

A student publication of the
University of Houston- Clear Lake
Volume 3

R the signal ELAY

Diversity on Campus:

The changing face of
diversity at UHCL

Classes Disappearing:

How funding has affected
class selection

Connecting With Nature:

A look at wildlife living
on the University of
Houston-Clear Lake
Campus

We ARE IISS: We make a global

Diversity
Impact
Family
Friendship
Education
Respect
Empowerment
Network
Culture
Ethical Leadership



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G.P.S. Workshops
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Salsa y Salud
Hispanic Heritage Month
Love Your Body Day
Dia de Muertos
Global Expo
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Native American Heritage Month

Peer Leaders Mentoring
Workshops
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Cultural Extravaganza
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NOTE FROM THE EDITOR



Dear readers,

When I first decided to re-enroll into college in the fall of 2004, I thought it would be a breeze. I was 33 years old with two children and working a full-time job. Now here it is eight years later, and I am still determined to finish, no matter how long it takes.

I have been exposed to a lot of different cultures in these past eight years, and

I wouldn't change it for anything.

Going to college part-time has been a rewarding experience because I've had the opportunity to meet a lot of people from different ethnicities. I've also had the chance to look at issues that pertain to the "college student" through young adult eyes as well as my "more seasoned" adult eyes.

In this issue of The Relay, you will find stories about the nature preserve here on our campus, how to navigate through what's available for students before and after graduation, how to get your exercise on by participating in fun runs, social media options such as Pinterest, which is all the rage, information regarding ADHD in children, diversity on our campus and much more.

The staff and I have worked diligently to provide an edition that will not only give readers a wealth of information, but will also offer insight into what's available on this beautiful campus. We hope you will enjoy reading it as much as we enjoyed putting this issue together.



Angela D. Taylor-Wilson
Editor-in-chief

OUR COVER



Photo courtesy of Stephen Schumacher

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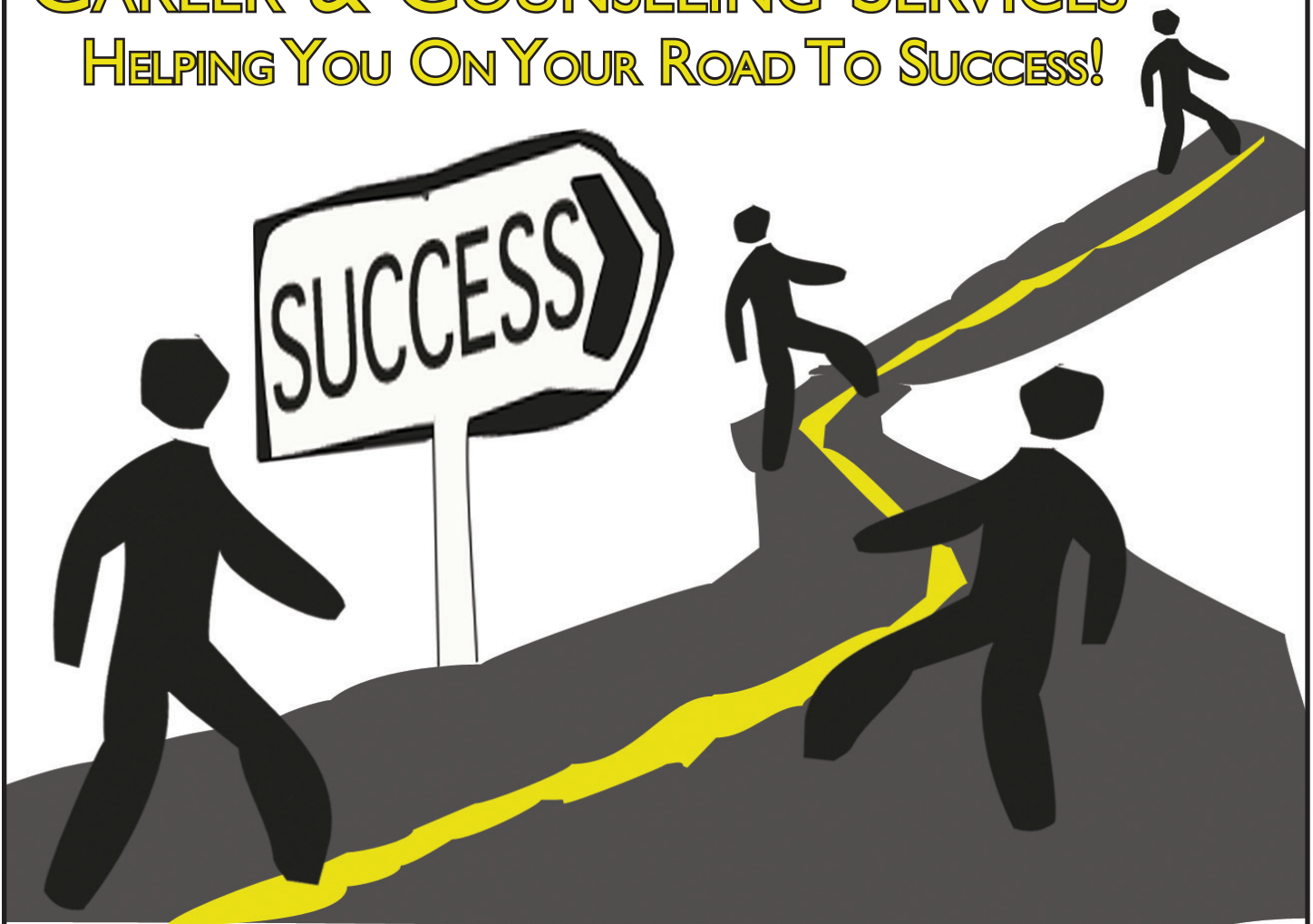
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UPCYCLING

How to use an old book to create an original book cover

By: Tabatha "Raina" Schroeder

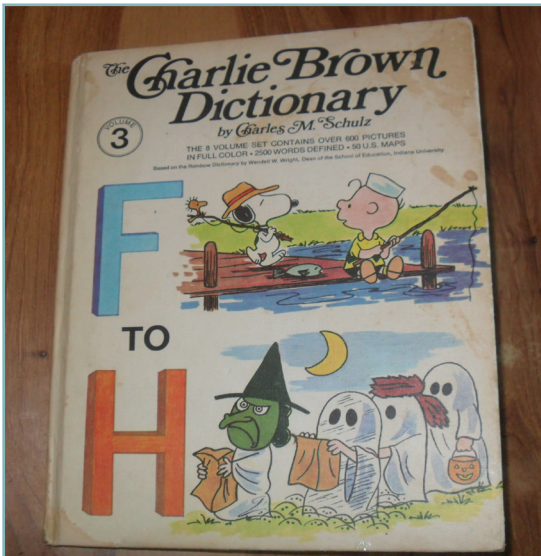
Upcycling is a kind of recycling that involves crafting with existing items. This project will show you how to create a personalized notebook by using illustrations, a composition book and an old hardcover book. While this project is for a notebook, the same technique could be used to cover a variety of things such as: a drawing pad, photo albums, scrapbooks, binded albums of children's artwork, etc.

The best and most creative thing about upcycle projects is that you can use items that you have around your house with a few basic crafting supplies to make

something unique. When selecting a book for this project, try looking for one that has already been damaged. For this project, I used a book that I got at a local thrift store for 10 cents. I selected a vintage children's cartoon book, so I could incorporate some of the artwork in the finished product. Get creative and take a look at your bookshelf before running to the store. You might find that textbook from freshmen year that you were unable to sell back because a new edition was printed.

What you see is what you'll create!

Photo by Tabatha "Raina" Schroeder



Supplies:

- "8 X 12" composition book
- a hardback book that is large enough and thick enough to fit the composition book inside of it
- pages of illustrations, either from the book or another source
- Mod Podge or similar product
- foam brush
- box cutter, craft knife or similar knife
- glue gun
- glue sticks
- gallon-size plastic storage bag
- scissors

Use your smart-phone to scan the QR code below to view a step-by-step slideshow of this project on YouTube.



