

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500). See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL
(Attach copy of syllabus)

SUBMITTED BY:

Department	HONR	College/School	Division of General Studies
Prepared by	Marsha Sousa	Phone	7931
Email Contact	mcsousa@alaska.edu	Faculty Contact	Marsha Sousa

1. ACTION DESIRED (CHECK ONE): Trial Course New Course

2. COURSE IDENTIFICATION: Dept **HONR** Course # **F101** No. of Credits **1**

Justify upper/lower division status & number of credits:

This is a first year experience course. It is designed to cohort honors students and introduce them to the University and to the Honors Program. It is not appropriate for transfer students or upper division students.

3. PROPOSED COURSE TITLE: **Introduction to Honors Program**

4. To be CROSS LISTED? YES/NO **No** If yes, Dept: Course #

NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

5. To be STACKED? * YES/NO **No** If yes, Dept. Course #

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

* Use only one Format 1 form for the stacked course (not one for each level of the course!) and attach syllabi. Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi (undergraduate and graduate versions) will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online - see URL at top of this page.

6. FREQUENCY OF OFFERING: **Fall**
Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) - or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (Effective AY2015-16 if approved by 3/31/2015; otherwise AY2016-17) **Fall 2017**

8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

COURSE FORMAT: (check all that apply)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6 weeks to full semester
OTHER FORMAT (specify)						
Mode of delivery (specify lecture, field trips, labs, etc)	Discussions, field trips, presentations, group activities					

9. CONTACT HOURS PER WEEK:	<input type="text" value="1"/>	LECTURE hours/weeks	<input type="text"/>	LAB hours /week	<input type="text"/>	PRACTICUM hours /week
-----------------------------------	--------------------------------	------------------------	----------------------	--------------------	----------------------	--------------------------

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/> for more information on number of credits.

OTHER HOURS (specify type)	<input type="text"/>
----------------------------	----------------------

10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

Example of a complete description:

FISH F487 W, O Fisheries Management
3 Credits Offered Spring
Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)

HONR F101 Introduction to the Honors Program
1 credit Offered Fall

Introduction to the Honors Program at UAF. Explains the services provided by the University in general and the Honors Program specifically and how to best achieve goals in this academic setting. Student explores personal interests, strengths, and weaknesses. Culminates in the development of an academic plan for a four- year degree program at UAF as well as a personal growth and development plan for the student. (Prerequisite: Admission to the UAF Honors Program) (1+0 +0)

11. COURSE CLASSIFICATIONS: Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities	<input type="text"/>	S = Social Sciences	<input type="text"/>
----------------	----------------------	---------------------	----------------------

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.	YES:	<input type="text"/>	NO:	<input checked="" type="checkbox"/>
--	------	----------------------	-----	-------------------------------------

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6	<input type="text"/>	W = Writing Intensive, Format 7	<input type="text"/>	X = Baccalaureate Core	<input type="text"/>
------------------------------	----------------------	---------------------------------	----------------------	------------------------	----------------------

11.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.

YES	<input type="text"/>	NO	<input checked="" type="checkbox"/>
-----	----------------------	----	-------------------------------------

12. COURSE REPEATABILITY:

Is this course repeatable for credit?	YES	<input type="text"/>	NO	<input checked="" type="checkbox"/>
---------------------------------------	-----	----------------------	----	-------------------------------------

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).	<input type="text"/>
---	----------------------

How many times may the course be repeated for credit?	<input type="text"/>	TIMES
---	----------------------	-------

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?	<input type="text"/>	CREDITS
--	----------------------	---------

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?	<input type="text"/>	CREDITS
--	----------------------	---------

13. **GRADING SYSTEM:** Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change - Format 2 form.

LETTER: PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. **PREREQUISITES**

Admission to the UAF Honors Program

These will be required before the student is allowed to enroll in the course.

15. **SPECIAL RESTRICTIONS, CONDITIONS**

Admission to the UAF Honors Program

16. **PROPOSED COURSE FEES**

\$ 0

Has a memo been submitted through your dean to the Provost for fee approval?

