

UNIVERSITY OF DELAWARE
**Undergraduate
Research Program**

**CHEP
SCHOLARS PROGRAM**

HANDBOOK



2010

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HOW TO USE THIS HANDBOOK

This Handbook is designed for students to use on two occasions: (1) *before applying* to the College of Human Services, Education and Public Policy (CHEP) Scholars Program, and (2) *when working* as a Scholar.

1. To students who have general questions about the program, we suggest that you read through this entire Handbook and seek advisement at the **Undergraduate Research Office, 180 South College Ave. (831-8995; UndergradResearch@udel.edu)**. Then consult the faculty research projects for your area of interest. These are located on the web at <http://www.urp.udel.edu/>; select 'Faculty Project Listings' under the 'Research Opportunities' menu.
2. Feel free also to contact any of the **students listed in the directory** at the back of this Handbook to request a first-hand account of the summer and academic-year research apprenticeships from a student's point of view.
3. At the beginning of their summer apprenticeships, Scholars should *reread* Section III of the Handbook. During the summer, any Scholar or faculty sponsor may contact the Undergraduate Research Office by e-mail (UndergradResearch@udel.edu) or phone (831-8995) for assistance.

I. PROGRAM DESCRIPTION

WHO IS ELIGIBLE TO PARTICIPATE?

Sophomores or juniors who are majors in the College of Human Services, Education and Public Policy and who hold a 3.0 cumulative g.p.i. and 3.5 in the major--or who have the endorsement of their department chairperson--are eligible to apply. CHEP Scholars serve an in-depth research apprenticeship with a faculty member in one of the following departments:

Fashion and Apparel Studies

Hotel, Restaurant and Institutional Management

Individual and Family Studies

Leadership

School of Education (Elementary Education, Special Education, Educational Studies)

Urban Affairs and Public Policy

Research is conducted under the close supervision of the faculty sponsors. Scholars read in the literature of the research area and hold regular meetings with their faculty sponsors while conducting their research projects. Senior theses, undertaken by some Scholars for the Degree with Distinction or Honors Degree with Distinction, are frequently extensions of research begun in the apprenticeships, although a Scholar is not required to do a senior thesis.

THE SCHOLAR AWARDS:

Each student chosen to be a CHEP Scholar will receive a merit-based stipend of \$3000. In addition, each scholar will receive \$500 to help pay for summer housing. Supplemental scholarship money is available for Scholars with an unusually high financial need; to inquire about applying for a scholar supplement, schedule an appointment with Meg Meiman (meiman@udel.edu), Coordinator of the Undergraduate Research Program. Faculty researchers sponsoring Scholars will receive support in the amount of \$500 unless the faculty member or the faculty member's department has waived receipt of this support in order to contribute additional funds to the Scholar awards.

Be aware that these awards are highly competitive.

The Scholars are apprenticed full-time for ten weeks during the summer, and they are required to continue their research part-time during the following academic year without further remuneration from the program. The Scholar's official commitment to the Program is completed by the end of the academic year. For research accomplished during the academic year, Scholars in most departments earn "major elective" academic credit toward their bachelor's degrees. Research done by seniors during the academic year may be part of the senior thesis for the Degree with Distinction or Honors Degree with Distinction.

THE RESEARCH PROJECT:

The Scholars Program requires that a Scholar's project advance not only the learning of the student but also the research of the faculty sponsor. In fact, the research is to be a collaborative effort. A sophomore applicant will generally join a research project that the faculty member has initiated. A junior may have identified a topic for a senior thesis and be seeking a faculty member whose research interests mesh with the student's own research goals.

IMPACT ON FACULTY RESEARCH:

CHEP Scholars affect three important areas of faculty research. (1) They help beginning faculty researchers on projects not sufficiently developed to gain outside support for graduate student, postdoctoral or technicians' salaries. (2) They help experienced investigators try out new ideas before applying for major funding. (3) They are useful additions to existing projects.

