



First Year Experience: A Student Success Initiative

University 1301

An Introduction to Collegiate Studies

Fall 2016

UNIV 1301: An Introduction to Collegiate Studies



Course Description

Students will assess and analyze academic strengths, contrast them with the expectations for college level work, and make adaptations for success. Students read, write, and present on experiences and challenges that are common among first-year college students in order to

improve written, oral, and visual communication skills. Exploration of the college culture and diverse disciplines are compared and contrasted in the context of both aesthetic and intellectual growth. The content of the course features the difference in expectations between prior learning habits (e.g., study skills, research literacy, note-taking, writing, time management, and money management) and the expectations necessary to think critically about applying skills learned to earn a college degree. Students create and implement an action plan that incorporates college knowledge, major and career

interests, strengths, learning styles, and academic skills in order to enhance the likelihood of their academic and social success within the college culture, and further, in the application of knowledge in future careers and in other important life decisions.



IDEA Objectives—In this course, our focus will be on these major objectives (as

assessed by the IDEA course evaluation system):

Essential: Learning to apply course material to improve thinking, problem solving, & decisions.

Essential: Learning to analyze and critically evaluate ideas, arguments, and points of view.

Important: Developing skill in expressing oneself orally or in writing.

Contact Information

UNIV 1301 Terry Scholars

Instructor: Dr. Maria Alexander Holmes

Email: maholmes@shsu.edu

Phone: 936-294-1477

Day & time class meets: Tues & Thurs 2:00-3:20 pm

Location: LDB 215

Office hours: Mon.-Wed.-Fri. 10-Noon – by appointment

Office: Honors College, AB4, 201

Support for UNIV 1301.72

Career Counselor: Arica Castleberry - 936-294-4454

acastleberry@shsu.edu AB4 210

Librarian:

W. Cole Williamson - 936-294-4782

wcw010@shsu.edu NGL 132



Learning Outcomes

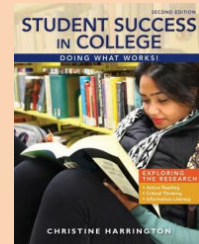
1. Analyze academic skills and employ critical thinking and problem-solving strategies for success in the college culture.
2. Initiate career exploration and major/minor exploration. Develop an action plan for college completion based on the analysis and application of college knowledge, personal strengths, and career goals.
3. Create effective communications in written, oral, electronic, and visual representations, and critically analyze your interpretation of ideas expressed by others.
 - i. Explore library literacy skills and describe unintentional and intentional plagiarism.
 - ii. Compare and contrast ideas, values, and beliefs about the role a college education plays in different cultures and develop skills that will allow you to effectively interact with people of diverse cultures.
 - iii. Work collaboratively through group discussions, activities, and projects to learn more about effective teamwork skills.
 - iv. Explore technology and best practices for online coursework.
4. Critically evaluate and apply life skills necessary for your success (e.g. health/stress, nutrition, relationships, and money management).
5. Synthesize and evaluate the meaning of experiences in service learning, leadership and civic responsibility.

Required Texts

Student Success in College: Doing What Works!

Christine Harrington
ISBN 9781337052115
Cengage Learning

Loose Leaf book +
MindTap Printed Access Card
Please keep the access card with
your code, you will need it to log in to
MindTap.

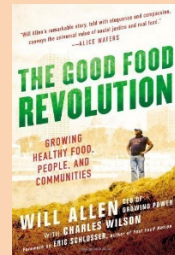


2017 SHSU Common Reader

The Good Food Revolution

Will Allen

Available at New Student
Orientation or the First-Year
Experience Office,
AB4, room 202.



Writing Enhanced Course

This is a “W” course, which means that at least 50 percent of your course grade will derive from writing activities designed to help you master course objectives. Writing in this course is one of the tools your instructor will use to help you learn course material. Some writing activities will require you to draft and revise your work. Other written assignments are designed to assist you in critical reflection of the course material. You should approach writing in this course as a tool to use as part of your learning as well as a tool your instructor will use to assess your level of learning. All written assignments turned in to the instructor must be typed, double-spaced, in either Times New Roman or Arial font style and 12 pt. font size, using correct grammar, sentence structure, citations, references, and terminology. When doing the research pieces, make sure that all sources are cited correctly using MLA or APA format (6th edition) as directed by your instructor.

