

<p>FIRST YEAR</p> <p>ENVISION YOUR MAP</p> <ul style="list-style-type: none"> • Know where you're going • Know what resources are available as you set sail <p>SESSIONS OFFERED:</p> <ul style="list-style-type: none"> • FALL SEMESTER: Registration Workshop to prepare for Spring and beyond • SPRING SEMESTER: Rising Sophomores Workshop to start Academic Planning 	<ul style="list-style-type: none"> • Review your goals • Begin to demonstrate knowledge about degree requirements, campus resources • Synthesize knowledge and use to formulate a coherent academic plan that supports your voyage's end (i.e., integrate classes and resources with goals) 	<ul style="list-style-type: none"> • Help students understand the university experience and how to navigate through the occasional trials and tribulations of the academic journey • Engage students in critical thinking and decision-making to help them further clarify goals and continue to find unique and challenging ways to meet their goals • Elaborate on campus resources that students can use to enhance the voyage, including those opportunities offered by the Honors Program • Help students start to identify supplemental academic experiences (i.e., research, writing or creative projects)
<p>SECOND YEAR</p> <p>CHART YOUR COURSE</p> <ul style="list-style-type: none"> • Take Stock: Know whether the course you've set will help you reach your destination 	<ul style="list-style-type: none"> • Reflect on your voyage and the destination (goals) you've identified; make necessary adjustments to your map • Get involved with cocurricular activities to enhance your voyage and to start to meet some of your personal goals • Get involved with on-going research or other educationally rich experiences through Honors Sophomore Seminars, National Student Exchange (NSE), Study Abroad, or research • Start conversations with potential faculty mentors • Apply for Sophomore Honors • Prepare to apply to upper division Honors 	<ul style="list-style-type: none"> • Encourage students to further analyze their academic voyage so they can incorporate this understanding into revising/designing their academic voyage • Provide guidance to students to help them engage in satisfying conversations with faculty mentors • Help students identify and select faculty mentors who can support the student's voyage of learning