PROGRAM ADMINISTRATION:

The CHEP Scholars Program is administered by the University of Delaware's Undergraduate Research Program in cooperation with participating academic departments. Dr. Lynnette Overby is the Faculty Director, and Meg Meiman is the Coordinator.

II. HOW TO APPLY

1. ADVICE: BEFORE YOU APPLY

The following suggestions have been made by former CHEP Scholars for students who are considering applying to the program. This information is designed to help you decide whether you would enjoy and benefit from being in the program. **NOTE: It is best to begin this process as early as possible. Finding the right faculty sponsor and writing (and rewriting) the proposal takes time.**

a. What will you gain if you participate?

Here is how one scholar explains her experience:

“By actually participating in hands-on research, I believe that I was able to learn more about real people and real research than could ever be possible in standard course work. I have become a more astute reader of research results, and a better student. I have also grown personally and professionally.

“However, I could never have accomplished this growth single-handedly. My faculty supervisor was excellent in all respects. She has allowed me to participate in all aspects of this research project from the very beginning. I was able to learn by doing, and I feel confident in my abilities as a research assistant. She treated me as an equal partner. She allowed me to work independently on important parts of the project, but I always knew she would catch me if I fell. When I was nervous, she’d boost my confidence. After a difficult interview, she’d make me laugh. She shared her expertise as a researcher as well as her friendship.”

b. Meeting Professors

Study the faculty project descriptions listed on the Undergraduate Research program web site: <http://www.urp.udel.edu>, and review these opportunities with your department faculty contact person. Visit faculty whose projects you are interested in and discuss with them what their projects are about, who is working on them, and what you as an undergraduate researcher would be able to contribute and what you would learn. Discuss the potential that projects hold for a senior thesis. Or present your own idea for a thesis.

c. Selecting a Project

In thinking about potential projects and advisors, don’t limit yourself to areas about which you already feel knowledgeable. What you will discover—whatever project

subject you eventually select—is that you are really not “qualified” to be working on it in the same sense that you will be qualified for a job at graduation. In fact, this is what “apprenticeship” means: highly promising but not yet “qualified” persons learn by helping to do what they are trying to *learn*. So don’t shy away from an exciting research area because you think you don’t know enough about it; instead, view the Scholars Program as providing you with an opportunity to explore a subject you would like to know more about.

2. APPLICATION PROCEDURE:

To apply, students must submit a research proposal containing a two-to-three page project description that has been developed with a faculty sponsor. Included in this proposal are:

1. the general questions under investigation
2. methods used to address these questions
3. a short bibliography of reading with which the student will begin
4. an explanation of how the students’ work will relate to the faculty sponsor’s own research program
5. a projected time-table describing what research goals will be set for each week (or other appropriate period) of the 10-week summer.

A support letter from your faculty sponsor must also be included. Applications will be available online on January 8th, 2010, on the Undergraduate Research Program website, <http://www.urp.udel.edu>, and must be submitted by **March 1, 2010**. Sample applications are available on the website.

3. MAKING THE DECISION:

If, after speaking to experienced Scholars and speaking to professors you are still unable to decide between participating in the program and getting another job for the summer, consider the following criteria offered by experienced Scholars:

“It is my recommendation that any undergraduate student who has the chance to do research, should do so. The initial intimidation of doing research can be overcome by just getting in there and giving it a try.”

“The summer jobs that I held in the past did not allow me to think creatively or spend time in the library. My work [this summer] helped me to better define my career goal.”

“It has been personally and educationally rewarding. This was an important transitional step, for I am presently considering graduate school.”

4. ACCEPTANCE STATEMENT:

Once you receive the offer of a CHEP Scholar Award, you have two weeks to return the acceptance form. If during this time any doubts arise about whether you should take the award, talk them over with your research advisor and with Dr. Lynnette Overby (overbyl@udel.edu) or Meg Meiman (meiman@udel.edu) in order to reach the right decision for your particular situation.