Yes/No

17. **PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously?

Yes/No

Yes

If yes, give semester, year, course #, etc.:

As FYE F101 in fall 2015
as HONR F193 in fall 2016

18. **ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

No impacts. Will be taught by honors faculty and staff as part of their workload. Can be taught in the Honors House.

19. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

Yes

Do not anticipate requiring any library materials.

20. **IMPACTS ON PROGRAMS/DEPTS**

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

No other departments will be affected.

21. **POSITIVE AND NEGATIVE IMPACTS**

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

Positive impact on the Honors Program. In the two times that we have taught it, we have seen an increase in the cohesion and commitment of the students, a better rapport between Honors faculty and students, and we anticipate an increased rate of graduation in Honors.

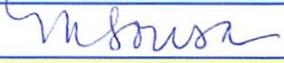
JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

We are developing a short series of courses that will be required for Honors students. Our goals are to create a value-added program in which we retain and graduate the majority of our freshmen honors students. In this course, students get to know each other and the Honors staff, they develop a greater understanding of the workings of the University and the requirement of the Honors Program. Most importantly, they think intentionally about themselves and develop a personal growth plan. This course

will be followed by Methods of Inquiry (HONR 201), Capstone development (HONR 381), Research (HONR 498) and Thesis (HONR 499). An interdisciplinary seminar that changes topics each semester will also be required (currently trial course HONR 393).

APPROVALS: Add additional signature lines as needed.

	Date	12-7-16
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	12-7-16
Signature, Dean, College/School of:	General Studies	

Offerings above the level of approved programs must be approved in advance by the Provost.

	Date	
Signature of Provost (if above level of approved programs)		

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

	Date	
Signature, Chair Faculty Senate Review Committee: ___ Curriculum Review ___ GAAC ___ Core Review ___ SADAC		

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

	Date	
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		

ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at:

<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:

Title, number, credits, prerequisites, location, meeting time (make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

Name, office location, office hours, telephone, email address.

3. Course readings/materials:

Course textbook title, author, edition/publisher.

Supplementary readings (indicate whether required or recommended) and

any supplies required.

4. Course description:

Content of the course and how it fits into the broader curriculum;

Expected proficiencies required to undertake the course, if applicable.

Inclusion of catalog description is *strongly* recommended, and

Description in syllabus must be consistent with catalog course description.

5. Course Goals (general), and (see #6)

6. Student Learning Outcomes (more specific)

7. Instructional methods:

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

Specify how students will be evaluated, what factors will be included, their relative value, and how they will be tabulated into grades (on a curve, absolute scores, etc.)

Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf

11. Support Services:

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services: Note that the phone# and location have been **updated**.

<http://www.uaf.edu/disability/faculty/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

Introduction to Honors HONR F101, 1 Credit Fall 20XX

Course Description

Introduction to the Honors Program at UAF. Explains to the student the services provided by the University in general and the Honors Program specifically and how to best achieve goals in this academic setting. Student explores personal interests, strengths, and weaknesses. Culminates in the development of an academic plan for a four- year degree program at UAF as well as a personal growth and development plan for the student.

Prerequisites

Admission to the UAF Honors Program.

Meeting

Thursdays, 4-6 in the Honors House

Instructor

Dr. Marsha Sousa

Office: Honors House, 202

Phone: 474-7931

email: mcsousa@alaska.edu

Office hours: Tues and Thurs 9-5 or by appointment

Course readings/materials

These will be provided as needed. No books need to be purchased.

Course Goals

The primary goal of this course is for you to fully understand your opportunities and obligations within the honors program, to become very familiar with the university's resources, and to get to know your fellow honors students and the honors staff.

Student learning outcomes

By the end of the course the student will be able to:

1. Identify and locate resources on campus for financial aid, advising, registration, library services, health and counseling services, study abroad and national exchange, career advising, student organizations, and recreational activities.
2. Identify and explain your personal characteristics, your strengths, and weaknesses, your preferred learning style, and your preferred interaction style.
3. Develop a 4-year plan for your academic program.
4. Develop a personal growth and development plan to incorporate extracurricular and co-

curricular activities into your 4-year program, to address your weaknesses, and to build on your strengths.

