

ADVISING SYLLABUS

2017-2019

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Academic Advising Description/Definition

Academic advising is an educational process that, by intention and design, facilitates students' understanding of the meaning and purpose of higher education and fosters their intellectual and personal development toward academic success and lifelong learning (NACADA, 2004).

Academic advising is a collaborative educational process whereby students and their advisors are partners in meeting the essential learning outcomes, ensuring student academic success, and outlining the steps for achievement of the students' personal, academic, and professional goals. This advisor/student partnership requires participation and involvement of both the advisor and the student as it is built over the student's entire educational experience at the university. Both the student and the advisor have clear responsibilities for ensuring the advising partnership is successful.

Learning Outcomes

	UWS Learning Outcomes	Advising Learning Outcomes
Communication	<ol style="list-style-type: none">1. Apply modes, styles, and conventions of communication appropriate to the students' work and their audience2. Identify the essential components of a work/presentation and describe their relationship to each other and to the broader context3. Clearly express themselves to achieve a purpose4. Civilly engage in an exchange of ideas integrating diverse perspectives	<ol style="list-style-type: none">1. Knowledge of technological resources and campus learning systems<ol style="list-style-type: none">a. Ability to find information and register for courses in E-Hiveb. Ability to login and find course information in D2Lc. Ability to login to student email accountd. Understanding of the importance of email at the official communication system of the Center for Academic Advising and UW-Superior
Individual and Social Responsibility	<ol style="list-style-type: none">1. Engage in thoughtful analysis that fosters well-being and holistic self-development2. Articulate their roles and responsibilities in a global community3. Practice healthy interdependence and mutual respect for others through teamwork4. Demonstrate informed civic engagement, including intercultural competence as a dimension of the experience5. Apply ethical reasoning in their academic and community learning experiences	<ol style="list-style-type: none">1. Ability to set realistic personal, academic, and professional goals2. Knowledge and understanding of university policy and procedures3. Understanding of the purpose of higher education, liberal arts, and university studies requirements4. Knowledge of campus resources and how to effectively utilize them to achieve personal, academic, and professional goals

Creative and Critical Thinking	<ol style="list-style-type: none"> 1. Articulate important theories, questions, theories, and creative processes 2. Analyze information to answer specific questions 3. Evaluate assumptions and biases associated with a project, practice, or process 4. Consider multiple, diverse, and global perspectives to answer important questions or produce original work 5. Use evidence to reach and present innovative conclusions or produce original work 	<ol style="list-style-type: none"> 1. Ability to articulate degree plan and develop a pathway to completion <ol style="list-style-type: none"> a. Understanding of degree progress using academic reports in E-Hive b. Ability to make effective decisions in regard to academic and career goals c. Ability to accept responsibility for personal and academic decisions
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Advisor Responsibilities – What You Can Expect?

You can expect me as your advisor to do the following:

- Understand and effectively communicate the curriculum, graduation requirements, and university and college policies and procedures
- Encourage and guide students as they define and develop realistic goals
- Provide students with information about and strategies for utilizing the available resources and services on campus
- Assist students in understanding the purposes and goals of higher education and the effects on their lives and personal goals
- Monitor and accurately document students' progress toward meeting their goals
- Be accessible for meeting with advisees for advising via office hours, telephone, e-mail, or web access
- Assist students in developing decision making skills and skills in assuming responsibility for their educational plans and achievements
- Assist students in working closely with their professors
- Protect students' privacy in accordance with university policy and the federal guidelines outlined by FERPA

Advisee Responsibilities – What is Expected of You?

As an advisee, you have clear responsibilities in the advising partnership in order to be successful:

- Schedule regular appointments or make regular contact with your advisor during each semester
- Come prepared to each appointment with questions or material for discussion
- Be an active learner by participating fully in the advising experience
- Ask questions if you do not understand an issue or have a specific concern
- Keep a personal record of your progress toward meeting your goals
- Organize official documents in a way that enables you to access them when needed
- Complete all assignments or recommendations from your advisor
- Gather all relevant decision-making information
- Clarify personal values and goals, and provide your advisor with accurate information regarding your interests and abilities
- Become knowledgeable about college programs, policies, and procedures
- Accept responsibility for decisions

Inclusive Accommodations

It is the Center's policy and practice to create, as much as possible, an inclusive learning environment that promotes universal access. If there are aspects of the instruction or design of this process that result in barriers to your inclusion, please notify the Center as soon as possible. You are also welcome to contact Disability Support Services via telephone at (715) 394-8087 or e-mail disability@uwsuper.edu for disability accommodation questions, and you are encouraged to view the DR website www.uwsuper.edu/dr.