Note: The Scholars Program is a full-time commitment for the 10-week award period; during these 10 weeks, with rare exceptions, a Scholar may not take any courses or hold any other job. An exception must have the written permission of the Undergraduate Research Program. If *financial* concerns lead you to consider declining an award, be sure to speak with Meg Meiman (meiman@udel.edu) the Coordinator, to discuss your eligibility for supplemental funding.

III. NOW THAT I AM A RESEARCH SCHOLAR

1. BEFORE THE END OF THE SPRING SEMESTER

a. Orientation Meeting

An orientation meeting for new CHEP Scholars will be held in May. This meeting will be about one hour long and will provide you with an opportunity to ask whatever questions you have about the program and your role in it. This meeting will also help you to become acquainted with other new Scholars and with the program's administrative personnel. At this meeting you will receive your Letter of Intent form.

b. Letter of Intent

The Letter of Intent, signed by both you and your faculty sponsor, must be submitted to the Undergraduate Research Office by May 15. In this Letter, you identify the project on which you will be working and briefly outline the tasks you, as an undergraduate assistant, will attempt. The Letter is the Program's signal that you have met with your faculty advisor, received a substantial introduction to the project, and have previewed your role in it. (This Letter's statement is a prediction, not a "contract"; it is understood that your plans may change in response to actual developments of the research project.)

A bibliography must be included with your Letter of Intent to indicate that your advisor has helped you begin to investigate the literature related to your research area.

Your Letter of Intent **must be on file** in the Undergraduate Research Office before your stipend can be issued to you and before your faculty member's summer support can be issued to him/her.

c. Undergraduate Research Symposium

All Scholars will attend the Undergraduate Research Symposium held on Saturday morning after Honors Day in early May. In April you will register for the oral presentation session of your choice.

d. Summer Session Research Course Registration

To record on your transcript and in the University's records system that you are working in research on the campus during the summer, you are required to register for each summer session under a special course number. The course number for first summer session is UNIV-369-010; the course number for second summer

session is UNIV-369-910. The course title in both cases is “Undergrad Research Sustaining.” This course is for zero (0) credits; therefore, there is no tuition charge. It is graded P/F.

When you register, you will be charged the University's “sustaining fee” of \$25.00 for each summer session (a total of \$50.00 in 2010). If you intend to seek permission to take a credit course, see the section below titled “MAY I TAKE A CREDIT COURSE?”

3. HEALTH

a. Insurance

Because your stipend is not considered a wage, you are not insured by Workman's Compensation if you are injured during your apprenticeship. For this reason, you are required to have summer health and accident insurance coverage either through your parents' policy, through the accident policy program sponsored by the University, or through some other policy of your own. If you presently do not have any insurance coverage, you should enroll in the student plan during the month of May, the last “open” period before your internship begins. Two plans provide student coverage from June 1 to August 31. The Blue Plan will cost \$390; the Blue and Gold Plan will cost \$473. For full information about policy enrollment, benefits, deductions, and exclusions, see <http://www.udel.edu/shs/insurance/guid0910.pdf>

b. Student Health Fee

Paying a summer sessions health fee is optional. It covers all the services covered by the student health fee during the academic year. It must be paid directly at the Student Health Center, *either* at the beginning of the summer *or* when you first wish to use a student health service. During the summer, you may also pay on a fee-for-service basis if you prefer.

4. STIPEND

a. Payment of Stipend

Most Scholars are issued half of their stipend at the beginning of the first summer session in early June (assuming, of course, that the Undergraduate Research Office has received your Letter of Intent). They receive the remainder of the stipend in a second payment at the end of the second summer session.