Academic Community Engagement (Service Learning)

As educated citizens, you will have important opportunities to impact your community. In this course, you will not only learn knowledge and skills, but also actively apply them to make a difference in our community to improve the quality of life. This experience, it is hoped, will help you see yourself as a positive force in this world and deepen your understanding of your role as an educated citizen.



Academic Honesty

Select this link to [Academic Dishonesty Policies](#)



Classroom Rules of

Conduct: Students will refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and thus impedes the mission of the university. Inappropriate behavior in the classroom will result in a directive to leave class. Students who are especially disruptive also may be reported to the Dean of Students for disciplinary action in accordance with university policy.

Attendance, Tardiness, and Early Exit Policy:

Attending class, arriving for class on time, and remaining in class until the end of the class period are fundamental to academic success. Arriving on time for class and remaining in class until the end of the class period

demonstrates respect for your instructor, your fellow classmates, and guest speakers. You are expected to attend class each time we meet. After **two absences for TTh classes or three absences for MWF classes** each additional absence will result in a 100 point reduction in your Class Participation grade (300 points possible) in addition to any points lost for assignments done during the missed class period. Students who miss class

because of official University business will be given the opportunity to make up for missed work without penalty.

However, students must provide written approval to the instructor prior to the absence.



Assignments/Grades:

50% - Written

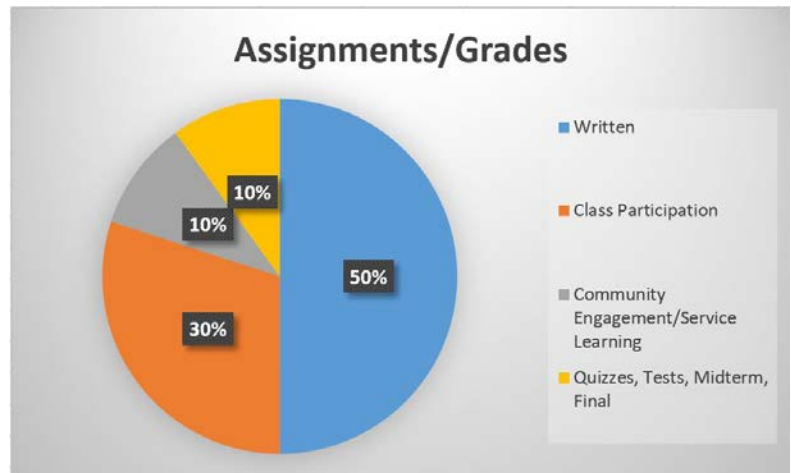
Written Assignments include the following: Common Reader research project and/or contest entry; Individual Career Research Paper; Reflection Papers, and other in-class writing assignments).

30% - Class/Homework/Participation

Class/Homework/Participation includes the following: Class attendance, EQi evaluation; MBTI and SII assessments, in-class assignments, teamwork, in-class discussion participation, in-class student chapter presentations, and any other in-class activities.

20% - Quizzes, Tests, Midterm, Final

ALL ASSIGNMENTS ARE DUE ON THE DATE INDICATED IN THE SYLLABUS. NO LATE ASSIGNMENTS WILL BE ACCEPTED.



Grading Scale

(See Appendix A for a Grade Worksheet)

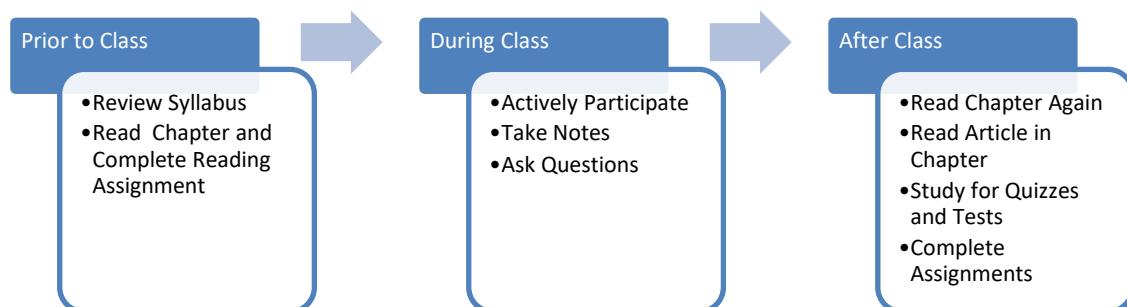
90-100	A	Excellent Work
80-89	B	Good Work
70-79	C	Acceptable Work
Below 69	F	Failing Work

Required Online UNIV 1301 Assessments

- SII (online – SHSU Career Center – see Appendix B for instructions)
- MBTI (online – SHSU Career Center– see Appendix B for instructions)
- EQ-I Assessment (online- SHSU Career Center – See Appendix C for instruction)

This syllabus is subject to change by the instructor who will notify you of any alterations.