Title IX

The University of Wisconsin-Superior is committed to fostering a safe, productive learning environment. Title IX of the Education Amendments of 1972 and UWS policy prohibit discrimination on the basis of sex, which includes sexual misconduct —harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success, and we encourage students who have experienced any form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support can be found with Student Health and Counseling Services. Call (715) 394-8236 or visit MWC 1729 for an appointment. Students may also speak to an advocate from The Center Against Sexual and Domestic Abuse (CASDA) 24 hours a day, 7 days a week by calling (715) 392-3136 or (800) 649-2921. Alleged violations can be non-confidentially reported to your academic advisor or the Dean of Students Office at (715) 394-8243 or YU 146. You may find additional information and/or make a report using the Incident Reporting Form at www.uwsuper.edu/dos. Reports to law enforcement can be made to Campus Safety at (715) 394-8114 or The Police Department at 911.

All University Employees are Mandatory Reporters

As an advisor, one of our responsibilities is to help create a safe learning environment at UWS. We also have a mandatory reporting responsibility. It is our goal that you feel able to share information related to your life experiences in advising sessions. We will seek to keep information you share private to the greatest extent possible. However, we are required to share information regarding sexual misconduct or information about a crime that may have occurred on UW-Superior's campus with the University. Students may speak to someone confidentially by contacting Student Health and Counseling, a medical doctor, or CASDA at the numbers listed above.

Preparing for Your Advising Appointment

- Students are required to make an appointment with their academic advisor each semester to go over program requirements and register for classes
- Please call or email to cancel if you cannot make your appointment. If you are more than 15 minutes late for your appointment, you may need to reschedule
- Visit your E-Hive and review your advising report prior to your appointment
- Consider possible classes for the coming semester and have a few options in mind
- Write down and bring any questions that you have. Potential questions could include the following:

How do I...

- *choose, declare, or change my major?*
- *repeat, drop, or withdraw from courses?*
- *submit an appeal/petition?*
- *determine the number of credits I should take each semester?*
- *know when I have fulfilled the requirements to graduate?*

Where do I...

- *find the name of my major advisor?*
- *go for tutoring?*
- *take a foreign language placement test?*
- *find course transfer equivalencies?*

What is...

- *the difference between a Bachelor of Arts (B.A.) degree and a Bachelor of Science (B.S.) degree?*
- *a developmental writing skills course?*
- *the difference between probation and suspension?*

Who can...

- *help me with my study skills, time management, goal setting, and test taking methods?*
- *I talk to if I have a learning disability?*
- *help me understand my academic progress?*
- *make sure that I am taking the courses I need?*
- *assist me with my writing skills?*

What is Your Four-Year Academic Plan?

Fall _____ Credits

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Total Credits _____

Fall _____ Credits

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Total Credits _____

Fall _____ Credits

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Total Credits _____

Fall _____ Credits

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Total Credits _____

Spring _____ Credits

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Total Credits _____

Spring _____ Credits

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Total Credits _____

Spring _____ Credits

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Total Credits _____

Spring _____ Credits

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Total Credits _____

University Studies Planning Worksheet

See *University Studies Requirements* sheet for classes that can fulfill each category

Core Requirements:

Planned:

Completed:

*Must complete core courses within first 60 credits earned

- | | | |
|---|-------|-------|
| <input type="checkbox"/> WRIT 102 Introduction to Academic Writing (3 cr) | _____ | _____ |
| <input type="checkbox"/> WRIT 209 Introduction to Professional Writing (3 cr) | _____ | _____ |
| <input type="checkbox"/> COMM 110 Introduction to Communication (3 cr) | _____ | _____ |
| <input type="checkbox"/> HHP 102 Health and Wellness (3 cr) | _____ | _____ |
| *Lecture and lab both required | | |
| <input type="checkbox"/> Math/CSCI XXX _____ (3 cr) | _____ | _____ |
| *Must be a course numbered above 099 | | |