A Note on Mod Podge:

Mod Podge is a brand of craft glue that is perfect for collages and decoupage because it dries clear. While this is my preferred brand of this product, it is not the only brand available. Also, a homemade form of this product can be made by mixing equal parts water and white glue together.

Age Range:

This project is for teens and adults, but children as young as four can help make the collage. Older children may also be able to cut out the pictures, but an adult or older teen should handle the knife and hot glue.

Cost:

This project should cost less than \$10, depending on the materials selected. The most expensive supply item needed is the Mod Podge because it comes in a bottle with more than you need for the project. If you already have Mod Podge, decide to go with the homemade version, or if you are making the project multiple times, the cost will be much lower.

1.



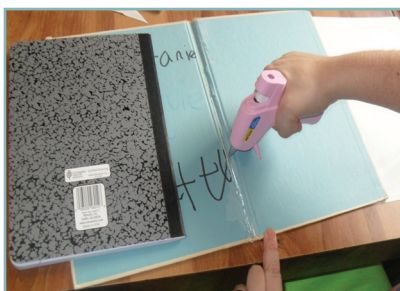
Carefully cut the pages out of the hardback book so that the binding remains intact. Open the front cover and make the cut with your box cutter or craft knife. Be sure not to cut through the cover of the book.

2.



Use the plastic bag to cover the pages of the composition book. To do this, simply slide the bag over the pages. Be sure that the bag covers every part of the pages.

3.



With the hot glue, attach the spine of the composition book to the inside binding of the hardback book. Press and hold until the glue has dried.

4.



Glue the front and back cover of the composition book to the inside of the book. Glue the covers one side at a time and do not move on to the other side until the glue on the first side has dried completely.

5.



Cut out the illustrations for your new inside cover pages. For my project, I cut the pictures out of the discarded book pages. Different sizes and shapes make the best collages.

6.



With a foam brush (younger children might prefer to just use their fingers), cover the exposed front inside cover of the composition book with a thin layer of the Mod Podge. Place the desired pictures on top of the Mod Podge while still wet. Cover the pictures in a new layer of Mod Podge and let dry for 15-20 minutes. Repeat this step until you are happy with the collage. A fan positioned on the project can greatly reduce the drying time. Do not use a hair dryer as hot heat might discolor the pictures. Do not move on to the next step until the Mod Podge is completely dry and not sticky to the touch.

7.



Repeat step six on the back inside cover.

8.



Remove the plastic bag, and enjoy your upcycled notebook. ■

The Not-So-Fun Run

By: Caitlin Schesser



Cardio and I do not get along. I would rather be locked in a room full of spiders for an hour than run a mile. I guess the avid runners are beginning to realize that their love for running may not be shared across the board, so they are coming up with new ways to entice people into lacing up their Nike's and join them in their running ways.

The “Fun-Run” from elementary school has evolved into an adventurous, and extravagant production that brings together fitness pros and average Joes. These new fun-runs are about the only thing that will make me want to hit the pavement.

There is a race to fit just about any person's interest. Mud Runs are obstacle courses that span up to three miles through mud. Contestants climb rope ladders, trek through three-foot-deep sludge, and are usually greeted at the finish line with a beer. Following the race there is typically a concert, and a variety of vendors selling anything from Monster Milk to shoes. The Mighty Mud Dash, the Spartan

Race, and the Jailbreak are all mud runs done in the Houston area.

The Red Dress Run in New Orleans is the self-proclaimed “drinking club with a running problem” where contestants dress up in a red dress and get insanely drunk while running through the French Quarter. The race originated as an effort to raise funds to support breast cancer research and a variety of other charities.

Scavenger hunts are another version of fun-runs that combine mental and physical abilities. Contestants are racing against each other to complete puzzles and riddles while testing their endurance by running from location to location. The Urban Scavenger Hunt and the Ring Race are two scavenger hunts that are gaining popularity across the U.S.

These new versions of fun-runs can be an excuse to drink excessively with friends, to win an engagement ring, or to just go for a jog. Although running may not be everyone's first choice for weekend fun, it is a great way to have fun with a group of friends and support a cause. ■



Photo courtesy of April Garza
Color Run in Houston Nov. 11, 2012.



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Understanding the Dangers in Our Food Supply

By: Tabatha "Raina" Schroeder

Worrying about the food you consume daily is a need many put on the bottom of their list. With so many warning labels commonly found on food packages and ingredients lists that seem to be written in another language, it is easy to see why so many may feel completely clueless when it comes to understanding our food supply.

"Many consumers have a limited understanding about how the food they eat gets from the farm to their dining room table," said Gregory Jaffe, director of Biotechnology Project at the Center for Science in the Public Interest (CSPI).

It is difficult to watch health-related news lately without hearing the terms genetically modified organism (GMO) or genetically engineered (GE). These terms refer to food that has been modified at a genetic level. Companies do this for a variety of reasons including to aid in protecting food from pests, enhancing taste and color, and increasing quantities. The fact that it seems biotechnology has taken over our food supply is a difficult truth for many people to swallow.

"Most engineered corn and soybeans are fed to animals such as cows, pigs, and chickens," Jaffe said. "So we get meat from animals fed engineered crops. Those corn and soybeans enter food eaten by humans as highly processed ingredients such as corn oil, soybean oil, soy lecithin, and high fructose corn syrup. Consumers may also not know that those high-processed ingredients are biologically and chemically the same whether they came from engineered crop varieties or conventional crop varieties."

Some notable highlights about GE food is a study conducted by molecular biology professor Gilles-Eric S  ralini at Caen University in France that produced startling images of lab rats covered in tumors after being fed GM maize NK603 for two years. Many countries outside of the United States have banned the use of GE food.

In the last election, there was legislation in the United States to force food manufactures to label GMOs used in their products, but the bill failed to achieve the majority of votes. This push for labeling is something that CSPI and many other organizations have been advocating for some time.

"Food labels are extremely important because they can provide consumers with useful information that helps them decide which foods to buy and eat," Jaffe said.

Mellisa Wood, a natural health and wellness practitioner from San Antonio and author of several books about nutrition and diet, advocates reading food labels. Many of the recent studies about our food supply is not the food items themselves, but the ingredients added that might be hidden in plain sight on the back label.

"Anytime an item says enriched or fortified it means in nature we wouldn't be eating it," Wood said.

Wood explained that these foods are usually highly processed items. The vitamins being added are the same ones that were originally lost due to how the food was processed. Wood advocates a much more natural diet for our bodies.

Many consumers have turned to homegrown and organic food, grown without the use of pesticides. Community gardens and local farmers' markets are a wonderful alternative. There are many stores and organizations in the Houston and Clear Lake area that aid people in their quest to eat healthy. Urban Harvest is one such local organization. The staff organizes local farmers' markets, community gardens and classes that teach residents how to grow their own food.

"It's all about lifestyle," said Tyler Horner, market manager for Urban Harvest. "When I get busy, I find it hard to cook and end up eating out all the time. Also, it's about what people grew up eating. Habits and comfort foods are hard to change."

Getting into the natural food movement can be easier for some if they get plugged into a community and find local support. Libby Kennedy, market manager for Urban Harvest, got into the movement for environmental reasons, but then became involved with the community of the markets.

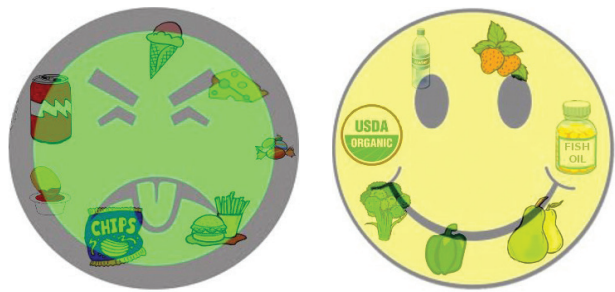
"I remember going to the farmers' market and getting excited to know where our food came from and meeting the farmers," Kennedy said.

While there are also many stores that carry organic and even locally produced items, markets such as the ones organized by Urban Harvest offer unique experiences for the consumer. Urban Harvest requires that all their vendors be direct producers of the food they sell. This means that the person you purchase food items from at the market is the same person who grew the food.