Your Learning Experience:



Phones and Computers are not permitted in class except when explicitly stated. Exceptions to this rule are for accommodations previously made through Services for Students with Disabilities before class starts.

Individual Research Assignment Career Exploration

Your major paper for UNIV 1301 this semester will be entitled “Myself As a Professional”. It will serve as an exploration of self and should be a reflection of things that you have learned during the class as well as things you have learned about yourself this semester, and ultimately how they will affect your professional career. This project will help you learn about who you are and provide practical application and knowledge for your future. It will be as beneficial as you allow it to be. Apply yourself and think of this assignment as a roadmap for the future.

Contents

This project will include information from many of the assignments that we will do in class or as homework. Therefore, it is critical for you to complete all of the in-class and homework assignments thoroughly and on time. You will need them as references and/or sources for this paper. The paper will contain three major sections and each section will have a due date during the semester, with the final paper due, with all corrections from the three drafts made, at the end of the semester. The paper and the sum of its parts will comprise 35% of your overall grade for this class.

Writing Center

As part of the assignment for this paper, you are expected to make an appointment with the SHSU Writing Center to schedule a review of your paper. At this session the tutor will review your draft and make suggestions on how you could improve the writing of the paper. **NOTE: The Writing Center staff will not edit your paper or write your paper for you!! Please schedule this appointment in advance of the due date of the paper. Do not wait until the last minute.** When you turn in your final copy of your paper to me, you MUST also include the draft that you took to the Writing Center. The draft should include the Writing Center stamp along with the notations of the suggestions that they make for the paper. Part of your grade will come from whether or not you revised your paper based on their suggestions.

Format

The paper/project needs to be a minimum of 7 typed, double spaced pages in length, 12 point Times New Roman font, 1” top and bottom margins and 1 ¼” side margins. Also, for areas where you gather information from outside sources (internet references, books, library resources, personal interviews, etc.) you are expected to cite those sources correctly in the References section of the paper as well as the body of the paper where noted. Homework items and other relevant assignments that could pertain to this paper can be cited and also included in the Appendix. I expect that you will cite your sources correctly in APA format. <https://owl.english.purdue.edu/owl/resource/560/18/>

References

Other resources to help you cite correctly are available at either The SHSU Writing Center website or the Newton Gresham library website. Papers received that are not correctly cited or are obviously copied from another place, or otherwise suspected of plagiarism will at minimum receive no credit for that portion of the paper. If it is corrected by the final draft of the paper, you will not be penalized for that final draft. If you have any questions about how to do this that have not been answered by those resources provided above or our time in class, please feel free to ask me before turning in your paper and I would be happy to assist you.

Section One: Myself as a College Student and Future Professional

This first part of your paper should serve as an exploration of your strengths, goals, educated action plans to get yourself there, and help you better understand college, your expected role when you graduate, and have better and more realistic expectations of the job market ahead. We will discuss who your audience is for this paper.

In this section, I expect you to take a hard look at the various career paths that you are interested in and research them. Be sure to include anything that you are doing now to prepare for your future career. What more could you be doing? What type of person are future employers looking for? Are you that type of person? Make sure that you cite all sources and include any external materials that are relevant in the appendix section of the paper. *NOTE: I am not looking for your opinion on the requirements for your chosen path, but factual information cited by documented sources.*

Think about how you might utilize the SAM Center, Career Services, Newton Gresham Library, O*Net, internet, and any other sources you may find. Some of the major areas you should cover in the section one of this paper (100 pts.) include, but are not limited to, the following:

- a. **First Paragraph** (20 pts.) Introduction: Discuss purpose of paper and outline what you will do to complete the purpose and paper. Below is an example to give you an idea – please do not plagiarize!