Knowledge Categories:

Planned:

Completed:

Humanities (9 cr total)

- | | | |
|---|-------|-------|
| <input type="checkbox"/> History (3 cr) _____ | _____ | _____ |
| <input type="checkbox"/> Literature (3 cr) _____ | _____ | _____ |
| <input type="checkbox"/> World Language, Culture, Philosophy (3 cr) | _____ | _____ |
| _____ | _____ | _____ |

Social Science (6 cr total)

*Must include two different prefixes

- | | | |
|--|-------|-------|
| <input type="checkbox"/> Course one (3 cr) _____ | _____ | _____ |
| <input type="checkbox"/> Course two (3 cr) _____ | _____ | _____ |

Natural & Physical Sciences (6 cr total)

- | | | |
|---|-------|-------|
| <input type="checkbox"/> Environmental (2-4 cr) _____ | _____ | _____ |
| <input type="checkbox"/> Lab Course (4-5 cr) _____ | _____ | _____ |

Fine & Applied Arts (6 cr total)

- | | | |
|--|-------|-------|
| <input type="checkbox"/> Art History, Criticism, & Appreciation (3 cr) | _____ | _____ |
| _____ | _____ | _____ |
| <input type="checkbox"/> Aesthetic Experience (3 cr) | _____ | _____ |
| _____ | _____ | _____ |

Must complete diversity and global awareness courses

*Courses can be “double-dipped” into Knowledge Categories

- | | | |
|--|-------|-------|
| <input type="checkbox"/> Diversity Requirement (3 cr) _____ | _____ | _____ |
| <input type="checkbox"/> Global Awareness Requirement (3 cr) _____ | _____ | _____ |

University Studies Requirements 2017-2019

The intent of the University Studies Program is to develop the individual student and to provide the foundation for future academic and career success. Students will develop skills on an intellectual and humanistic level that enhance their ability to develop a personal philosophy and to make informed choices. The Universities Studies Program introduces students to an array of academic disciplines so as to gain knowledge of our diverse world and to provide a collegiate experience that creates enthusiasm for learning.

CORE REQUIREMENTS (15 CR TOTAL)

Student must complete the core requirements within their first 60 credits earned | Placement is based on test scores & major requirements

WRIT 102 Introduction to Academic Writing 3 cr (C- or higher)
WRIT 209 Introduction to Professional Writing 3 cr (C- or higher)

COMM 110 Introduction to Communication 3 cr
HHP 102 Health and Wellness (Lecture & Lab required) 3 cr

Minimum of 3 credits from MATH/CSCI courses numbered above 099

MATH 112 Introduction to Contemporary Mathematics 3 cr
MATH 113 Algebra with Applications 3 cr
MATH 115 Precalculus 5 cr
MATH 130 Elementary Statistics 4 cr

MATH 151 Calculus for Business, Life, and Social Sciences 3 cr
MATH 240 Calculus & Analytic Geometry I 4 cr
CSCI 101 Introduction to Computer Science 3 cr

KNOWLEDGE CATEGORIES

No more than six credits from any one program bearing the same prefix may be applied toward Knowledge Category requirements. Undergraduate course work must include a minimum of three credits with a global awareness focus and a minimum of three credits with a focus on issues of diversity. GA = meets global awareness requirement; D = meets diversity requirement.