To find local farmers' markets, go to www.LocalHarvest.org and see the listings for the Houston-area on www.visithoustontexas.com. ■



Libby Kennedy, market manager for Urban Harvest, at one of their farmers' markets. Photo by Tabatha "Raina" Schroeder.



Treating ADHD with Food, Not Pharmaceuticals

By: Theresa Greenshields

Medication is the standard treatment for children with Attention Deficit Hyperactivity Disorder. Many parents now are discovering that a special diets is the best place to begin when treating the behavior and concentration problems that come with this disorder. The choice to change a child's diet can not only make the child more alert, it can also make the child feel better.

Behavioral Therapists and Nutritionists can attest that hyperactivity is related to any diet that includes sugary drinks and sweets. The effect of sugar on a child with ADHD is magnified. Before resorting to medication, changing a child's diet should be the first step in managing the disorder.

"My daughter was diagnosed with ADHD 4 years ago and was put on Ritalin," said Sara Hayes. "When my son began showing signs, I took him to a nutritionist. She suggested altering his diet before medicating him. A year later, my son's symptoms are well managed and he is not on medication."

Understanding how ADHD affects a child is essential to designing a dietary treatment plan.

"A person produces chemicals called neurotransmitters, which are a natural 'gas pedal and brake pedal' in your body," said Dr. Charles Campbell, with the Campbell Chiropractic Wellness Center. "When there is an imbalance of the chemicals, it affects brain function. A child with ADHD is similar to those who are lactose intolerant. Their body is missing enzymes called lactase that break down dairy product's properly. When these enzymes are not present the food digests improperly and eventually enters the blood stream. The natural 'gas pedal' starts a constant state of overdrive. Stimulants have been the standard when treating ADHD, but they can have severe side effects and a high potential for abuse. New therapies showing that a diet low in sugar and simple carbohydrates can be life changing in ADHD children. The change in that are attempting to correct the body's chemical imbalance with diet and nutrition and not stimulant medication, are a very important step in correcting the 'CAUSE' of ADHD and not just the symptoms."

When planning a meal for a family, it is important to prepare and use ADHD-friendly recipes. Not only will this help your child with the disorder, it also can be a health benefit for everyone in the family.

For more information on treating ADHD with diet, visit Feingold Association of the United States (www.feingold.org) and Every Diet (<http://www.everydiet.org/diet/adhd-diet>). ■

ADHD Diet Guideline

Foods to Eliminate for ADHD

Avoiding certain foods is important for an ADHD child's diet therapy, as well as including more healthy foods. Here are a few basic rules to follow:

1. Processed foods are important foods to eliminate as well as additives, preservatives, artificial colors and flavors. Children with ADHD tend to be very sensitive and can have adverse reactions to one or all of these. This includes processed meats.
2. Soft drink intake also needs to be avoided. Not only colas, but ice teas and carbonated drinks in any form will help eliminate symptoms associated with ADHD.
3. Avoid dairy products such as milk, cheeses and yogurt.
4. Eliminate sugar as much as possible; candy, chocolate and ice cream, for example, trigger the hyperactivity and attention problems associated with ADHD. Ice cream especially is a problem due to the combination of dairy and sugar. This can cause sleeping difficulties if it is eaten before bed. Junk foods are types of processed foods that have the ability to raise blood glucose levels making symptoms worse.
5. Limit fruit juice intake. Many fruit juices have a high natural amount of sugar.
6. When giving snacks between meals, try to keep them healthy and to a minimum. ADHD children often don't have much of an appetite and having snacks between meals will lessen the likelihood that they will eat healthier planned meals.

Foods to Focus on for ADHD

1. An organic diet is one of the most important parts of an ADHD child's meals. Certified organic products are grown without the use of potentially harmful, long-lasting pesticides, herbicides and fungicides. These foods are grown without genetically processed seeds, irradiation or sewage sludge, so they avoid unknown substances to which an ADHD child's body may have adverse reactions.
2. Plenty of water is always recommended for any diet. For an ADHD child, it will help even more. The brain is made up of 80-90 percent of water.
3. A wide variety of food options is also important. This way the child will not get bored with food offered.
4. Organic raw fruits and vegetables are also important for an ADHD child.
5. Daily multivitamins, proteins and other natural supplements are important. A diet rich in Omega-3 fatty acids should be provided. These are found in flax seed and fish. Fish oil is one of the supplements a child can take to keep fatty acids in his or her system.



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Supplemental Instruction is an intense level of academic support that, like tutoring, is based in skill development and guided practice. However, supplemental instruction is designed to deliver academic support to students in a specific course by embedding a tutor, or Supplemental Instructor, in the class.

Academic Coaching Program

The Academic Coaching Program is designed to help students transition their academic skills to match their individual learning style with course requirements at UHCL. Academic Coaches meet with their students regularly and monitor their progress in both learning skill development and course grades.

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SHOSTS is a student mentoring program that is designed to have "seasoned" students mentor new and returning students to enhance the academic experience.

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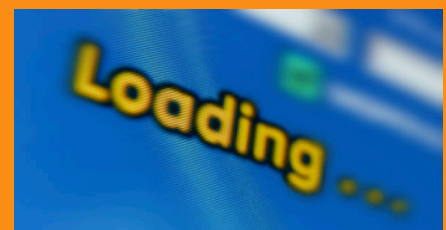
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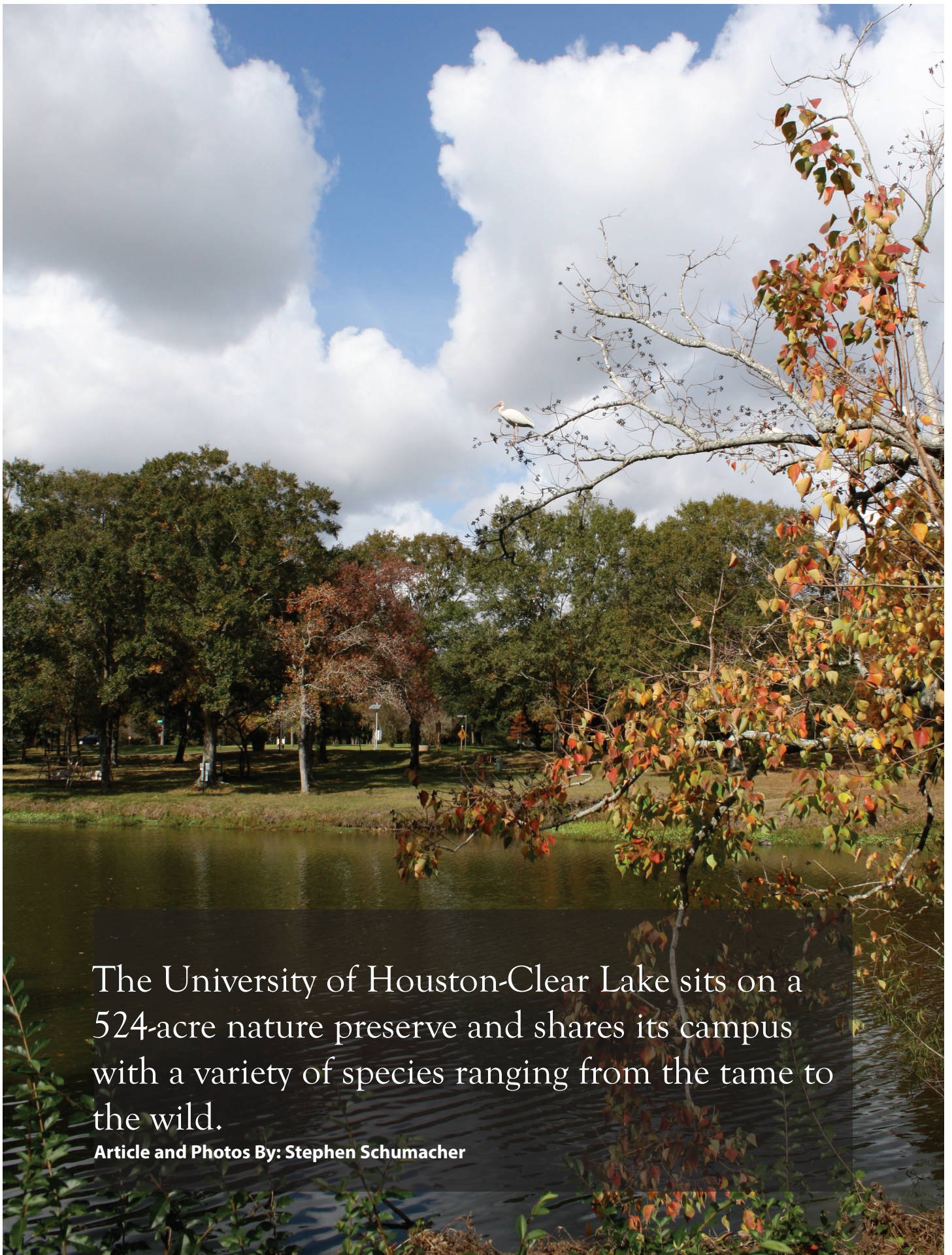
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The University of Houston-Clear Lake sits on a 524-acre nature preserve and shares its campus with a variety of species ranging from the tame to the wild.

