playing sports, spending time with friends and family, and traveling the world.
WHAT IS THE POLYMATHIC SCHOLARS PROGRAM?

Polymathic Scholars, the newest honors program in the College of Natural Sciences, is designed for undergraduates committed to the sciences who also have passionate interests beyond them. The program’s mission is to foster these students’ creative curiosity by helping them integrate their diverse interests into an academic degree plan that’s both rigorous and personally rewarding.

Those interests might be public policy questions that concern scientists, or they might have nothing to do with science. What they have in common are interesting questions—questions that require expertise from different branches of knowledge, interdisciplinary questions. And a major research university like UT-Austin is the ideal setting for answering them.

In their second year, Polymaths determine their questions, identify the courses and faculty relevant to answering them, and design a field of study in a written proposal that’s reviewed by faculty members affiliated with the program. The classes listed on the field proposal will constitute a certificate curriculum. Certificates are similar to minors: they allow students to complement their major with coordinated coursework outside their major on a subject of interest. The distinctive feature of Polymathic certificates is that each is conceived, not by the university, but by the students themselves. The coursework, formally recognized on transcripts as the Evidence and Inquiry certificate, is a component of the College’s Bachelor of Science and Arts honors degree.

The hallmark experience of the Polymathic Scholars program is the Capstone project, in which students write an honors thesis on a research question within their field of study and submit part or all of their work for publication. They also present a facet of their work to the public during the university’s Undergraduate Research Forum.

But Polymathic Scholars are also a community, diverse in background yet like-minded in their restless curiosity. Faculty and members of the CNS Honors Center endeavor to create for Polymaths a small-college oasis within a resource-rich, world-class research university.
WHO IS SELECTED?

The Polymathic Scholars program is highly selective, admitting about fifty first-year students each year. A small number of openings are also reserved for second-year students who have distinguished themselves in their first year of college, whether at UT-Austin or another institution. The program looks for students with a high level of academic and community accomplishment and a strong interest in science, as well as an aptitude for and achievement in one or more areas outside the sciences. Polymathic 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 and thoughtful ownership of intellectual and creative pursuits both within and beyond the sciences.
WHAT DOES THE POLYMATHIC SCHOLARS PROGRAM ENTAIL?

ACADEMIC ADVISING

Overview. Polymathic Scholars (PS) are advised in the Honors Center throughout their undergraduate years at UT.

Registration. PS students must schedule an appointment with their academic advisor before course registration. At this advising session, students will review degree plans to assess what degree requirements have been completed and which ones are still needed. Advisors will contact students at least two weeks prior to registration for the next semester.

MAJOR DEGREE PLAN

Overview. Polymathic 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 PS in good standing. Like all UT students, PS 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 Polymathic 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. Polymaths 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.

Polymathic 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 or Spring)
• NSC 109, Polymathic Field Invention (Fall or Spring)

Year 3
• More BSA degree coursework (Fall and Spring)
• NSC 110, Honors Seminar (Fall and Spring)

Year 4
• More BSA degree coursework (Fall and Spring)
• NSC 109, PS Capstone Preparation Seminar (Fall)
• NSC 371, PS Capstone Thesis Seminar (Spring)

POLYMATHIC 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. The first-year NSC 110 sections for Polymaths are led by PS Director Tim Loving.
• 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, Polymathic Field Invention: This second-year PS-specific seminar guides students through the process of figuring out what they would like to study, determining which academic disciplines are relevant, and writing a proposal for faculty review that defines and defends their study’s aims and scope.
• NSC 109, PS Capstone Preparation Seminar: In this fourth-year seminar, students develop a focus for their Capstone research. Students secure their mentor and determine their research question and scope of work.
• NSC 371, PS 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 Polymathic 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 Polymaths. Each of these is described below.

**UGS 303, Originality in the Arts and Sciences.** Polymaths’ 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. Arturo De Lozanne leads this course, along with a staff of teaching assistants who provide students with individualized attention.

**Freshman Research Initiative.** Polymaths 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 their academic advisor.

**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

College honors and certificate programs typically ask students to accomplish something special outside coursework requirements. The Polymathic Scholars Capstone thesis satisfies this tradition while providing many opportunities for external recognition through publications or prizes. The Capstone thesis also is a welcome addition to applications to professional schools, graduate schools, internships, and professional jobs after graduation.