5. Present a well-written resume.
6. Work as a team member and lead a team.
7. Explain the value of a liberal education.
8. Complete Green Dot training.

Instructional Methods

The course will utilize lecture, discussion, exploratory assignments, group activities, MBTS assessment, Strong inventory assessments, TED talks, and presentations by students.

Course Policies

Students are expected to attend each session and participate fully in all activities. Tardiness or leaving early is not allowed. Exceptions may be made for academic conflicts by contacting the instructor prior to class and explaining the conflict. Assignments are to be turned in on time and to be presented professionally. Honesty is expected in all activities and assignments; no plagiarism or cheating will be tolerated. Please review the student code of conduct found in your UAF Catalog.

Evaluation/Grading

This class is evaluated as pass/fail. You will receive a passing grade if you turn in all of your assignments on time and they are of the high quality expected of an honors student, if you attend every class on time, participate fully in all assigned work, and you have earned at least 70% of the 130 points available through assignments. Attendance and participation will count for 1 point per week. You will receive a failing grade if you fail to turn in all assignments, if you miss more than 2 class meetings for any reason, or if you regularly do not participate in class activities and discussions.

Support Services

Disability services provides assistance to any student with a documented disability. If you have a disability, please contact them (474-5655, 208 Whitaker Building) early in the semester. If you have documentation of your disability, please bring it to my attention as soon as possible so that I may provide the accommodations you need.

Student Support Services are available at UAF (<http://www.uaf.edu/sssp>). These include: free tutorial services to eligible students, academic advising, mentoring and personal support, direct financial assistance to qualified low-income participants, use of laptop computers, labs, and other technology resources, and cultural and social engagement. The office is located in Gruening 512.

Information about the UAF Writing Center can be found at www.uaf.edu/english/writing-center/. The writing center is located in GRUE 801.

Information about the UAF Math Lab can be found at www.uaf.edu/dms/mathlab/. The lab is located in CHAP 305.

Title IX Protection

University of Alaska Board of Regents have clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident.

Your choices for reporting include:

1. You may access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043;
2. You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600;
3. You may file a criminal complaint by contacting the University Police Department at 474-7721.

Course Schedule

Week 1	Introductions, Explanation of Honors Program, course and degree requirements.	Scavenger Hunt, 20 points Advisor, 10 points
Week 2	Time management, effective calendaring	Calendar assignment, 10 points
Week 3	Co-curricular opportunities Explanation of MBTI assessment tool	Clubs/activities assignment, 10 points Complete the MBTI assessment online, 10 points
Week 4	Honors on Exchange	
Week 5	MBTI results, discussion	Complete the online STRONG inventory, 10 points
Week 6	Resume building	Create professional resume, 10 points
Week 7	STRONG Inventory results, discussion	Refine professional resume, 10 points
Week 8	Personal growth and development discussion	Complete personal growth inventory, 20 points
Week 9	Developing your 4- year plan	Complete your 4-year plan, 20 points
Week 10	Solving the world's problems	

Scavenger Hunt Assignment, 20 points

Grading: you will receive 1 point for each clear photo of the item in the list below, and 1 point for each correct answer to a question.

Part 4: Scavenger Hunt

There are many services that UAF offers that often go unnoticed on this campus. Did you know that you can get free coffee or hot cocoa at the ASUAF office? Were you aware that there are free spin classes offered through the Student Recreation Center? For this assignment, discover and experience **TEN** different services (and/or facilities) that are offered on the UAF campus that are not directly related to your degree program.

Location List: To successfully complete the scavenger hunt, **choose 10** of the following locations and (a) answer the associated question AND (b) take a picture of yourself (or your group) next to the subject of the question. To get credit, send the answers to the questions and the pictures of the locations to Dr. Sousa **by Wednesday, Sept 7, at 5 pm.**

You may complete this with a group. If you do, make sure your entire group is in each of the photos and that all members can be clearly identified.