Article and Photos By: Stephen Schumacher

wild A



Hidden within the Clear Lake confines, the University of Houston-Clear Lake and the neighboring Armand Bayou Center offer students and community alike the chance to experience ecosystems and natural preserves unique to most and unseen by many.

Entering the University of Houston-Clear Lake, visitors are greeted by a lush forest, sunlit pond, and hidden campus tucked away on a 524-acre nature reserve that is home to bobcats, wild turkeys, alligators, hawks, raccoons, possums and the often-spotted whitetail deer.

Alyson Shepherd, graduate student in environmental science and president of the Society of Environmental Toxicology and Chemistry (SETAC), is heavily involved at both UHCL and the Armand Bayou Nature Center. She is an adamant

supporter of doing your part to help conserve and preserve the environment.

"The thing about the university that's so cool to me is that you do just have that natural system flowing," Alyson said. "I would like to see the students get involved with the nature center we have here on campus. You can see some really cool stuff out there."

The numerous signs around campus warning visitors of predatory wildlife are not to be taken lightly. A walk around the UHCL campus can be an eye opening one to those who know where to look.

"If you ever go out to the parking lot you can see hawks hanging out on the power lines; they have really good roosting habitat in the forest," Alyson said. "There are bobcats on campus. I once saw a rat snake trying to cross the road. I know

there is a nesting alligator in the duck pond. Last year I saw little baby alligators as well."

The word alligator has a tendency to make students a little wide-eyed and nervous. Alyson is confident however, that students have nothing to fear as long as they are cautious of their surroundings and respectful of the fact that these are wild, sometimes predatory animals.

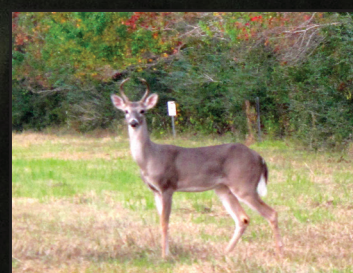
In the fall of 2014, UHCL will begin its transition to becoming a four-year school, accepting college freshman for the first time in the school's history.

Concerning downward expansion and the possibility of construction, Alyson, like many of us, is waiting to see just exactly what will be done to the campus and surrounding nature preserve.

"I know that in the short term, con-

Appeal

Scan the QR code to view a slideshow of the UHCL wildlife.



struction will disturb the wildlife,” Alyson said. For the short term, it’s going to cause animals to move, but luckily they have a place to move to because the nature center is right on the other side. I’m not terribly concerned about it.”

As a volunteer at ABNC, Alyson has worked on many interesting projects, including controlled burns and reintroducing plant species back into their native habitats. The ABNC is a 2,500-acre preserve that serves as a refuge for the region’s original ecosystems including wetlands, bottom-land forest and tall grass prairies.

“The nature center depends on public participation to carry out a lot of its projects,” Alyson explained. “We wouldn’t be able to maintain the prairie the way we do without the hundreds and hundreds of volunteer hours that are put into it. It’s really

important that people are aware of the loss of that Eco system.”

Erika Thomas also volunteers her time at ABNC; she shares Alyson’s excitement for the outdoors and dedication to do her part for the environment.

“I have absolutely enjoyed volunteering at the nature center,” Erika said. “I think that volunteering is a really good way for people to get out of the house and experience something new while getting the satisfaction of knowing they did something to help improve the place they live.”

Doing your part to help the environment does not have to be tedious or time consuming, a common misconception that Alyson would like to more people to understand.

“I would like people to think about simple things – like where they are putting

their trash,” Alyson said. “A lot of people think trying to do something environmentally conscious is difficult. There are a lot of simple suggestions you can find online about how you can help.”

Alyson would like to see more people get out of their homes and experience the great outdoor activities the Houston area has to offer.

“I would like to see people actually get out and explore these areas,” Alyson said. “People live in the Houston area for years and years and don’t know the nature center is there. Just having that child-like experience in getting to see some of those animals, I think if people can experience that kind of thing, it’s going to make them want to take better care of it.”

For more information on the ABNC, visit ABNC.org. ■

Creating Services For Tho

By: Taylor Clinton

The Office of Veteran Affairs totaled educational beneficiaries at 923,836 nationwide, in the year 2011.

With the re-election of our current president Barak Obama and his plans to continue slowly pulling our troops out of our current war zones, more of our military men and women are going from combat to campus.

Spring 2013, will mark a milestone for the University of Houston-Clear Lake with the opening of its first Veterans Affairs Office.

UHCL is attended by approximately 450 veteran students in both the graduate and undergraduate programs.

Often times, it is hard for those of us who have not served to empathize with the struggles that the transition from military to civilian life can bring.

The office will aide active duty, reservists and ex-military personnel with the challenges they may face during this transition and make sure that they are getting the most out of not only their military benefits but also their college experience.

William Shock, UHCL alumni chair and former U.S. Marine Corps Sargent, had a great impact on the establishment of the Office of Veteran Affairs on campus.

"The Office will give current students a campus liaison which can check and assure that they are getting the maximum educational benefits that they qualify for," Shock said. "There are numerous educational programs available for veterans. Most veterans are not even aware of what programs or assistance they are eligible for."

The VA office will not only provide students with admissions, financial aid, and registration assistance, it will also provide veterans with opportunities to be involved in different aspects of student life.

Organizations such as the Student Veterans of America on campus, provides support amongst students who have had military experience by helping them succeed in achieving all of their higher education goals and finding a fellow group of peers to whom they can relate.

"I hope the [new VA] office will be a one stop shop that will provide military and ex-military personnel with a step-by-step walk through of what needs to be done to apply their benefits," said Nicolas Darling member of the Student Veterans of America organization and ex-Army personnel.

As with any college student, veterans want and need help with process of enrollment and financial aide.

"The office will consist of a Veterans Service Coordinator, a part-time support staff, and one to two VA student workers," said Yvette Bendeck associate vice president of enrollment. "The number of VA student workers will depend on how many student workers are approved by the VA."



Nicolas Darling during his deployment in eastern Baghdad in 2008.

The new Office of Veterans Affairs will be located on the third floor of the Student Services and Classroom Building across from the Office of Career and Counseling Services. For more information about Veterans Affairs at UHCL, visit the veteran's homepage at http://prtl.uhcl.edu/portal/page/portal/FAO/FAO_NewVeteranAffair.

se Who Serve



Nicolas Darling as a student on the UHCL campus in 2012.

Students interested in joining the UHCL chapter of Student Veterans of America, can contact the Office of Student Life at 281-283-2560 or e-mail the SVA directly at SVA@uhcl.edu. For general information about the SVA, visit their website at www.studentveterans.org. ■

WHY SO MANY HEROES ARE COMING HOME

With our current economy still on the road to recovery many areas are suffering budget cuts, including our armed forces. Over the next five years each military branch is planning on performing a drawdown.

Drawdowns consist of a gradual decrease of military personnel to reach a reduced quota that is more economical without reducing the amount of personnel needed to protect our country. Each service is making plans to reduce the numbers without reducing the power of our forces.

The Army for example is planning on reducing their active-duty force from 570,000 to 490,000. This will result in one out of every 10 soldiers currently serving in the Army will be affected.