*"This paper will serve as an exploration of my strengths and help me to better understand my responsibilities and opportunities as a successful college student, and the connection this will have to my future as a professional. In order to maximize my success in college and ultimately in the workplace, I will first reflect on and write about my current choice of college major. Then I will complete career and personality assessments and research college majors and three possible career choices. Finally, I will narrow my major and career choice to one that I think will be the best fit. I will endeavor to make informed decisions about my college studies and future career opportunities by grounding my decisions in research to ultimately have better and more realistic expectations of my future and the job market ahead. I will define my goals and values to help with these decisions about my future. My values include putting forth earnest efforts to earn a degree, investigating ways of increasing my knowledge of what future employers are looking for, preparing for my future, and discovering how my strengths and interests can help me in deciding my college major and career opportunities. Among other resources, I will use the SAM Center, Career Services, the Newton Gresham Library, O*Net, the Internet, and the Writing Center to complete this assignment."*

- b. **Second paragraph** (10 pts.) Detail the background and reasoning for choosing a particular major (family business, childhood dream, career assessment, etc.)
- c. **Third paragraph** (10 pts.) Overview of the three careers you chose within one major.
- d. **Fourth paragraph** (10 pts.) Provide an overview of the first of the three career paths that are possible with the chosen major that includes information regarding the six bullet points below. (O*Net and Bureau of Labor Statistics are great resources)
- Advancement from entry-level to mid-level to executive-level positions
 - Job outlook and salary ranges
 - Skills and education (specific classes, minor, etc.) needed
 - Regional constraints
 - Demand for job in the future
 - Advantage & Disadvantages of positions (i.e. travel, flexibility, work from home)
- e. **Fifth paragraph** (10 pts.) Same as Fourth paragraph only for the second of three career paths that are possible.

- f. **Sixth paragraph** (10 pts.) Same as Fourth paragraph only for the third of three career paths that are possible
- g. **Seventh paragraph** (20 pts.) Choose the one best of the three possible careers and explain why you feel as if that is the most appropriate career path for you. Use the information from your MBTI and SSI assessments and other resources to justify why you chose this one. If you think none of the careers are appropriate please find one you do want and provide this information. (See me for help if this is the case.)
- h. **Start your Appendix Section** (10 points) and paste selected information from your MBTI and SSI assessments.

Section Two: How “Myself as a Learner” Impacts “Myself as a Student” and as a Future Professional

For this portion of the paper (100 pts.), you will explore the aspects of yourself as a learner and how those skills and your experiences at college will impact your professional career and the specific path you have selected in the first section. What will you learn in college (both extracurricular and academically) that you will bring to your professional career or path?

During the class we will learn about goal setting, time management, learning and personality styles, active learning, critical thinking, academic integrity, and study skills. As such, some of the major areas you should cover in this section of the paper include, but are not limited to, the following:

- 1. How will your personal styles or skills (or lack thereof) impact your career or major
- 2. Personality Style: (10 pts.) What is your personality style? (Based on MBTI)
- 3. Time Management: (10 pts.) What methods do you (will you) employ to manage your time? How does this method work for you? What challenges do you face in managing your time when considering your life in college?
- 4. Emotional Intelligence: (20 pts.) What is your level of Emotional Intelligence? What are the implications of your EQi evaluation? How will you manage your EQi skills to improve your career exploration? What challenges do you face with emotional intelligence when considering your professional career or major?
- b. Identify skills not learned in the classroom, including extracurricular skills/activities that will be beneficial (part-time jobs, internships, practicum, volunteerism, student organizations, networking, etc.) to your chosen path. Explain why or why not. (10 pts.)
- c. Role of your personality and how it may pertain to/affect your chosen career. (10 pts.)
- d. Implications of results of career assessments (MBTI or Strong Interest Inventory). How they make affect, positive or negative, your career or major. (10 pts.)
- e. Set short-term (up to one year) and long-term (more than five years) goals and how you plan to achieve the goals. (10 pts.)
- f. Address whether or not you will pursue this major after exploring the above success factors. Why or why not? (10 pts.)
- g. What do you wish you would have known prior to choosing your current major that you know now? How does this impact your future? (10 pts.)