1. UAF Math and Stat Lab
What is the title of the map outside the Math and Stat Lab?
2. ASUAF Office
Who is the ASUAF mascot?
3. UAF Map Office
What prominent object sits on top of the roof of the building that houses the UAF Map Office?
4. URSA Office
What sculpture hangs from the ceiling of the URSA Office?
5. Great Hall
What organization has a quilt displayed in the Great Hall?
6. Murie Building
What is the name of the stained glass mural that spans from the first to the second floor in the Murie Building?
7. UAF Testing Services
What is the maximum student occupancy in UAF Testing Services?
8. Rasmuson Library
What floor and location in the Rasmuson Library has the raven sculpture?
9. Office of the Bursar
In addition to getting your Polar Express card, what else can you do at the UAF Office of the Bursar?
10. Financial Aid Office
What color are the pens on the reception desk in the Financial Aid Office?
11. Rural Student Services (RSS)
What object is hanging from the ceiling in the Gathering Room at RSS?
12. UAF Writing Center
What stuffed animal lives in the UAF Writing Center?

13. Academic Advising Center
Who were the first Outstanding Advisors displayed in the Academic Advising Center?
14. Reichardt Building (artwork)
What type of wood was used to construct the curved and straight benches on the second floor of the Reichardt Building?
15. Health and Counseling Center
What color is the doorbell in the reception area of the Health and Counseling Center?
16. Student Recreation Center (SRC)
How many treadmills are at the SRC and where are they located?
17. Patty Center
What animal is stuffed and standing in the middle of the main entrance area of the Patty Center?
18. City Bus Stop
What number is the Wood Center Bus Stop and which color of bus would you take to Fred Meyer West?
19. O'Neill Building
List two species of fish that are currently in the aquarium in the main hallway in the O'Neill Building.
20. The Nook
What animal is displayed on the wall in The Nook in addition to the polar bears?

Get an advisor, 10 points

For this assignment, you will need to get an advisor (maybe you already have one, it's that simple). If you have declared a major, communicate with your department to be assigned an advisor, or ask an appropriate professor. If you have not declared a major, visit the Academic Advising Center located in 510 Gruening Building and request one. Advisors are very important as they are guides to help you navigate your program and help you customize it to fit your life and ambitions. Want to study abroad? They will help you schedule the best time for it and make sure you can get credits you need.

To get credit for this component, send Dr. Sousa the name of your advisor, his/her office location and phone number, and an approximate date of the last time you met with him/her **by Wednesday, Sept 7th at 5 pm.**

Time Management Assignment, 10 points

Google Calendar

To succeed at UAF, students must know what assignments are due and when tests are to be taken. This way, you have time to study or work on projects. For this assignment, you will construct a Google Calendar to help keep you organized.

1. Open your [@alaska.edu](mailto:alaska.edu), Google email account (everyone should have one if you are enrolled in classes).
2. Click on the weird looking grid button to the right.
3. Click on the calendar icon. This will take you to Google Calendar.

This is a very useful tool that everyone should get to know. You can create events for anything, share it with whoever you like, and see calendars others have shared with you. Perhaps you need to show your boss your class schedule, or what your work hours are. This all can be easily done with Google Calendar. To keep from forgetting tasks, you can set up reminders for assignments and events (as many as you like) which will be emailed to you.

Please follow the steps below:

1. Gather the syllabus from each of your classes (you should have received one on the first meeting or it should be available on Blackboard or Google Drive.)
2. Check to see if your course meeting times are already entered in your calendar (UAF shares the course calendar with you automatically).
3. If your course meeting times are not entered into your calendar, enter them now! Be sure labs as well as lectures are entered.
4. Next, look for any exams that you have to take this semester. These exams with their dates should be on the syllabus. Enter in these dates and times into your calendar. Note, that your final exams will likely not be scheduled during your regular class time.
5. Next, look for due dates of any major essays or projects. Enter the dates for every assignment or project due in your courses.
6. Finally, if there are any special events associated with your course (i.e., field trips, etc.), enter these too.