HUMANITIES (9 CR TOTAL)

History (3 cr)

ANTH/HIST 104 The History of Human Origins 3 cr (GA)
FNS/HIST 223 First Nations History I 3 cr (D)
FNS/HIST 224 First Nations History II 3 cr (D)
HIST 104/ANTH 104 The History of Human Origins 3 cr (GA)
HIST 111 Modern World History 3 cr (GA)
HIST 112 The Ancient Mediterranean World 3 cr
HIST 115 World Religions 3 cr (GA)
HIST 119 History of Premodern East Asia 3 cr (D)
HIST 120 Empire in Modern Asia 3 cr (GA)
HIST 125 Modern Latin America 3 cr (GA)
HIST 131 Modern Europe 1789 to Present 3 cr

HIST 140 Early Africa 3 cr (GA)
HIST 141 Africa in Modern Times 3 cr
HIST 151 History of The United States through 1877 3 cr
HIST 152 The United States Since 1877 3 cr
HIST 160 Arab Identities 3 cr (D or GA)
HIST 181 The Muslim World 3 cr (D or GA)
HIST/FNS 223 First Nations History I 3 cr (D)
HIST/FNS 224 First Nations History II 3 cr (D)
POLS 101 Introduction to Comparative Politics 3 cr (GA)
POLS 175 The Making of The Modern Global System 3 cr (GA)

Literature (3 cr)

ENGL 211 British Literature I 3 cr
ENGL 212 British Literature II 3 cr
ENGL 218 Nonfiction Literature and Literacy 3 cr
ENGL 221 American Literature I 3 cr
ENGL 222 American Literature II 3 cr

ENGL 228 Multi-Ethnic American Literature 3 cr (D)
ENGL 229 Literature by Women 3 cr (D)
ENGL 241 World Literature I 3 cr (GA)
ENGL 242 World Literature II 3 cr (GA)
FYS 102 First Year Seminar Literature 3 cr

World Language, Culture, and Philosophy (3 cr)

FNS 101 Beginning Ojibwa Language 4 cr
FNS 110 Survey of First Nations Culture 3 cr (D)
FREN 101 Beginning French I 3 cr
HIST 154 African-American Voices 3 cr (D)
MUSI 161 Music and World Culture 3 cr (D or GA)
PHIL 151 Introduction to Philosophy 3 cr
PHIL 160 Philosophy and Film 3 cr
PHIL 211 Contemporary Moral Problems 3 cr
PHIL 212 Critical Thinking 3 cr

PHIL 262 Introduction to Political Thought 3 cr
POLS 265 Contemporary Political Thought 3 cr
PSYC 212 Critical Thinking 3 cr
SPAN 101 Beginning Spanish I 3 cr
SPAN 102 Beginning Spanish II 3 cr
SPAN 201 Intermediate Spanish I 3 cr
SPAN 202 Intermediate Spanish II 3 cr
WLLC 207 Exploration of the World of Spanish Speaking Cultures 0-3 cr

Any 3 credit (minimum) foreign indigenous language course will meet the requirement if it is a language proficiency (rather than culture).

*Courses in bold are also offered online

SOCIAL INQUIRY (6 CR TOTAL)
Must include two different prefixes

ANTH 101 The Human Experience 3 cr (GA)
ANTH 205 Language, Culture, and Society 3 cr (D)
CJUS 106 Crime, Behavior, and Social Control 3 cr
ECON 235 Economics in Society 3 cr
ECON 250 Principles of Microeconomics 3 cr
ECON 251 Principles of Macroeconomics 3 cr
FIN 210 Personal Finance 3 cr
FNS 151 Introduction to Tribal Administration 3 cr
GEOG 100 World Regional Geography 3 cr (D or GA)
GEOG 102 Cultural Geography 3 cr (D or GA)
GST 150 Introduction to Gender Studies 3 cr (D)
GST/SOCI 210 Sociology of Gender 3 cr (D)
IDS 131 Transitions: From Military Life to Campus Culture 3 cr

LSTU 115 Law and Human Behavior 3 cr
LSTU 261 Contemporary Issues in Law and Society 3 cr
POLS 100 Introduction to Political Science 3 cr (GA)
POLS 150 Introduction to American Government 3 cr
POLS 230 U.S. National, State, and Local Government 3 cr
POLS 260 Contemporary Issues in American Politics 3 cr
PSYC 101 Introduction to Psychology 3 cr
PSYC 230 Social Cognition 3 cr
SOCI 101 Introduction to Sociology 3 cr
SOCI 201 Global Social Problems 3 cr (GA)
SOCI/GST 210 Sociology of Gender 3 cr (D)
SOCI 273 Race and Ethnicity 3 cr (D)