Drawdowns are a result of the Budget Control Act of 2011. The Budget Control Act of 2011 was designed to greatly reduce the nation's current deficit over the next 10 years.

The marine corps released the following statement about their downsizing plans:

"We will draw-down our force from 202,100 Marines beginning in FY13. As we reduce end strength, we will manage the rate carefully- approximately 5,000 Marines per year- so we reduce the force responsibly. The resulting 182,100 Marine active duty force retains the capacity and capability to support current and crisis response operations through rotational deployments, and to rapidly surge in support of major contingency operations."

General James F. Amos, Commandant of the Marine Corps

In the overview — or history — of the University of Houston-Clear Lake, it states that it's "nestled" on a 524-acre wildlife and nature preserve, smack dab in the middle of NASA or "Space City," the industry for which it was originally created in 1974.

Since then, the school boasts of having awarded more than 53,000 degrees in various studies and arenas. Each year, about 2,000 students obtain their degree of higher education from a university that is made up of all walks of life and has a campus composed of 64 percent female students leaving, well, you guessed it, 36 percent of the male gender.

However, when I came to UHCL in the spring of 2008 — there weren't too many faces that looked like me. In fact, I was, and knew I was, in the minority. It really didn't bother me that I would be outnumbered in the classroom because I was used to being the only black person in the room.

But why was that? Was it because I was always in honor classes as a child? In grade school, even way back then, I was the minority. Not so much because there weren't a lot of kids who looked liked me, but more because of the grades that I got in class.

Was it because I was a first-generation college student? No. I was raised with both of my parents, both of whom have college degrees.

Was it because of where I grew up? No. Most of my classmates, who looked like me have already gotten their bachelor degrees, well at least the ones I hung around with anyway.

Even in a hometown as diverse as Galveston, Texas, the diversity I saw as I walked the halls of Ball High School wasn't as diverse as one might have thought. And, unfortunately, that seems to be the case on this campus.

According to the Merriam-Webster dictionary, diversity

is defined as: The condition of having or being composed of differing elements, variety, especially: the inclusion of different types of people (as people of different races or cultures) in a group or organization (programs intended

to promote diversity in schools). In that definition, there is one word that "we" don't like to talk about.

Race. Why?

It is an unspoken reality that engulfs our everyday lives. You

don't have to admit it, and I know many of you are probably saying as you read this, "that is not my reality." But I beg to differ.

The Facts at a Glance: Fall 2007 to Fall 2011 report, which was published in November 2011 and



What's race got to do with it?

By: Angela D. Taylor-Wilson



compiled by UHCL's Office of Institutional Research, shows how much of a disparity this campus has when it comes to race.

Although I haven't been privy to the numbers at other institutions of higher learning in the area, I have attended three others (Texas Southern University, Galveston College and College of the Mainland) and just from what I've experienced — the diversity disparities on this campus is one that can't be ignored.

Since I'm a student in the School of Human Sciences and Humanities, I will focus on the numbers there.

In the fall of 2007, there were 1,429 whites, 278 blacks, 386 Hispanic, 73 Asian, 16 American Indian, 23 International, and 4 unknown. Now, compare that to in the fall of 2011, there were 1,428 whites, 345 blacks, 621 Hispanic, 84 Asian, 9 American Indian, 33 International, 47 unknown, 4 Hawaiian/Pacific Islander, and 64 multi-racial.

Still not convinced that this school isn't diverse enough? OK, I'll throw in the overall numbers for the entire campus.

In the fall of 2007 there were 4,382 white, 853 black, 1,261 Hispanic, 446 Asian, 38 American Indian, 529 International, and 13 unknown. Compare to in the fall of 2011, 3,870 white, 853 black, 1,880 Hispanic, 532 Asian, 22 American Indian, 797 International, 77 unknown, 10 Hawaiian/Pacific Islander, and 144 multi-racial.

These numbers are composed of undergraduate and graduate students, who attend full- and part-time. And yes, the numbers do show an increase in the minority population — but it's not enough for a university of our magnitude, not just yet.

I believe that if UHCL would take the time to participate in more college night programs at high schools and junior colleges that are within its reach — that's a start. Especially since the university will become a four-year institution in the fall of 2014.

If they would reach out to more minorities where they are, maybe that would be a great way to start incorporating diversity throughout our campus.

Start a volunteer group who will go with school recruiters to the schools that have an array of socio-economic levels.

Also, most minorities don't have college funds or parents who can afford to send them to school, so if the school could accept more Pell Grant monies and/or more endowment grants from private lenders and nonprofits, then that would be an excellent step toward making this campus one that reflects the area in which we live.

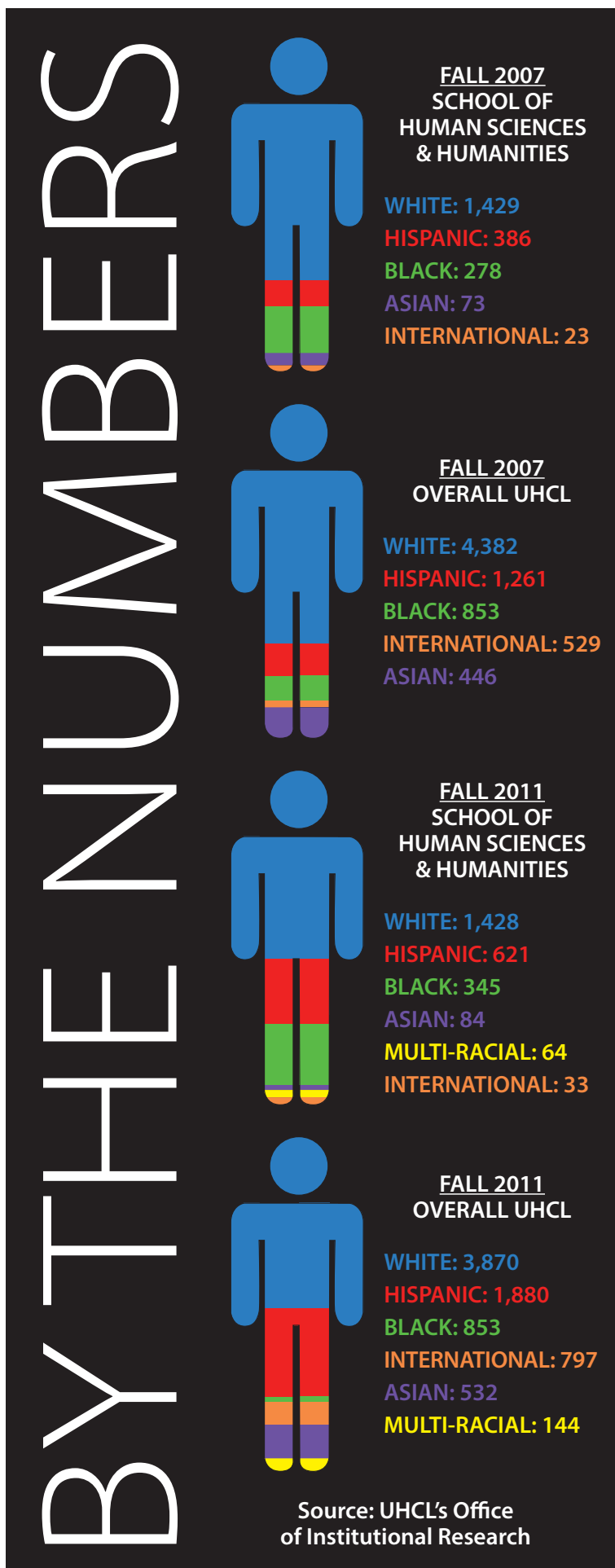
The recruitment of minority professors and administrators also will attract more minority students. Students feel better, or more at ease most of the time, when they see someone who looks like them. It makes them feel as if they belong here.

Job fairs, career days and recruitment sessions would all be beneficial to our community to make UHCL one of the best universities in the state.

Create an environment where students feel welcomed — and not just as a student ID number.

I chose to come to this university because of its proximity and reputation. A reputation that assured me that I would get the best possible education that is available.