Section Three & Summary: Preparation for My Future Summary and Literature Cited Section

For this portion of your paper you should utilize an electronic job listing source (possibly one you learned about at Career Services) and locate a job that you would want to apply for if you were graduating now. This should be a real life current job listing that you would apply for. Utilize this job listing to develop:

- a. A letter of interest – (cover letter) (25 pts.) Put in Appendix

- b. A resume (25 pts.) Put in Appendix
- c. A list of three professional/personal references (25 pts.) Put in Appendix
- d. A documented mock interview from career services OR a documented interview with a professor or professional about a major and career choice. Sample questions and responses should be included. This assignment will allow you to practice what a real life interview would be like. NOTE: Do not wait till the paper is due to schedule a mock interview. The interview itself can be done at any time during the semester; but will probably serve most effective if done during the development of this section so that that information can be included in the paper. (10 pts.) Put in Appendix
- e. A paragraph or a few paragraphs for this section that detail the process that you went through to produce this above four documents and what you gained or learned from the experience of completing them (15 points)

These items should be turned in as appendix items when this section is due. These items should be written professionally, without any grammatical or typographical errors. *NOTE: Though these items are appendix items, this section of the paper is not considered complete without them.*

Final Paper Revised and Error Free

DRAFT Stamped from Writing Center in class (50 pts.) The APA Sample Paper can be accessed at <https://owl.english.purdue.edu/owl/resource/560/18/>

For the summary of this paper, you should tie it all together and provide a summation of your self-exploration. You should focus on your past, present, and future success. The summary should include a history of factors in your past, present and future that will affect the choices you have made or will make. It should, at the least, address who you are, your definition of success, why you have chosen your current major, challenges that you have faced in the past and present and challenges that you anticipate in the future, and how you plan on overcoming challenges so that you will graduate from college and be successful after graduation.

PROJECT GRADING (Total points = 350 or 35% of your overall grade).

The draft of each section is worth 25 points. When grading this section, I am most concerned with whether or not you have included all of the required information, but you will lose points if it is not neatly presented and contains many grammatical, spelling, and/or punctuation errors. **The draft stamped by the Writing Center is worth 50 points**, but to earn all 50 points you must incorporate the comments provided by your writing tutor.

The final version is worth 225 points broken down as follows:

Section One: Myself as a Professional 25 points

Section Two: How Does "Myself as a Learner" Impact Myself as a Professional? 25 points

Section Three: Preparation for My Future (Summary & Appendix) 25 points

Note: the following resources are available to guide you in writing your research paper:

The Writing Center website : <http://www.shsu.edu/~wctr/Handouts.html>

Information Literacy Tutorials <http://library.shsu.edu/research/guides/tutorials/graded/infolit/>

Fall 2017 UNIV 1301 Honors HOLMES
Tentative Class Schedule
Student Success in College Chapter Readings are in blue.
The Good Food Revolution Readings are in red.

Week	Date	Homework/Assignments/ Readings <i>prior to each class day</i>	Topic/Speaker/Activity	Assignment Due Date
1	Thurs 8/24	<i>Forward xi-xiv</i> <i>P. 1-39</i> Reading Assignment Chapter 1	Introductions Overview course & syllabus Chapter 1: College Expectations: Being a Critical Thinker	
2	Tues 8/29	Reading Assignment Chapter 1	Chapter 1 Continued CHAPTER 1 TEAM PRESENTATION HARVEY	
	Thurs 8/31	Reading Assignment Chapter 2	Chapter 2: Skills You Need: Memory, Note-Taking, and Studying Techniques HARVEY	Mind Tap Chapter 1 Quiz
3	Tues 9/5	Part 1 Reading Assignment Chapter 2	<u>CHAPTER 1 TEAM PRESENTATION</u> Metacognition Reflection	Reflection Paper 1: What is Your Story?: <i>My Academic Journey</i>
	Thurs 9/7		Rachel Hunnicutt Active Minds	Mind Tap Chapter 2 Quiz
4	Tues 9/12	Reading Assignment Chapter 3	Chapter 3: Setting Goals and Making the Most of Your Time <u>CHAPTER 2 TEAM PRESENTATION</u>	Online Strong Interests Assessment (Career Services)
	Thurs 9/14	Reading Assignment Chapter 3	Chapter 3 Continued <u>CHAPTER 3 TEAM PRESENTATION</u>	Online EQi Assessment (Career Services)