After following these steps, you should have on your calendar: course meeting times (or none if it is a distance delivery course, perhaps), exams and their dates, major projects, essays, etc., and other events related to your course.

To get credit for this part of the assignment, share your calendar with Dr. Sousa by Wednesday, Sept 21, at 5 pm. Note: When you name your calendar, prior to sharing it with me, please make sure that YOUR NAME is part of the calendar name.

Grading: 10 points for a calendar that clearly identifies all of your class meetings, and contains dates for significant exams, papers, etc. Partial credit will be awarded for partially complete calendars. For example: If your calendar contains class meetings but no assignments, you will receive half credit (5 points). If your calendar contains class meetings, but only dates for final exams, you will receive 7 points. I do not have access to your syllabi, but I have a good idea of what might be in them.

Clubs and Activities Assignments, 10 points

Based on the interests you expressed in our discussion, for groups of 3-4 people and spend the week identifying resources on campus that will help you develop your interests and skills. Present your information to the larger group next week via a brief talk. Each member of the group must present some of the information.

Grading: 10 points to each group member who gathers and presents information

MBTI profile, 10 points

The Myers-Briggs Type Indicator® (MBTI) is a framework for understanding yourself and others. The instrument usually takes between 20-30 minutes to complete. Put yourself in a relaxed frame of mind and think of how you usually act or feel when you're not under pressure. There are no right or wrong answers. Skip any items about which you are unsure.

Please complete the MBTI by Wed, Sept 7th. Your MBTI results will be discussed as a group at your Sept 28th class. To take the inventory,

Go to: <https://online.cpp.com>

Login: ctcadvising (all lower case; login is case sensitive)

Password: 604student

Leave the "user ID" blank unless you are returning to complete an assessment.

A user id will be generated for each student.

****From the menu, select the MBTI Step I (Form M)****

You will be prompted to fill out a demographics page.

Choose WEBBATCH for batch name.

For Personal ID, enter your UAF Student ID

Click CONTINUE.

Follow all directions to complete your assessment.

When you have completed the **Myers Briggs Type Indicator**, write down your User ID (so you can resume and/or take additional assessments using the same User ID).

Call CTC at 907-455-2800 to make an appointment with Jackie Debevec, if you want to talk more about your results, after the Sept 28th class.

Grading: You will receive 10 points for completing your assessment on time. There is no credit for doing it late.

STRONG Inventory, 10 points

The STRONG inventory is a tool that assesses your interests, not your skills or abilities. Like the MBTI, it asks a variety of questions that you are to answer without overthinking your responses. Some questions may appear to be similar to ones you have already answered, but just go ahead and answer them as they strike you. The inventory should take 30 minutes or so. To access the inventory, go to the document posted on Blackboard. Be sure you use the login provided, and not the one for the MBTI.

Grading: You will receive 10 points for completing your assessment on time. There is no credit for doing it late.

Resume, 20 points

Everyone needs a good resume, whether you are seeking your summer job or your first job out of college, whether you are applying to grad school or med school. Based on all that we discussed in class, create your own resume. Keep it to no more than 2 pages, preferably 1. Create some visual interest and class; be completely honest about your accomplishments. Be sure you tailor your resume to some specific opportunity – even if you are making up your dream job.

Grading: 10 points for a complete resume by the due date.

Another 10 points for a revised resume based on feedback.

In both cases, only partial credit will be awarded if there are typographical and formatting errors, missing sections, etc.

Inventory for 4-year plan, 20 points

Complete the attached “inventory” about yourself in preparation for creating your 4-year plan.

Grading: 10 points

You will receive 10 points for a complete inventory. There are no right or wrong answers (though no flippant or irrelevant answers will be given credit). You will be awarded partial credit for partially complete work (% of completion).

Four Year Personal Growth Plan, 20 points

Complete the attached personal growth plan.

Grading: You will receive 20 points for a completed plan. Partial credit will be awarded for partially complete plans. Be sure to be specific in your answers. For example “become more assertive” is not a plan, it’s only a recognition that you have an area to address. Write down some concrete steps you will take to practice being more assertive.