Scholars will receive a stipend of \$3000. In addition, each scholar will receive a summer housing allowance of \$500. If a Scholar lives in a double room in an Undergraduate Research residence hall on campus for ten weeks, this \$500

will cover the student's room charges. If a Scholar chooses to live in a single room in a UR residence hall, the \$500 allowance will reduce the cost of the single room by \$500. If a Scholar lives off-campus, the student will receive the \$500 housing allowance as cash along with the second payment of the stipend.

b. Taxes on Scholar Stipends

Like graduate student fellowships, all Scholar stipends are considered by the federal government to be taxable income. If you are paid bi-weekly, taxes are withheld from your pay. (**Note:** Since most students are in a very low tax bracket, for most this money is refunded once a tax form is filed.) If you are paid in checks, taxes are **not** withheld from your checks and the scholarship income is not reported by the University. In this case, you must report the income under "Other Income" on page one of the 1040 form; for "type and amount," list "Scholarship \$3,500."

5. MAY I WORK FOR MORE THAN TEN WEEKS?

Yes, you may work longer than the ten weeks for which you are committed by the summer portion of the Scholars Program, and some students do choose to work for 11 or 12 weeks. As far as your research experience is concerned, it is beneficial for you to do so since the time you spend becomes increasingly productive as you become more familiar with your project. (If you qualify for a college work-study grant, it is likely that you can earn work-study money for the additional time.) The decision to work for additional time--with or without extra pay--is entirely up to you.

6. MAY I TAKE A CREDIT COURSE?

The summer CHEP Scholars Program requires a full-time commitment, one that prohibits your assuming other major responsibilities such as outside employment. However, the Program makes one exception to this understanding: you may take a summer session course if your faculty sponsor believes that the course will help you in your research. You must also have written permission from the Undergraduate Research Program. The "Scholars' Credit Course Permission Form" must be picked up from, completed, and returned to the Undergraduate Research office *before* you register for the summer sessions.

7. INFORMAL GET-TOGETHERS

Other Scholars can also provide you with useful information and a stimulating exchange of ideas as well as emotional support. So don't miss opportunities to participate in the Scholars picnics, trips or other informal gatherings held over the summer. "It was nice to take a break and go to the picnics," reports a grateful Scholar. "There was plenty of opportunity to relax and have fun."

You will be given an opportunity to volunteer for the Scholars' **Social Committee**. To find

out more about the summer social program for Scholars contact the Undergraduate Research office.

8. CAMPUS PRIVILEGES

As a CHEP Scholar you will be able to use on-campus housing and/or meal plan, on-campus parking, the Morris and branch libraries, Carpenter Sports Center, the outdoor pool, and the Student Health Center.

a. Library

Although it is not possible to obtain a library carrel for the summer, it is possible to avoid carrying around mountains of books. First, request a **locker** in which to keep books at the library. Locker assignments are available at the Circulation Desk. Second, ask your faculty advisor if he or she is willing to request from Circulation an **authorized borrower's card** for you for the duration of your summer working period. An authorized borrower for a faculty member is checking out books on that faculty member's card. The advantage to the borrower is that the faculty extended-loan privilege applies. The faculty member is liable for anything borrowed on the authorized card.

b. University Housing

On-campus housing is available to all summer undergraduate researchers. Scholars choosing to live on campus will be housed together in the Undergraduate Research residence hall. The ten-week rate will be \$500 for one-half of a double room. (Note that this housing is subsidized by the Undergraduate Research Program. The actual cost for half of a double room is about \$1,350 for ten weeks.) The undergraduate research residence halls for the summer will be announced in the spring.

To apply for University Housing, submit a request **to the UR Office** (not Special Sessions) as soon as possible after accepting your Scholar award. Scholar housing request forms will be available at the new Scholars' orientation meeting.

Payment for on-campus housing: If a Scholar lives in a double room in an Undergraduate Research residence hall on campus for ten weeks, the scholarship's \$500 housing allowance will cover the student's room charges. Ordinarily the housing allowance will be withheld from the second stipend check and transferred by the Undergraduate Research office to the Office of Conference Services, through whom the building is leased for the summer.