5	Tue. 9/19	Reading Assignment Chapter 4	Chapter 4: It's Show Time: Tests, Papers, and Presentations	Mind Tap Chapter 3 Quiz Time Management Diary and Chart
	Thurs 9/21	<i>Part II</i> Reading Assignment Chapter 4	Chapter 4 continued <u>CHAPTER 4 TEAM PRESENTATION</u>	Reflection Paper 2: <i>Time Management Action Plan</i>
6	Tues 9/26		Midterm Exam	INFORMATION LITERACY CERTIFICATE Mind Tap Chapter 4 Quiz
	Thurs 9/28	Reading Assignment Chapter 5	ProfSPEAK Dr. Blasko Meet in Piney Woods Hall	
7	Tues 10/3		Information Literacy Meet in NGL Library	EQi Summary Report
	Thurs 10/5	Reading Assignment Chapter 5	Chapter 5 Motivation, Resilience, and Stress Management <u>CHAPTER 5 TEAM PRESENTATION</u>	Reflection Paper 3: <i>What Is More Important for Success - IQ or EQ?</i>
8	Tues 10/10	Reading Assignment Chapter 6	Chapter 6: How Are You Doing? Maximizing Learning via Self-Reflection <u>Megan St. Vigne SAM Center</u>	Mind Tap Chapter 5 Quiz Common Reader Poster or Essay Contest Proposal
	Thurs 10/12	<u>Bring to class: EQi Results</u>	Chapter 6 Continued The Science of Happiness <u>CHAPTER 6 TEAM PRESENTATION</u>	Career Research Paper Section One Draft

9	Tues 10/17	<i>Part III</i>	Academic Self-Reflection: Grit and Resilience <u>Counseling Center Presentation</u>	Mind Tap Chapter 6 Quiz
	Thurs 10/19	Reading Assignment Chapter 7	ProfSPEAK Dr. Wozniak Meet in Piney Woods Hall	
10	Tues 10/24		Chapter 7: Making Good Academic, Career, and Financial Decisions <u>CHAPTER 7 TEAM PRESENTATION</u>	MBTI Report
	Thurs 10/26	Chapter 7 Continued		Mind Tap Chapter 7 Quiz
11	Tues 10/31			Career Research Paper Section Two Draft
	Thurs 11/2		ProfSPEAK : Dr. Kaminska Meet in Piney Woods Hall	Common Reader Poster or Essay Contest Entry
12	Tues 11/7			
	Thurs 11/9	Common Reader: <i>The Good Food Revolution</i>	Author Forum Keynote and Book signing LSC Ballroom	Mandatory Attendance
13	Tues 11/14	Career Exploration Meeting		
	Thurs 11/16	Career Exploration Research Project	Presentations IDEA Evaluations	Career Research Paper Section Three Draft
14	Tues 11/21	Writing Day	Writing Day	

	Thurs 11/23	Thanksgiving Holiday		
15	Tues 11/28	Career Exploration Research Project	Presentations	
	Thurs 11/30	Career Exploration Research Projects	Presentations	Career Research Paper Final Document
Final	Tues. 12/5		Final Exam 3:30 – 5:30 pm	

NOTE: Mind Tap chapter quizzes are taken online through Blackboard and must be completed by 2 PM on the due date. All writing assignments are due by 11:59 PM on the due date.

Revised 9.5.17

Appendix A
2016 UNIV 1301 Holmes Grade Worksheet

Homework/Class Assignments	Points Possible	Points Earned
Metacognition Reflection	50	
Time Management Chart	50	
Information Literacy Certification	25	
MBTI Evaluation	25	
EQi Evaluation	25	
Strong Interests Assessment (25)		
PRESENTATIONS		
Student Success Chapter Presentation: Team	50	
Career Research Presentation: Individual	50	
SubTotal	300	
Tests	Points Possible	Points Earned
Mind Tap Chapter Quizzes (7 @ 10 points each)	70	
Midterm	65	
Final Exam	65	
SubTotal	200	
Writing Assignments	Points Possible	Points Earned
Reflection Papers (3 total, 25 points each)	75	
Common Reader Contest (Poster or Paper Submission)	100	
Individual Career Research Paper (300)		
Draft – Section One	25	
Draft - Section Two	25	
Draft – Section Three	25	
Draft Stamped Writing Center	25	
Final Document	200	
SubTotal	500	
Overall Grade	Points Possible	Points Earned
Homework/Class Assignments	300 (30%)	
Tests	200 (20%)	
Writing Assignments	500 (50%)	
Total	1000	