NATURAL AND PHYSICAL SCIENCES (AT LEAST 6 CR TOTAL)
One Environmental Course (2-4 cr)

BIOL 100 Environmental Science 2 cr
BIOL 170 Biological Inquiry for Teachers 2 cr
CHEM 100 Our Chemical Environment 2 cr

CHEM 101 Elements and the Environment 3 cr
GEOL 120 Our Water Resources 4 cr

One Lab Course (at least 4-5 cr)

BIOL 115 Human Biology 4 cr
BIOL 123 Concepts in Biology 4 cr
BIOL 130 Principles of Biology I 4 cr
CHEM 102 Chemistry of Everyday Phenomena 4 cr
CHEM 105 General Chemistry I 5 cr
GEOL 110 The Dynamic Earth 4 cr

GEOL 120 Our Water Resources 4 cr
PHYS 100 Astronomy 4 cr
PHYS 107 Algebra-Based Physics I 4 cr
PHYS 160 Physical Science 4 cr
PHYS 201 Calculus-Based Physics I 5 cr

*GEOL 120 may be used to satisfy either the environmental or the lab science requirement, but not both.

FINE AND APPLIED ARTS (6 CR TOTAL)
Art History, Criticism, & Appreciation (3 cr)

ART 221 Art History Survey: The Ancient World to the Renaissance 4 cr
ART 222 Art History Survey: Renaissance to Modern Art 4 cr
COMM 104 Film and Culture 3 cr
COMM 122 Theatre Appreciation 3 cr

COMM 285 History of Theatre 3 cr
MUSI 160 Music Appreciation 3 cr
MUSI 266 Jazz Appreciation 3 cr (D)

Aesthetic Experience (3 cr)

ART 101 Introduction to Art 3 cr
COMM 125 Beginning Acting for Theatre 3 cr
COMM 180 Introduction to Technical Theatre 3 cr
COMM 273 Oral Interpretation 3 cr
HHP 133 Social and Square Dance 3 cr

MUSI 104-118 Vocal/Instrumental Ensembles 0-1 cr
MUSI 120-139 Applied Music 1-2 cr
MUSI 170 Introduction to Music 3 cr
WRIT 250 Introduction to Creative Writing 3 cr
WRIT 280 Writing on Illness 3 cr

UNIVERSITY STUDIES REQUIREMENTS – ADDITION

Diversity Requirement (3 cr)

ANTH 205, 310, 315, **333**; ART **224**, 331 CJUS 312; COMM **467**; ECON 438; ENGL **228**, 229, 328; FNS 110, 223, 224, 242, 304, **333**, **386**, 480; GEOG **100**, **102**; GST 150, 210, 255, 258, 270, 302, 310, 312, 322, **365**, 374, 393, 459; HIST 119, 154, 160, 181, 223, 224, 302, 322, **333**, 393, 395; LSTU 365; MUSI **161**, 266; PHIL 250, **330**, **365**, 459; POLS 374; PSYC 258, **270**, **360**; **SO W 386**; SOCI 210, 273; SPAN 315, 350; **TED 270**; WRIT 255

Global Awareness (3 cr)

ANTH 101, 104, 310, **320**, **333**, 368; ART **224**, 331; ECON 430, 435, 438; ENGL **241**, **242**; FNS **333**, 368; GEOG **100**, **102**; GST 302, 310; HIST 104, **111**, **115**, 120, 125, 140, 160, 181, 302, **333**, 368, 371, 385, 394; MUSI **161**; POLS 100, 101, 175, 376; SOCI **201**, SPAN 303

University Studies requirements for Elementary Education majors are different from what is listed above. See the Elementary Education University Studies requirements in the Elementary Education section of the catalog. Updated 6/7/2017