International exchange students: Several exchange undergraduate researchers from Imperial College of the University of London will be in Newark during the

summer, living on campus with the UD Scholars. Scholars living in the residence hall will have a special opportunity to foster international friendship and their own international awareness by extending hospitality to these foreign guests. The UR Office would very much appreciate hearing from any Scholar who would like to room with one of the students from London.

c. Meal Plan

A meal plan is not required. Points plans beginning at \$150 may be purchased through the Undergraduate Research Program. A full meal plan may be purchased from University Dining Services, Student Services Building.

d. On-Campus Parking

If you will be living off-campus, in June you may purchase a gold parking sticker for the summer from the Dept. of Public Safety, 413 Academy Street. In 2010, the price for a gold sticker will be \$50.00 for one 5-week session or \$84.00 for June 1 through August 31.

e. Summer ID Validation

The summer ID validation which you will receive when you register for the zero-credit undergraduate research course in each summer session will entitle you to use the library, Carpenter Sports Center, outdoor pool and Student Health Center.

9. ADVICE FROM EXPERIENCED SCHOLARS

In the following sections, comments by former CHEP Scholars offer tips about dealing with your feelings during the first few weeks, adjusting to the demands of research, and rising to particular challenges you may encounter during your summer apprenticeship. Make a note to reread this section of the Handbook after you begin your research.

a. Adjustment: The First Few Weeks

Although CHEP Scholars are chosen for their self-motivation and unusual achievement, most feel unsure of themselves during the first few weeks of the program. After all, this is your first experience with frontier research. You shouldn't expect to (and you won't) have all or even most of the skills and theory you will need to understand the project when you begin working on it. This is one of the reasons the program extends into the academic year: to give you an opportunity to comprehend more fully the particular tasks you are performing and their relation to the whole.

“Early in the summer I had so much to learn that every day presented the possibility that this project was too much for me to handle. It seems I read one journal article after another but understood very little of what I read. Every task I set forth to do seemed impossible.”

“When I first started interviewing I was very nervous, but my confidence grew with each new subject.”

“I have learned that the research process is not without its share of snags.”

b. The Demand for Creativity

Research—that is, study whose potential results are as yet unknown—is very different from the sort of work you are accustomed to in your classes thus far. As one Scholar puts it, “Both standard course work and research challenge me intellectually, but research also challenges me creatively.” Because it departs considerably from your previous experience, you will be called upon to display a patience, a resourcefulness, and an independence that has not been expected of you before now.

“I discovered that with each subsequent interview, I was able to re-structure my questions so that the student's response was more complete.”

“... the part of the research where I was challenged and also rewarded the most was my time alone when I was forced to think independently, at a level higher than I had before. I had to find the answers, create the answers, not ask for them.”

Not surprisingly, Scholars find in these challenges to their creativity their greatest source of accomplishment and satisfaction:

“I have become a more astute reader, and a better student.”

“Overall I would say my experience this summer has been outstanding. I am learning the virtues of patience and persistence while undertaking a research project. I don't believe I have ever worked on a project of this scope and length.”

“I have seen where there is a lack of information in this field, and I was able to spot that information gap and begin to fill it myself. How exciting!”

In general, faculty will expect you to mature, over the summer, in your ability to act independently, as the following comments in praise of former Scholars indicate:

“There is no question that her literature searching skills improved over the summer.”

“I saw her grow and stretch her boundaries in many ways. In particular she has gained a knowledge of herself as a competent, thoughtful and skilled woman. She can take these insights into her capabilities into any situation.”

c. Student-Faculty Communication

Discovering your faculty research advisor’s attitude about the degree of independence you should assume is really a part of a larger effort to establish and maintain good communications among all those with whom you will be working. Almost any difficulty you can encounter during your apprenticeship will more or less boil down to communications, so explicitly cultivate good relations from the outset.