I want to be able to tell others that it's OK to be nervous in a room full of people who may not look like you. And maybe, just maybe, with all the progress that UHCL has been making in its efforts to diversify the campus — things will change for the better, for all of us, not just a few. ■



FACES OF DIVERSITY

By: Angela D. Taylor-Wilson

Tiffany Edison, 34, is a Psychology major who came to UHCL in May 2012. She's a mother living in Dickinson, who chose UHCL because it was convenient to her home and job, so she doesn't have to fuss with traffic.

"Being a minority, I do not feel outnumbered at UHCL," Edison said. "Since this campus can only represent upper-level classes, I'm sure that if we had lower-level classes, our campus would most definitely represent minorities well. I would



strongly suggest UHCL to other minorities and I think the Student Success and International Department is doing a great job, thus far."

Linda Bullock arrived at UHCL in 1994 as a student and never left. As a graduate student, she worked for the Celebrating Our Elders Scholarship Project until January 2000 and then moved to what is now known as the Intercultural and International Student Services Office as its director.



"We have done a fairly good job of recruiting a diverse student body during the time I've been here," Bullock said. "Clearly, the Latino student population has grown large enough that we're now a Hispanic Serving Institution. The overall student diversity will continue as the university moves forward with the four-year initiative; however, the challenge will be the recruitment of a diverse faculty group to teach

our students. Ultimately, we're educators and our job is to educate students who choose this university. I always say that I have the best job on campus because every day I learn from my students. I look forward to the time when we can celebrate a diverse campus of students, faculty, and administrators."

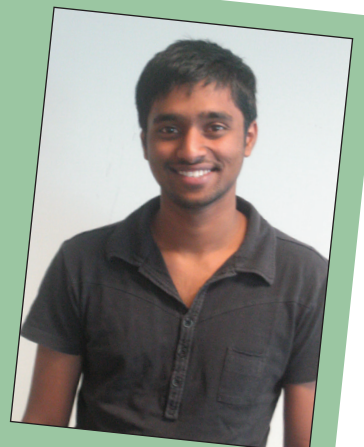
Four-year faculty member **William T. Hoston**, Ph.D., is an assistant professor in the School of Human Sciences and Humanities.



"I believe UHCL can recruit more diversity in administration and faculty by being more proactive," Hoston said. "This can be done in several ways by casting a broad net to recruit minority administrators by advertising early in the academic year, contact colleagues at other institutions, visit sister schools, and grow our own; or to recruit more minority faculty, have program conveners attend conferences to target promising prospects; and offer postdoctoral and

visiting professorship opportunities to new Ph.D.s to mobilize them. Great opportunities are available at UHCL, especially with downward expansion forthcoming in fall 2014. Specifically, in the School of Human Science and Humanities, the deans and division chairs are doing an excellent job at fostering an environment for career growth and success."

Saikiran Rachakonda, 22, is from Hyderabad, India, and chose UHCL because of the excellent computer science program and the research opportunities that are available here.

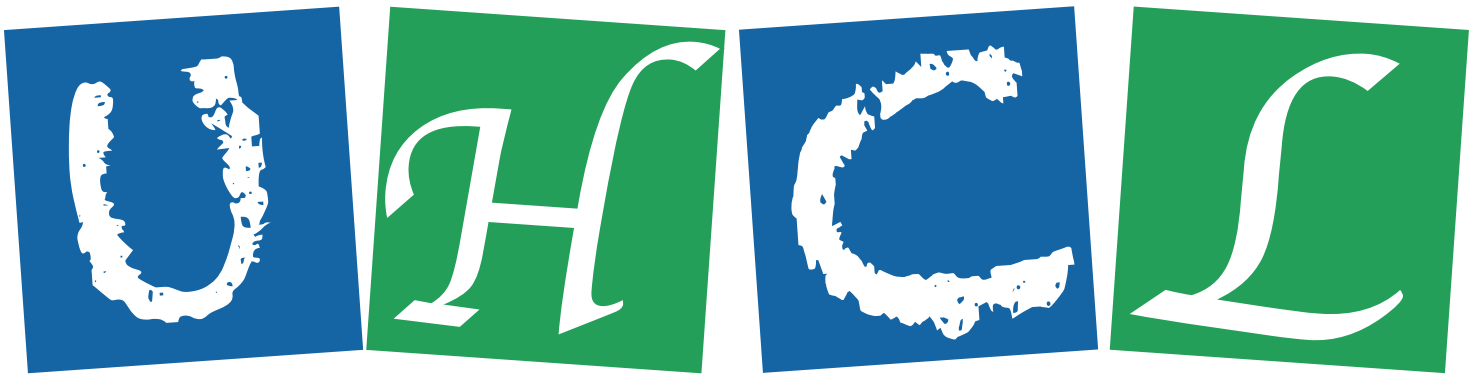


"You can get an education anywhere, but it's something about meeting and getting to know people from a number of countries here on campus. There are about 7 to 8 different countries that I've been exposed to here and that's a good thing. The diversity makeup to me isn't an issue, and the

support groups, such as the Intercultural and International Student Services are wonderful." ■

Scan the QR code to view a slideshow about some of the various student organizations at UHCL.





Preparing students for the 21st century

By: Angela D. Taylor-Wilson

When President William Staples first came to UHCL in 1979 as a faculty member, UHCL was mostly made up of white students in their early to mid-30s.

In fall 2014, UHCL will expand from a two-year upper-level institution to a four-year university.

“One big thing that will change starting now is that we’ll be at more College Career Nights at local high schools,” Staples said. “The reason we didn’t concentrate on them as much before is because we were an upper-level university, but with the downward expansion, we will be making our push to high schools in preparation for 2014.”

As UHCL begins recruiting freshmen, the campus diversity will change.

“In the Houston metro area, diversity is being driven by the increase of the Hispanic population,” Staples said. “Hispanics are the fastest growing ethnicity on campus and I think once we’ve established partnerships with local school districts and reinforce our presence at area community colleges, the diversity on our campus will change.”

Staples points out the biggest challenge will be retention.

“How do we get students to graduate from high school?” Staples asked. “The students that enter community college that is still there after one year is 1 out of 2. As



UHCL student Miriam Parrales, left, grabbed a bite before classes when members of the Student Government Association and UHCL President William A. Staples served pancakes during a Midterm Madness event. Pictured with Parrales is Accounting Association Vice President Lissa Jones; Staples; SGA Vice President-Committee Coordinator Doreen Bridges; SGA Executive Council Director Tomeka Blanks; SGA Executive Council Director Kelsie Brown and SGA Vice President-Outreach and Communication Carla Bradley.

“When you look at life in the 21st century, UHCL is a true reflection of what that is.”

Dr. William Staples, UHCL president

the ‘pool’ of students get smaller and smaller — it’s a challenge.”

So, how will UHCL start and/or try to attract a more diverse student population?

“We will still offer transfer scholarships and we’ll also have scholarships for freshmen,” Staples said. “We’ll also be able to attract more students because of our tuition rates. We’re significantly less than UH-Main campus and are comparable to Lamar, Sam Houston, and other

smaller universities.”

One of the main goals will be the recruitment of a more diverse staff to teach students.

“First, ethnicities vary from school to school,” Staples said. “Secondly, when we have downward expansion, we’ll have to recruit more professors and the hope would be there will be more diversity and minorities available in various disciplines. The problem lies in that sometimes in certain fields, there just

aren’t enough minorities who are getting their Ph.D.s. Also, most of our employees — don’t leave; however, we’re starting to see more retirement and with that in place, more and more positions will become open. We have a competitive salary structure here at UHCL, but we want the most qualified candidates for our students.”