900-1000 POINTS =	90-100 GRADE =	A	EXCELLENT WORK
800-899 POINTS =	80-89 GRADE =	B	GOOD WORK
700-799 POINTS =	70-79 GRADE =	C	ACCEPTABLE WORK
BELOW 700 POINTS =	BELOW 70 GRADE =	F	FAILING WORK

Revised 9.5.17

APPENDIX B

MBTI & SII

LOGIN INSTRUCTIONS FOR CAREER ASSESSMENTS OFFERED BY SHSU CAREER SERVICES

FOR UNIVERSITY 1301 CLASSES*

*IF YOU HAVE ALREADY COMPLETED THESE ASSESSMENTS PRIOR TO THE FIRST DAY OF CLASS, PLEASE INFORM YOUR PROFESSOR.
YOU SHOULD NOT HAVE TO TAKE THESE ASSESSMENTS TWICE

1. Enter the following in your browser's address bar: **<https://online.cpp.com/>**
2. Enter Login: **bearkat (case sensitive)**
3. Enter password: **careerpath18 (case sensitive)** Leave the third field blank as an ID# is not needed at this time.
4. Choose either the **MBTI® Step I (Form M)** or the **Newly Revised Strong Interest Inventory** as assigned by your University 1301 instructor by clicking the appropriately corresponding green "Begin" button. (If you are taking both assessments, you will need to return to this area of the website after completion of the first assessment to begin the second in the same manner.)
5. Under "Assessment Information", **select "[Your instructor's Last Name 1301]"** from the drop-down "Batch Name" menu.
6. Fill out required Background Information and begin assessment.
7. Click "Submit" when finished. You will be given an ID# at this time; be sure to write it down in case you need it to log in later.
8. Once you submit your completed assessment, the results will be sent to the SHSU Career Center career counseling staff. Please disregard the automatically generated message you receive about contacting the Career Center to make an individual appointment to review your results if your University 1301 instructor has made arrangements for you to receive your results in class or through a group presentation.

REMINDERS

1. There are no "right" or "wrong" answers.
2. Choose the answer that reflects what feels most natural to you.
3. Mark one answer for every item. Do not spend too much time thinking about each one - rely on your first impression.

936-294-1713

Career Services
www.shsu.edu/careerservices

careerservices@shsu.edu

APPENDIX C

Eq-I Information, Consent, and Assessment Access Form

Understanding and developing your Emotional Intelligence (EI) can help you succeed in school, develop relationships, and navigate the challenges of life. EI refers to a distinct combination of emotional and social skills that influence your overall capability to cope effectively with the unique demands and pressures of school and life.

We would like you to complete an online emotional intelligence assessment, the Emotional Quotient Inventory (EQ-i 2.0). The EQ-i 2.0 will provide insight into:

- How you interact with others
- Your self-confidence
- Expressing yourself
- Making tough decisions
- Dealing with stress
- Your general well-being

Your assessment answers and results will be held in the strictest confidence. Your report will be made available to only you and EQ-I 2.0 certified campus personnel assigned to discuss your results. In order for the results to reflect your behaviors and feelings as accurately as possible, and for you to get the most out of this assessment process, please take approximately 20 minutes of uninterrupted time to complete the instrument. EI involves a combination of skills and competencies that best match the context of your unique situations. Therefore, there are no right or wrong answers.

Exceptions to Confidentiality

There are five situations in which reporting is compulsory by law:

- 1) Suspicion of child abuse,
- 2) Indication of intent to commit suicide or physically harm others,
- 3) Indication of previous or present sexual abuse by any other Regulated Health Professional,
- 4) Subpoena by the court

Agreement to Participate

By clicking on the link to begin the assessment you are acknowledging that you have read the above informed consent and agree to its conditions. If you choose not to participate and the EQi 2.0 is used in a class assignment, you will be given an alternative but comparable assignment. In order to access the EQ-i 2.0, click <http://s.mhs.com/r2A5Xwn>. You must complete the questions in one sitting or the system will not save your answers and you will need to start over from the beginning.