A particular challenge may arise if your advisor—especially if he or she has never had an undergraduate assistant before—inadvertently underestimates or overestimates your abilities. In either case, you will have to raise and discuss the issue with your advisor. But before you do, make sure you give it a fair try by asking plenty of questions.

10. RISING TO PARTICULAR CHALLENGES

Your work on a research project should meet two criteria: (1) it should be intellectually rewarding to you; (2) it should be valuable to the overall project. In a few situations, you will have to do some special planning and exert some extra patience in order to use your time productively. At some point you are likely to experience the phenomenon of either not having the proper equipment or of not having your advisor available when you need more direction. You may feel that you can’t proceed with your work. Wrong! While you won’t be able to continue immediately with exactly what you were doing, you can initiate other activities. One thing you can do is catch up on the literature in your area of research. Developing the library skills that will permit you to familiarize yourself with the literature on your subject is one of the program’s objectives, so “Be prepared,” cautions a Scholar, “to read a lot of information on the topic you are working on.”

In addition to reading, you will be able, in many instances, to get help from—or be of help to—graduate students or other faculty to whom your advisor has referred you or from those you have managed to cultivate yourself. Finally, consider the words of these Scholars:

“I’ve learned a lot about myself and especially about other people. Above all, I’ve learned how to look at a problem and figure out the best way to solve it—and then solve it again. Each day I discovered something new.”

“I’ve come away from this summer with a good feeling about what I’ve accomplished. I know by the end of the project I will have contributed to the field of research in some way. Specifically, this project is a foundation for future research. I got to speak with

other research scholars and even other professors! This encourages me to think about whether I want to do research again in the future."

11. UNDERGRADUATE RESEARCH OFFICE

Remember that the Undergraduate Research office is open all summer, and we are always interested to know how your summer is going. We are also a good source of support and problem solving when you run into puzzles.

IV. ACADEMIC YEAR RESPONSIBILITIES

TIME COMMITMENT

As a CHEP Scholar, you are committed to continue working with your faculty member part-time during your the academic year following your summer as a Scholar. Your continuing research is important in two respects: (1) your growing knowledge and skills will enable you to comprehend more fully the relation of the individual tasks you are performing to the project as a whole and can thus lead you into an independent project for a senior thesis; (2) your improved knowledge and skills make your contribution to the project increasingly valuable to your sponsor who has already invested much time and energy in your apprenticeship.

You are required to commit three credits' worth of *time* to your academic-year research assistance, whether or not you *register* (see below).

CREDIT

Most CHEP Scholars choose to earn “major elective” credit towards their bachelor’s degrees for the research they complete during the academic year. Even though you will be doing three credits’ worth of research, you have the option of not registering at all, or of registering for one, two or three credits. If you do not wish to register for academic credit for your junior-year Scholar research, you may simply submit a Letter-of-Intent form to the Undergraduate Research office. Alternatively, you may register for the same zero-credit “sustaining” course that you took in the summer—UNIV-369-010—“Undergraduate Research Sustaining.” If you do wish to earn credits for the junior-year research, see the relevant section below.

Although you are not required actually to register for the credits, if you are depending on undergraduate research to fulfill your Discovery Learning Experience (DLE) graduation requirement, you will need to take three actual credits of research at some point. Please refer to the DLE website regarding this requirement. <http://www.ugs.udel.edu/dle>

Seniors:

If you spent the summer after your *junior* year as a Scholar, and you will be continuing your research as a senior thesis for the Honors Degree with Distinction or the Degree With Distinction, then your required 3 credits are part of the 6 senior thesis credits (UNIV-401 and UNIV-402).

If you will not be doing a thesis, you must register for three credits of 466 in your faculty sponsor's department, using your faculty sponsor's “special problems” section number. You may register during any term: fall, winter, or spring. Use a **titling sheet** to indicate a title for your research project and to indicate whether you wish to earn a letter grade or a pass-fail grade for the three credits.