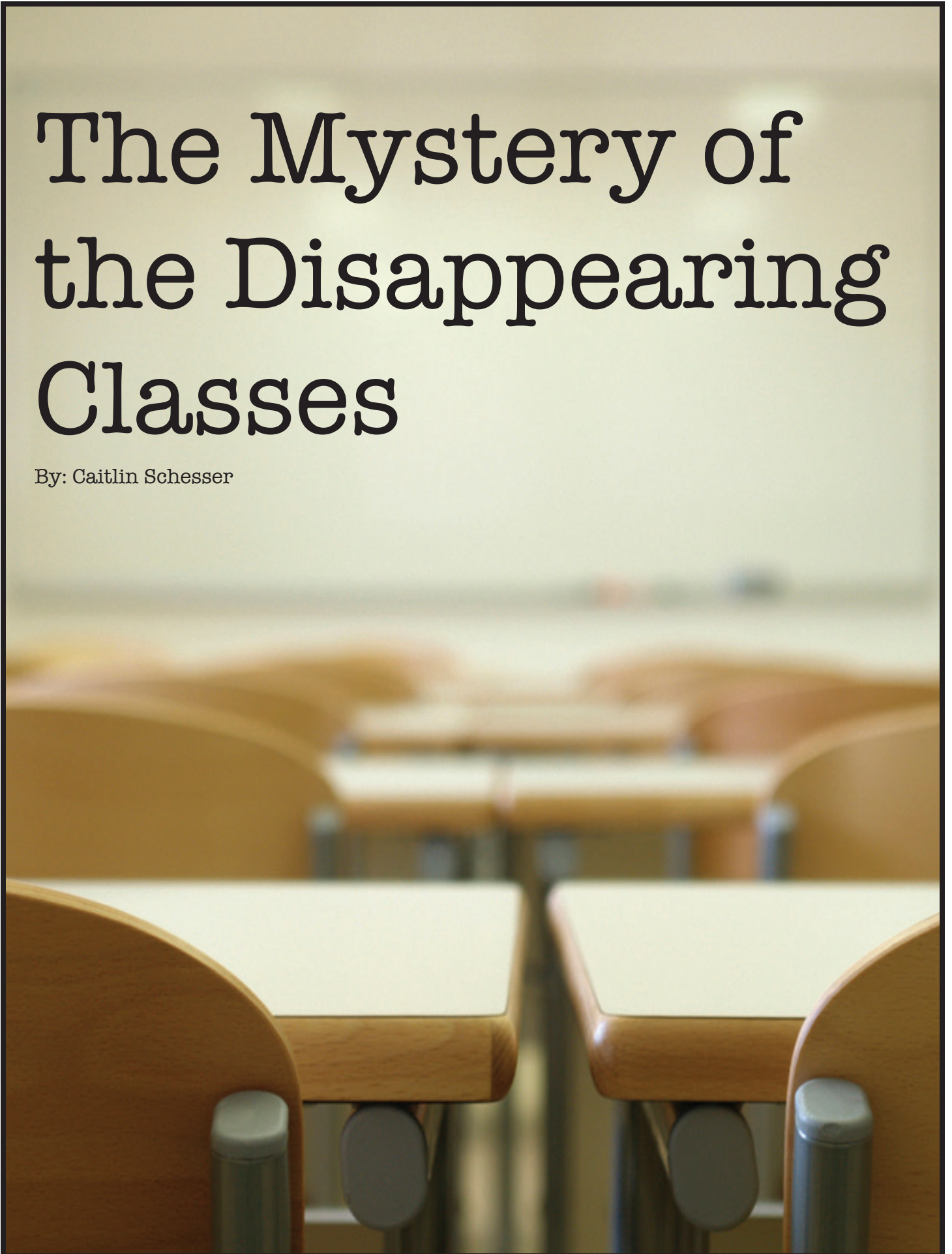
Staples talked about who should choose UHCL.

“The first thing any student, regardless of color, needs to do is pick the right school for them,” Staples said. “They should pick a school that offers a high quality academic program so that they have a better chance of becoming successful in their chosen field. When you look at life in the 21st century, UHCL is a true reflection of what that is. With roughly 10 percent African-American, 10 percent international, 23 percent Hispanic, and so on, that’s what life is going to look like in the workplace.

“Students should be willing to get involved in student activities, student government, student groups, that’s one of the traits companies will look for — can you effectively work with others in a diverse environment. To me ... that’s the 21st century — and we have that here at UHCL. That’s a university experience, inside and outside the classroom. We need to prepare students for the 21st century, not the 20th century, but 21st.” ■

The Mystery of the Disappearing Classes

By: Caitlin Schesser



Obsessive does not even begin to describe my process for enrolling in classes. Every semester I go through the same procedure. I begin checking E Services a month prior to my scheduled registration time. I write out all of my previous classes and the ones that I am currently enrolled in to make sure that I am on track for graduation. I then compare that to the suggested course lists and required courses to decide what I should take for the upcoming semester.

Next, I look to confirm the times that they are available, and write out all of the possible outcomes for my schedule on a very large dry erase board. I do this a couple of times over the next few weeks until I come up with a class schedule that works with all of my other time commitments, such as my full-time job. This way, on the day of my scheduled registration the only thing I need to do is click the little icon in the corner that says, "Proceed to the Next Step" and I'm done. Some may call it neurotic; I like to think of it as thoroughly prepared.

But this semester – oh this semester – it was another story. I went through all of my usual steps. I logged onto E Services about a month before my official registration date. I wrote out my previous and current classes.

I knew what I wanted to take and how many classes I needed. I began searching for available times... but there was barely anything listed.

I am a senior majoring in communication with an expected graduation date of May 2013. Out of the 19 advertised communication electives listed in the 2012-2013 catalog, only two were available for spring 2013 enrollment: 3D Computer Modeling and Speech Communication.

Although 3D Computer Modeling may prove useful for a digital media studies student or a graphic design student, as a communication major with an emphasis in public relations, it does little good for me and is not exactly a favorite subject of mine. Not to mention, it has two prerequisites I haven't met.

I immediately became flustered. I began asking myself, "How could this happen? Why do they not have more classes available? Do they not realize they could delay me from graduating in May?!"

After about 30 minutes of being rattled, I gathered my wits and began scouring the UHCL website in search of some answers. When I could not find the answers online, I sought out faculty and advisors who could provide me with answers. What I discovered was pointing to a widespread funding problem that is not only university-wide, but also statewide. It is much more than just an inconvenience for communication majors.

On the website for the Budget Office at UHCL, it states the Fiscal Year 2013 is part of a three-year plan to implement a budget cut due to the reduction in state appropriations. The State cut funding across the board to all public universities. In 2011, UHCL received a \$5,803,332 decrease in funds to be addressed over a three-year plan. This was the latest in a series of budget cuts from the state following its decision to deregulate tuition in 2003. The budget cuts will affect the funding for each department, bonuses and salaries for faculty and staff, and, ultimately, class selections.

Prior to 2003, public institutions for higher education were state funded and were not allowed to increase tuition more than 3 percent in any fiscal year. In 2003, Texas reduced the amount that it wanted to contribute to public universities and uncapped the cost of tuition as a way for universities to make up the difference. The result was a spike in tuition rates across the board. The average annual cost for enrollment at UHCL jumped from \$2,584 in 2002-2003, to \$5,159 in 2011-2012 for a resident undergraduate student (Office of Institutional Research).

There is a clear correlation between the decrease in funding, increase in tuition costs and the lack of available classes – it's called the domino effect. Although UHCL is raising enrollment costs to offset the drop in state backing, it is attempting to do so as minimally as possible. As a result, adjunct positions were cut, and the universities full-time faculty had to pick up the slack by teaching core classes. This caused a devastating decrease in elective options.

Emily Calhoun, who has a Bachelors of Arts in humanities and is currently taking pre-law classes at UHCL, has also had problems with class selection.

"It makes it really difficult when I am required to take a certain class and its either not offered at all or its offered at some time during the day when I have work,"
- Emily Calhoun

"It makes it really difficult when I am required to take a certain class and its either not offered at all or it is offered at some time during the day when I have work," Calhoun said.

A recent graduate of the School of Business with a Bachelor of Science in Accounting, Brittany Hutchison, is now trying to decide on whether to enroll in the masters program here at UHCL or search for a different program.

"I had a difficult time choosing classes when I was here the first time because of the limited times they were offered," Hutchison said. "Now I am considering that when choosing which

school to attend for my master's."

Hutchison, who graduated in May 2012, enjoyed her time at UHCL, but wishes that the classes were offered at multiple times throughout the semester and year verses at one time, on one day, during only one semester. She, like many other students here, works and goes to school. The limited class selection almost caused Brittany to have to delay her graduation.