TOPICS AND FACULTY MENTORS

Polymaths determine a thesis topic by reflecting on their certificate coursework, conducting independent research, and talking with faculty. Although topics vary widely, every thesis is expected to relate to the student’s certificate, to pose a question, and to answer this question through evidence-based argumentation. So, as Polymaths begin their theses, they will know the question they want to ask, but not the answer. The thesis is that answer. Faculty interaction is essential to a student’s development as a researcher and writer, so all Polymaths must secure a faculty mentor to guide their thesis efforts. Finding a mentor is largely an independent process, although CNS Honors Center staff are happy to help Polymaths identify faculty with relevant expertise. Once they have a mentor, they write a thesis proposal and submit a thesis registration form, which the mentor signs.

TIMING AND THESIS COURSES

Two courses support Polymaths’ thesis efforts. First, they take the NSC 109 Capstone Seminar in the Fall of their fourth year. This seminar helps them formulate a research question, collect relevant sources, write a prospectus, and secure a faculty mentor. In the Spring of their fourth year, Polymaths take the NSC 371 Capstone Thesis Seminar, which provides a sense of community, a forum for discussing thesis progress, and information and guidance necessary for timely and successful completion of the thesis. Students also present their work during University Research Week’s Longhorn Bazaar in April.

SAMPLE THESIS

Since the program began in 2008, Polymathic Scholars have designed more than 200 distinctly different certificates. Their capstone theses are similarly diverse. While one thesis may analyze the literature on neonatal seizures, another may introduce a new concept—ambiguous cinema. Although the program furnishes general thesis guidelines, Polymaths and their faculty mentors ultimately agree on the scope, format, and style of a thesis that reflects the conventions of their discipline(s) and publication outlets. We encourage all Polymaths to join the scholarly conversation on their topic by submitting their work for publication in a peer-reviewed journal. Students research appropriate journals, work with editors, and end up adapting and improving their work in the process. Here is a selection of relatively brief articles adapted from Polymathic Scholars theses:

The Implications of a-synuclein in the Treatment of Parkinson’s Disease
Kelly Wilmas
Published in the Undergraduate Research Journal for the Human Sciences

Infotainment’s Appeals and Consequences
Andrew O’Connor
Published in Neoamericanist

Are they pledging “I Do” to Virginity Until Marriage? An Examination of the Factors Influencing the Effectiveness of Abstinence-Only Sexuality Education
Debra Lin
Published in the Undergraduate Research Journal for the Human Sciences
GUIDELINES AND FORMS

These materials clarify the nature of the thesis, the faculty mentor’s role, and some procedures needed to register and submit the thesis. The forms are also available on the Polymathic Scholars website under “Completing a Thesis.”

1) **Thesis Guide for Students**: Read this to understand the scope of the thesis.

2) **Thesis Guide for Faculty**: Give this to faculty who are considering being your thesis mentor.

3) **Thesis Registration Form (.docx)**: Submit this to the CNS Honors Center before taking the NSC 371 Capstone Thesis Seminar.

4) **Progress Report Form (.docx)**: Give this to your mentor and return it to the NSC 371 instructor by the deadline noted on the course syllabus.

The following is adapted from the Thesis Guide for Students.

**Topic selection.** A student's Capstone thesis must be related in some way to his or her field of study. If one's field of study is “Business Practices of Humanities Museums,” one would not do a thesis on research he or she has done in a genetics lab since sophomore year. The Capstone thesis should be as unique as the student, but it must also draw upon areas in which he or she has training or experience. We know from experience that one or two semesters isn't long enough for a student 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 topic. 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 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.

Keep in mind that in general, the 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 the thesis by submitting it to an approved peer-reviewed publication. Thus, students should write about topics and ideas they are willing to share with others.

**Faculty mentor selection.** Often, students settle on a research topic while finding a faculty mentor for the thesis. To achieve this, many students find it helpful to involve the mentor in the topic narrowing process. That way, the project is apt to be of interest to both individuals. The NSC 109 Capstone Preparation Seminar, which students take in the fall of their fourth year—the semester before they take the NSC 371 Capstone Thesis seminar—will supplement the guidance they get from their mentor.

The faculty mentor typically must be a UT faculty member with an active research program. To find a mentor with expertise relevant to a thesis topic, students need to do some research. For instance, they talk to fellow students and professors with whom they’ve had classes. They also use UT’s Eureka database and departmental webpages. Many 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. Conducting Academic Search Complete queries to find faculty members’ research papers is also helpful. Students also Google faculty members to see what the popular press says about them.

Meeting with several possible mentors is important. In introductory emails and meetings,
students should show that they are acquainted with, and interested in, a faculty member's work. They should be prepared to share related interests with them. Students should rest assured that even professors who cannot supervise them are apt to help them think through their research interests and identify leads to follow. There is no need to worry about this process. It's just important to know that lining up a mentor can take months. So, students should start this process no later than early Fall of the senior year.