*Courses in bold are also offered online

Discover Your Success Story

First Year: Self-Discovery

- Visit **Academic Advising & Career Services**. The staff will help you explore or confirm your major and start planning your future. This will entail identifying skills, interests, values, and strengths and how they relate to career choice.
- Begin developing your **academic plan** in conjunction with your academic advisor.
- Start **building your resume** from day one! Get involved by...
 - joining one of the many **campus clubs and organizations**
 - **working or volunteering** part-time during the school years and/or full-time during the summers - many departments on-campus have student work-study opportunities that may be perfect for you
 - **studying abroad/away**
 - attending **job fairs** and beginning to **network** with peers, faculty, staff, and local business professionals

Second Year: Assessing Options & Making Choices

- **Choose your major** by the end of your sophomore year and finalize a major/minor academic plan with your faculty advisor. You can discover more about what you can do with your major by visiting Career Services.
- Continue to build your resume by...
 - meeting with your advisor or the department's faculty internship coordinator and Career Services to begin **planning for an internship**
 - drafting a copy of your **resume** and participating in **mock-interviews**
 - attending **major/career workshops and events**
 - developing your **leadership skills** in your campus club or organization
 - continuing to develop professional relationships and networking at job fairs and on campus
- It is never too early to consider **graduate school!**

Junior Year: Gain Experience & Kick Start Your Career

- Visit with your assigned Faculty Advisor and discuss your academic plan to ensure you are **on track to graduate**.
- Visit **Career Services** to develop your job search strategy to ensure a smooth transition to the next stages of your career. This includes...
 - continuing to work on your resume and cover letter writing skills
 - getting an internship
 - attending job fairs and learning how to best utilize professional networking sites such as LinkedIn
- Continue building your leadership skills in student organizations or in your work settings
- If graduate school is in your future, begin researching application requirements and deadlines

Senior Year: Implementation

- Your **job search** should become your #1 priority in your final year of college! Set yourself up for success by...
 - attending all area **job fairs**, setting up job agents, and reviewing on-campus interview opportunities
 - Continuing to develop professional relationships and networking
- If you are attending graduate school, be aware of deadlines. Give your references ample time to draft recommendation letters to ensure all application materials are in on time.
- Join the **Alumni Association** and stay connected with friends.

Registration and Course Planning Worksheet

Term (semester/year) _____ Program _____

Name _____ SID # _____

List your Classes Here				
Course Title	Catalog #	Class #	Credits	Time/Day

Schedule Planner					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 am					
9:00 am					
10:00 am					
11:00 am					
12:00 pm					
1:00 pm					
2:00 pm					
3:00 pm					
4:00 pm					
5:00 pm					
6:00 pm					
7:00 pm					
8:00 pm					
9:00 pm					
Online					

Semester Planning Worksheet

- ✓ How many credits do you plan to take next semester? ____ **(a)**
 - Total credit hours ____ x 2 = ____ **(b)**
 - *for each credit hour you must allow 2 hours of studying outside of class*
- ✓ How many hours of sleep do you need a night? ____ x 7 = ____ **(c)**
- ✓ How many hours per week do you spend exercising or relaxing? ____ **(d)**
- ✓ How many hours do you plan to work per week? ____ + travel time (per week) ____ = ____ **(e)**
- ✓ Do you live on-campus or commute? _____
 - How long will it take you to get to campus each day? (don't forget traffic, parking and walking)
 - ____ x 5 (days) = ____ **(f)**
- ✓ How many hours per week do you spend on involvement? (example, organizations, intramurals, leadership etc) ____ **(g)**
- ✓ Are many hours per week do you spend watching TV, with friends or family and engaging in other social activities? ____ **(h)**
- ✓ Remember to add daily maintenance activities such as eating, showering, dressing, brushing teeth etc.
 - ____ (approx. 3 hours/day) x 7 = ____ **(i)**
- ✓ **168 (number of hours in a week) - total hours**
 - (Add items **(a)** through **(i)**) = _____
 - If your total hours exceed 168 hours (if you got a negative number above), you need to reassess your schedule and design one that is more realistic.

Reflect for a moment on your semester...

Identify three things you should spend **more** time doing?

1. _____
2. _____
3. _____

Identify three things you should spend **less** time doing?

1. _____
2. _____
3. _____

Identify three **goals** you have for this semester?

1. _____
2. _____
3. _____