



## APPLICATION FOR ADMISSION

### Robert Donald Clark Honors College Application Instructions and Checklist

#### Postmark Deadlines

Postmark deadlines for freshmen and transfer students are the same.

Early Action postmarked by . . . . . **November 1, 2015**

Supporting documents received by . . . . . **November 7, 2015**

Regular notification postmarked by . . . . . **January 15, 2016**

Supporting documents received by . . . . . **February 1, 2016**

#### Application Instructions

Although submitting a paper application will not influence your admission decision, online applications to the Clark Honors College (CHC) and the UO are preferred. You should complete this application form only if you have **not** already completed the Clark Honors College section of the online Application for Undergraduate Admission at [admissions.uoregon.edu/apply](http://admissions.uoregon.edu/apply). Reminder: you must apply to the UO also. You can find additional information about admission to the University of Oregon at [admissions.uoregon.edu](http://admissions.uoregon.edu) or by calling 800-BE-A-DUCK.

#### Checklist

All items listed are **required** and are in addition to those required for admission to the University of Oregon. Incomplete applications are not considered for admission. Common Application forms will not be accepted.

- Application.** Complete this form
- Test scores.** Official score reports. See page 4 for details
- Official high school transcripts.** Submit even if you are a transfer student. *Note: Official transcripts will be shared between the UO and the CHC; additional copies are not required*
- Official college transcripts.** If applicable. *Note: Official transcripts will be shared between the UO and the CHC; additional copies are not required*
- Self-introduction.** See page 2
- Description of accomplishments.** See page 3
- Special circumstance.** Advise us of any special circumstances that affected your academic performance. We encourage you to provide details of any serious illness, diagnosed disability, personal difficulties, or family circumstances that have affected your education
- Transfer students.** Include statement explaining your reason for leaving your current institution to attend CHC. *Note: Current UO students should also submit reasons why you would want to attend the CHC and provide a letter of recommendation from a current college professor. See CHC Teacher Recommendation form for instructions.*
- Include name and date of birth on each page**
- Recommendations from two academic teachers.** Follow the instructions on the teacher recommendation forms on pages 4 and 5 carefully. Make sure the teachers' names that are written on the forms match the teachers' recommendations being sent. No Common Application forms will be accepted

- Clark Honors College admission essay.** The formal essay is an important component of your application to the Clark Honors College. Note that all CHC applicants must also complete the UO's general application essay requirement; applicants may submit their CHC admission essay to meet that requirement. **However, the UO general essay topic cannot be used to fulfill the CHC admission essay.**

The CHC essay should represent your very best effort; free from colloquialisms, slang, and abbreviations used in text messaging. Please take time to present your thoughts in a clear, well-organized essay that demonstrates your critical thinking skills in standard, formal English. Proofreading your essay in advance is a reflection of your writing acumen—spelling and grammar matter. The committee is looking for a coherent, energetic essay supported by specific evidence.

Reflect on one of the three topics listed below (500 words maximum). Preface your essay by including a thesis statement (50 words maximum) summarizing the main points or focus of your essay. Please avoid the inclination to state "I will show" in your thesis statement. Note, your thesis statement does not need to be repeated in the body of the essay.

1. Describe the scientific concept most important to your world view and explain why it is so critical to your outlook.
2. The "melting pot" is a common metaphor for American society. Would you argue for or against the utility of this metaphor? Why?
3. The UO's Common Reading Program for first-year students was created in 2009 by a Clark Honors College student specifically for new honors college students and was later expanded to include all incoming students. The Common Reading Program now brings first-year students together with the whole campus around a single book. If you were responsible for selecting the book for next year, what book would you choose and why?

#### Verifying the status of your application

Generally within three weeks of submitting your application, you will receive a letter from the UO Office of Admissions acknowledging receipt of your application. This letter includes information on how to check the status of your UO and Clark Honors College applications. It is your responsibility to ensure that all of your application materials arrive at the Office of Admissions, including those items sent separately. Each year, applicants are not considered for admission because their files are incomplete. The missing items are often teacher evaluations or transcripts. Note: When Letters of Recommendation are received and processed, the word "Complete" will appear next to the teacher's name in DuckWeb.