Juniors:

If you spent the summer after your *sophomore* year as a Scholar, register for three credits of 366 in your faculty sponsor's department, using your faculty sponsor's "special problems" section number. You may register during any term: fall, winter, or spring. Use a **titling sheet** to indicate a title for your research project and to indicate whether you have elected to earn a letter grade or a pass-fail grade for the three credits.

ELIGIBILITY FOR SUPPLY-AND-EXPENSE GRANTS

All undergraduate researchers, including CHEP Scholars, are eligible to apply for supply-and-expense grants up to \$150 per student per semester (\$250 for seniors writing theses) to help defray the cost of photocopying, transportation to libraries and to professional meetings, film or developing, tapes, and other expendable supplies and equipment. Application forms are available at the Undergraduate Research Office. Due dates are October 1 for the fall semester and February 23 for the spring semester.

WINTER SESSION HOUSING ON-CAMPUS

Students residing in on-campus residence halls will be billed a \$500 housing fee for Winter Session regardless of the type of room or area of campus. Students living in the residence halls during Winter Session for 4-5 weeks pay the full \$500 Winter Session housing fee; students staying in the residence halls for 1-3 weeks pay \$250; students staying in the residence halls for less than one week will pay \$30 per day. Residents of halls other than apartments must purchase one of the full meal plans. Students who will not be staying in the residence halls during Winter Session will not be charged the Winter Session housing fee. For more information, contact Housing Assignment Services at (302) 831-2853, or visit <http://www.udel.edu/winter/>.

ARTS, HUMANITIES, SOCIAL SCIENCES & CHEP IN VIEW

As the culminating event of the summer, the Arts and Humanities Scholars, together with the Scholars in the Social Science and CHEP Program, present their research-in-progress in an informal symposium of brief talks called *Arts, Humanities, Social Sciences & CHEP in View*. The symposium is held over a three-day period. In the audience are the presenters' faculty research advisors, other faculty from their major departments and members of the University administration as well as the Scholars themselves and friends and family invited by the Scholars. Presenters receive guidance from the Undergraduate Research summer program assistant as well as from their faculty sponsors in preparing their talks.

SENIOR THESIS

Although it is not a requirement of the program, many CHEP Scholars use the research they have done in the summer as the basis for a senior thesis for a Degree with Distinction or Honors Degree with Distinction. If you are considering doing a senior thesis, you may note what Scholars had to say:

“It seems to me that a period of research such as the summer is almost indispensable if one wishes to get a research project off the ground; there simply isn’t enough time during regular semesters.”

“The writing of a thesis was valuable in that it taught me to express my thoughts clearly and distinctly. I hope to do research in the classroom where I teach, and this experience will prove a valuable asset in pursuing that goal.”

V. EVALUATIONS

Once at the end of the summer and once again at the end of the junior year, both you and your faculty sponsor are required to submit evaluation letters in which you describe your experiences in the Program and make recommendations for its improvement. These letters are completely confidential. They are carefully reviewed by the Program's Coordinators and form the basis for Program development for the next year.

If you were selected as a Scholar in your sophomore year, your working commitment as a Scholar is over at the end of your junior year. However, you are required to submit one more (very brief) evaluation at the end of your senior year. This "Senior Final Evaluation" is due at the Undergraduate Research office before you graduate.

VI. DIRECTORY OF EXPERIENCED SCHOLARS

Name

Faculty Sponsor

Project Title

Fashion and Apparel Studies

Ashley Hardcastle
ALH@UDEL.EDU

Sharron Lennon

Black Friday: Shopping on the Dark Side

Individual and Family Studies

Elizabeth Lewis
19793@UDEL.EDU

Christine Ohannessian

Coping Styles and Drug Use in Adolescent Adjustment

Shenice Hutchinson
17858@UDEL.EDU

Nyasha Grayman

Prosocial Behavior among Black Americans