"I was so worried that I was going to have to go another semester," Hutchison said. "But, luckily I was able to rearrange my schedule at the last minute thanks to the help of my family. If it wasn't for them I would have probably had to go another semester."

UHCL offers 39 bachelor's degree programs and 45 master's degree programs. It averages 2,000 graduates per semester. In 2014 UHCL plans to open its doors to freshman and sophomore students, making the school a 4-year university.

"The Texas Legislature has a history of providing more funding to downward expanding schools, but we won't know for certain till after they convene later this year," said Ashley Packard, a professor in the communication and digital media studies programs.

If the legislature continues to follow this precedent UHCL may have more funding available after Fall 2014 in order to provide its growing enrollment with the class selections necessary to complete their degree plan. ■

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Research
Research
Research

Market
Research

Literary
Analysis

Capstone Courses

The saving grace to my college education

By: Stephen Schumacher

Dreamweaver

Black leather
gloves

Media Ethics

Covalent
Bonds

Has my education at my beloved university sufficiently prepared me for the real world? Had you asked me that question prior to my final semester, I would have reluctantly answered with a worrisome, "No."

Graduation is quickly approaching. After two enjoyable years here at UHCL, I have recently caught myself questioning whether or not I feel prepared enough to enter into the workforce with my degree. The fact that I have to ask myself is scary enough. The thousands we spend to attend these classes comes with an understanding that what we are being taught here is going to be transferable to real-world situations, right? These specialized degree plans are finely tuned for our benefit, right? ... Right?

Has my education prepared me for the real world? It's still not a question I am ready to answer. I frankly don't know, and I probably won't until I walk out of these doors and into that stuffy, suit-filled, corporate world I often refer to as Mor-dor. After all, in this current economy, one does not simply walk into a 9 to 5. Pack some non-perishables and your favorite walking shoes, kids, we may have quite a journey ahead of us.

In my worried state, I started asking around; I have bugged those I know were lucky enough to have graduated from college and found work outside our beautiful wildlife preserve bubble. Regardless of their major, the answers are always the same, "Capstone courses were the key to my college education; you'll be fine."

As I prepared to enter my final undergraduate semester, I was admittedly ready for blow-off

courses and free electives. The slacker in me was excited, while the student half was terrified. I walked into my first class of my final semester, and took a seat at a long narrow table in the center of the room. The class syllabus was handed out; one quick review and it hit me. This is the class I've needed. The capstone course, that word that I had kept hearing; this was it.

I looked around the room as the professor explained the class objectives and what all would be expected of us during the course of the semester. The mouths of most students were open, eyes wide, brows furrowed. This was going to be more than a class; this was my introduction to real-world experience.

Exams were substituted for job positions; each classmate was given objectives they were expected to complete. My writing skills were going to be challenged. My drive, my dedication to my major, my sanity... they were all going to be real-world tested. As terrified as that made me feel, I dove in knowing this was an opportunity to build on those theory courses I had questioned would ever come to use. It was my chance to hone my craft. No more late night memorization crams, just real-world stress. The transition from reiteration to critical thinking; it was exactly what I needed.

I'm about a month in; the countdown to graduation has started. Has my education prepared me for the real world? I can honestly say that after only one month into my capstone courses, I am already feeling more confident about my upcoming corporate-world adventure. ■

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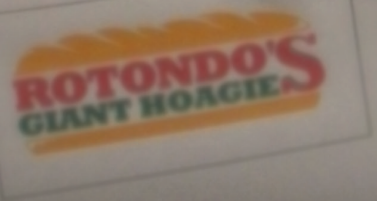
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Full Circle

How Individual, Academic and Professional Growth Can Drive Your Success

By: Crystal Rico

There are all kinds of books and articles written to advise, give direction, or provide a different point of view intended to expand your thinking and encourage some form of change. What really determines your success, though, is what you do with that information.

Regardless of your major, your personal growth, academic success and career guidance all come together to benefit you and your life more than you may realize. UHCL offers a variety of opportunities and resources, making our campus a one-stop shop for students to succeed. You just have to be willing to do the work and take advantage of the resources made available by your student services fee.

To start, familiarize yourself with the Student Services building. The offices housed in this building intend to do just what the name suggests: serve students. There you can find help from Career Services, Counseling Services, Dean of Students, Health and Disability Services, Intercultural and International Student Services, Math Center, Student Assistance Center, Student Life Offices, Writing Center, and so much more.

Student Leadership, Involvement & Community Engagement (SLICE) is a program offered through the Student Life office that helps students develop leadership skills. SLICE offers workshops on various topics including time management, understanding communication styles, stress reduction, etc., which allow students to challenge themselves so they are more aware, focused individuals.

"Something I allude to in workshops is developing mission statements...who are you, what do you value, what are you working towards?" explains Jennifer Clark, assistant director of Student Life and coordinator of SLICE. "I strive to really help figure out focusing on what your purpose is, what is your gift that you're going to give? When you're in the service position, you step outside of your comfort zone and it opens your eyes to others outside ourselves."

Service positions can include something like volunteering on UHCL's Day of Service, being an O-Leader for New Student Orientation, joining the committee for the next Welcome Back Bash or any of the 70+ student organizations on campus. Volunteering not only looks good on your resume, it is also a great way for you to meet faculty, staff, students and others in the community.

SLICE and other Student Life resources may help guide you toward your natural strengths and help you find where your passions lie, but if you're struggling or feeling lost, academically or otherwise, be aware of Counseling Services as well as Career Services. Counseling Services offers individual and group

counseling and Career Services offers a gateway to job opportunities and assistance with job-search preparations.

"Maybe first we brainstorm actively," suggests Emily Glynn, a career counselor in Career Services. "If someone's unsure of their major I really encourage them to seek out help from their advisors, as they know the degree programs and requirements better than I would. By having that collaboration between offices once you're here, we can help students with everything we can to help with success; here at UHCL and getting that job." Another great opportunity to consider is the Career Exploration Workshop. In the Career Exploration Workshop, you'll take personality, strengths and interests assessments. The workshop, which is a

confidential and supportive place to share and get feedback from peers in similar situations, allows you to explore aspects of your personality, discuss academic studies and other interests, as well as your past work experience.

Led by staff from both Counseling and Career Services, these discussions allow you to make

deeper connections on where your interests and strengths may fit in a career field. Sharing experiences not only lends supports, it also prompts ideas you may not have considered pursuing.

Internships, co-ops, apprenticeships, and similar opportunities are a great way to apply your skills and expand your knowledge, especially if obtaining one is not already a requirement for your degree program. These are chances to connect with possible future employers and others in your field of study. These opportunities help you discover what you excel at and want to do after graduation. Similarly, you might discover what you don't want to do.

"I got a job at a hospital that was offering a scholarship to me because if anything, they would want me to work there for 2 or 4 years," admits Sarah Hopson, a Fitness and Human Performance major and UHCL's SGA President. "I started working in that area and I learned that that really wasn't what I wanted to do or become."

Clark admits to being a student who changed her own major four times.

"That's what I love about college, it's a time to explore things because once you join the working world of 9-5 you don't have as much time to explore that much," Clark said. "College is a safe place to fail. It's not the end of the world, not everything you're going to do will be successful. You don't learn unless you experience failure and this is a safe place for that."

Ultimately, your success depends on you. In order to make changes in any aspect of your life, you simply have to act. Otherwise the situation you're in may never change. Make some form of effort, share your knowledge, apply your skills. Seek out opportunities while you can; they won't always come to you. ■

"That's what I love about college, it's a time to explore...once you join the working world of 9-5 you don't have as much time to."
Jennifer Clark, assistant director of Student Life.

ci•vil•i•ty (sĭ-vĭl'ĭ-tē) *n., pl. -ties* 1. Courteous behavior; politeness. 2. A courteous act or utterance.

from The American Heritage College Dictionary

There is a difference between a scholarly debate and causing disruption by being argumentative and disrespectful.

You are a scholar and you paid for the privilege to be educated. *Act like a scholar and succeed like a scholar.*

For more information on UHCL's conduct code, go online to **www.uhcl.edu/deanofstudents** or scan the QR code for UHCL's Student Rights and Responsibilities, which includes the conduct code.



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