The faculty mentor’s role. The mentor is a professor who guides the students’ research, critiques their ideas and writing, and assigns a portion of their grade for the NSC 371 thesis seminar, in consultation with the NSC 371 instructor. Students should meet regularly with their mentor—about every two weeks or fewer—to talk about their progress and discuss work they have submitted between meetings. Recall that the mentor must be someone who will be working on campus when the student is enrolled in NSC 371. The syllabus for this seminar shows what thesis elements must be submitted to the mentor—and when.

Many supervisors want to see more evidence of incremental progress than NSC 371 requires. So, students need to be sure they know what their mentor wants to see—and when. Students are responsible for ensuring that their mentor is aware of the NSC 371 deadlines and that both individuals are clear on each other’s expectations about the thesis topic and the amount and type of contact they will have with each other during the semester.

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 to uncover ideas and evidence related to his or her topic.

Secondary Research Theses. Theses based on secondary research are most common. 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, these based on secondary research do need to contain original ideas. Your own thoughts, backed up by your 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. You are unlikely to do a primary research thesis, but you can if you have the time for both data collection and writing. Primary research theses often involve designing and conducting original laboratory, survey, or field research under the particularly attentive guidance of a faculty member and member(s) of his or her research group. That usually takes much longer than one or two semesters to accomplish.

If you want to conduct a primary research thesis project involving humans or animals, you must get University-level approval before you collect any data. Even if you just want to interview fellow students on campus, you 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 this website:

http://www.utexas.edu/research/rsc/humanresearch/.
Or contact them by dropping in, calling, or emailing:

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

Primary research theses also can involve data from archival records. This is a rich source
of data for Polymaths. 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, which contrasts with books and journal articles. However, archival research gives one the opportunity to create a truly unique and original paper. You are strongly encouraged to learn more about what archival research entails. You can start here:

http://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. You work with your faculty mentor for the thesis to determine the standards specific to investigating and writing about your topic.

However, every thesis should reflect the general guidelines shown below. Read these before you decide on a topic and a methodology. If the project you intend to do is not apt to satisfy these criteria, ask the NSC 371 Capstone Seminar instructor for approval before you 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—your field of study. The questions should be good ones in that they position you well to offer an answer that adds something new to the conversation on your topic. The answer to your 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 a literature in a way that has been done before. Your perspective, your original insights and powers of analysis, should be front and center in your Capstone thesis.

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

**Audience**

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

**Methodology**

Your thesis should reflect conventions typical of the main disciplines(s) to which your topic connects. You and your faculty mentor should agree on what your methods should be and how to communicate them accurately and effectively. For instance, if you are synthesizing a large, complex literature on a topic, you need to develop and implement clear decision rules for when you include or exclude sources to answer your research question(s). These decisions must be made apparent to your audience so that they know how you arrived at your answer.
Conclusion

The thesis should have a conclusion. That is, your 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, 12-point Times New Roman font), excluding cover page, figures, tables, bibliography, and appendices. You and your mentor should agree on whether the length of the thesis must be altered in order to adequately address your research question.

Citations

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

References

In addition to your citations, your thesis needs a list of works cited in accordance with a style guide you and your supervisor agree to use. The appropriate number and type of citations depends on your topic and your 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 manual of style/style guide that is in use in its field (consult your supervisor)
5) Carefully proofed. A thesis with more than a few errors in spelling, grammar, or punctuation will not be accepted.

Thesis Submission. You will write your thesis and take the NSC 371 Capstone Thesis Seminar concurrently. Seminar meetings will help you stay on track with thesis deadlines and requirements. Although the majority of the thesis course consists of independent work and meetings arranged between you and your faculty mentor, mandatory seminar meetings are held as per the NSC 371. The syllabus will provide more information about what you submit—and when. Typically, the thesis is due before the last day of finals in the spring.

You must submit your thesis in a specified format, which will be detailed in the syllabus for NSC 371. Submission of the thesis involves converting the final version into a .pdf and uploading it to the NSC 371 Canvas site. Then, it may be made available through the CNS website. In addition, you must submit hardcopy of the thesis with your supervisor’s signature on it, along with a thesis submission form.
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 Adrienne 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 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.
<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>PS Welcome Picnic</td>
<td>Monday, August 25</td>
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<tr>
<td>Gone to Texas</td>
<td>Tuesday, August 26</td>
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<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>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>Friday, October 24 - Sunday, October 26</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>
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<tr>
<td>Final exams</td>
<td>Wed., December 10 – Tues., December 16</td>
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<tr>
<td>Residence halls close</td>
<td>Wednesday, December 17</td>
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<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>
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<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>
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<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>
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<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>
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In addition to the above, all Polymathic Scholars, including the incoming class, will have the opportunity to help design social and academic events as a cohort.
Polymathic 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 Polymath 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._