#### Contacting Clark Honors College

If you have questions that are not answered in our application materials or online at [honors.uoregon.edu](http://honors.uoregon.edu), please send an e-mail to [chcadmit@uoregon.edu](mailto:chcadmit@uoregon.edu) or call 541-346-7600. Office hours: Monday–Friday, 8:30 a.m.–4:30 p.m.

# Application for Admission

## Robert D. Clark Honors College

The faculty admissions committee provides a comprehensive review of all the required items you submit with your application along with your cumulative high school GPA on an unweighted 4.00 scale, as well as the rigor and breadth of the courses you have taken. Our committee seeks students who inspire those around them, challenge the status quo, and bring diversity of thought to the Clark Honors College community.

Name \_\_\_\_\_ Date of birth \_\_\_\_\_  
Last (family name) First Middle Month/Day/Year

I am applying for: Fall term, Year \_\_\_\_\_ E-mail: \_\_\_\_\_

Have you previously applied to or attended the **University of Oregon**? If yes, date of last application:

Term \_\_\_\_\_ Year \_\_\_\_\_ Last term attended: Term \_\_\_\_\_ Year \_\_\_\_\_ UO ID# \_\_\_\_\_

Have you previously applied to or attended the **Clark Honors College**? If yes, date of last application:

Term \_\_\_\_\_ Year \_\_\_\_\_ Last term attended: Term \_\_\_\_\_ Year \_\_\_\_\_

**Teacher Recommendations** Please print the names of teachers from whom you requested recommendations.

1. \_\_\_\_\_ Subject area \_\_\_\_\_

2. \_\_\_\_\_ Subject area \_\_\_\_\_

### Self-Introduction

Clark Honors College is looking for intellectually curious, thoughtful, and yet thought provoking students interested in joining and building upon our community of scholars. Surprise us with something about yourself that would not be listed in your activities and accomplishments. This is your opportunity to be creative, unique, and bold. Help us understand the spark that drives and motivates you. Please use 30 words or fewer however you see fit.

*I understand that admission to Robert Donald Clark Honors College is contingent upon acceptance to the University of Oregon. Additionally, I understand that it is my responsibility to ensure that the Office of Admissions receives all my application materials, and that UO application materials sent to the Clark Honors College will delay the processing of my application.*

► Applicant's signature \_\_\_\_\_ Date \_\_\_\_\_

Please mail this application and all required materials to:  
Office of Admissions  
1217 University of Oregon  
Eugene OR 97403-1217

## Clark Honors College Description of Accomplishments, Activities

### Instructions

To get a better sense of your interests and cocurricular involvement, please share three significant activities you were involved with during grades 9-12. This may include special accomplishments, extracurricular activities, or any awards you have received. It might also include a job you held, or formal programs meant to prepare you for college, such as Aspire, AVID, SEI, TRiO, Upward Bound, GEAR Up, or SAIL. For each, provide a "Description" to make sure we get a clear sense of how you were involved. In "Role and Impact," discuss the significance of your participation or recognition.

We value the depth of your involvement in meaningful activities more than the quantity, so please only discuss one accomplishment in each of the three sections; do not submit additional activity information.

Please fully explain any acronyms you might use in this section. For example, even though you may have been in FBLA, please write out "Future Business Leaders of America" for the sake of clarity.

|  |                 |
|--|-----------------|
| <b>Accomplishment or Activity One</b> _____ Dates: from _____ to _____   |                 |
| Description  | Role and impact |
| <b>Accomplishment or Activity Two</b> _____ Dates: from _____ to _____   |                 |
| Description  | Role and impact |
| <b>Accomplishment or Activity Three</b> _____ Dates: from _____ to _____ |                 |
| Description  | Role and impact |

## Clark Honors College Teacher Recommendation

### Deadlines

All supporting documents (teacher recommendations, transcripts, and test scores) must be *received* by:

Early Action—November 7, 2015

Regular notification—February 1, 2016

### Student Instructions—complete this student section for each recommendation

- Request submission of two recommendations from academic teachers in different subject areas, e.g., English and science, math and history. We strongly suggest that you select at least one teacher who can discuss your writing skills.
- Recommendations from leadership or music teachers must address academics.
- Select teachers who have taught you in grades 10–12 and have awarded you a grade that appears on your transcript. Recommendations from counselors, principals, or coaches will only be accepted if they were at one time your teacher as listed above.
- **High school applicants**—Need two high school teachers.
- **Transfer students**
  - Less than one year of college: Need one high school teacher *and* one college professor
  - One year or more of college: Need two college professors

### Waiver to Rights of Access

Under the federal law titled the Family Educational Rights and Privacy Act of 1974 and according to the University of Oregon Student Record Policy, registered students are given the right to inspect their records, including letters of recommendation and teacher recommendations. Opinion is divided whether letters open to review are more helpful in assessing a student's potential than those that are not. If the student wants to waive their right of access to this recommendation, they may do so by signing the waiver below. In any case, all recommendations will be carefully considered.

*By signing, I expressly waive any rights of access to this recommendation under the Family Educational Rights and Privacy Act of 1974, the University of Oregon Student Record Policy, or any other law, regulation, or policy, and understand that the Clark Honors College does not require execution of this waiver and is willing to review applications whether or not it is signed.*

► **Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

Please note that if the University of Oregon does not receive the waiver above, the teacher evaluations will be considered nonconfidential.

## Clark Honors College Teacher Recommendation

The Robert D. Clark Honors College (CHC) at the University of Oregon offers the academic rigor of a premier small liberal arts college over four years with all the resources of a major research university. Education in the CHC prepares high-achieving students for participation and leadership in society and aims to help them understand the role of knowledge in their lives as global citizens. Classes in the CHC are limited to 19 or fewer students and complement any University of Oregon major. The Clark Honors College admissions process is competitive, with 240 spots available each year from more than 1,500 applicants.

### Teacher Instructions

- Teacher recommendations are required application materials used in the process of determining admission. Applications without the submission of two letters of recommendation and this recommendation form are not considered for admission.
- Mail both pages of this recommendation form and accompanying letter of recommendation directly to the UO Office of Admissions, or return both pages of this recommendation form and recommendation letter to the student in an envelope with your name written across the seal.
- If the student has not signed the waiver, or if the CHC does not receive the waiver, this form will be considered non-confidential.

**Recommendations must be received by:**

Early Action: November 7, 2015  
 Regular notification: February 1, 2016

**Mailing address**

Office of Admissions  
 1217 University of Oregon, Eugene OR 97403

Teacher name (please print) \_\_\_\_\_ E-mail \_\_\_\_\_

Subject(s) you have taught this student \_\_\_\_\_

Institution \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

### 1. Required recommendation letter

We are looking for students who enjoy the challenge of intensive learning, demonstrate an ability to think and write critically and creatively, and work independently. Please attach a separate letter that describes specific examples of the applicant's academic and intellectual ability, including any personal characteristics as demonstrated in your class.

### 2. Potential of the applicant (check one)

Exceptional  High  Adequate  Low  No basis for judgment

### 3. Recommendation of this applicant for Clark Honors College admissions (check one)

Strongly recommend  Generally recommend  Recommend with reservations  Do not recommend

### 4. Applicant rating

Please use check marks to rate the applicant on the qualities listed below. This table identifies the abilities needed for success at the Clark Honors College. The recommendations that we find most useful expand upon what skills, attitudes, and specific assignments have produced the grades on the transcript and your numerical recommendation.

|   | One of the best in my judgement | upper 1-2%               | upper 10%                | upper 50%                | No basis for judgment    |
|---|---------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Intellectual ability                    | <input type="checkbox"/>        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Creativity and originality of thought   | <input type="checkbox"/>        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Judgment and maturity                   | <input type="checkbox"/>        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Motivation and productivity             | <input type="checkbox"/>        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Quality of in-class discussion          | <input type="checkbox"/>        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Quality of written expression           | <input type="checkbox"/>        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Study habits                            | <input type="checkbox"/>        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Initiative                              | <input type="checkbox"/>        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Response to criticism                   | <input type="checkbox"/>        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Personal accountability and integrity   | <input type="checkbox"/>        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Open-mindedness with teachers and peers | <input type="checkbox"/>        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |