

**IDH 2003**
**Honors Leadership Seminar 3**

Hours taken by students to complete a capstone (thesis) project under the supervision of an advisor and a committee, which will produce a piece of work that students may take with them to upper division institution to demonstrate their ability to apply the principles learned and the quality of their work.

<b>Course Competency</b>	<b>Learning Outcomes</b>
<b>Competency 1:</b> The student will explore career options by:	Communication Critical thinking
<ol style="list-style-type: none"> <li>1. Researching employment options</li> <li>2. Discussing career opportunities with professionals in field(s) of interest</li> <li>3. Networking in the field through attending meetings of professional organizations</li> <li>4. Attending and participating in college or community presentations (including colloquia) related to field of interest</li> </ol>	
<b>Competency 2:</b> The student will explore transfer school options by:	Communication Critical thinking
<ol style="list-style-type: none"> <li>1. Reviewing college catalogs</li> <li>2. Researching 10 transfer options, and evaluate them using criteria such as location, strengths in field of interest (including faculty), cost, and transfer requirements</li> <li>3. Examining and contacting schools and locate local alumni organizations/representatives</li> <li>4. Identifying appropriate scholarship and financial aid opportunities</li> <li>5. Conferring with college/university admissions officers</li> </ol>	

<p><b>Competency 3:</b> The student will begin the transfer applications by:</p>	<p>Communication Critical thinking</p>
<ol style="list-style-type: none"> <li>1. Developing a written timetable for the application process, beginning with the requirements to meet early deadlines</li> <li>2. Identifying a minimum of 4 schools to apply to</li> <li>3. Writing personal statements and essays for transfer institutions</li> <li>4. Completing applications to meet transfer institutions' deadlines</li> <li>5. Initiating applications for scholarships and financial aid</li> <li>6. Following-up with phone calls and e-mails to contacts regarding applications status</li> </ol>	
<p><b>Course Competency 4:</b> The student will describe the connections between service to the community and the academic experience by:</p>	<p>Communication Critical thinking</p>
<ol style="list-style-type: none"> <li>1. Documenting ten hours of Service Learning work</li> <li>2. Writing a reflection paper to describe the connections between community service and learning (hence, "service learning")</li> </ol>	
<p><b>Course Competency 5:</b> The student will continue to build the portfolio of academic and personal achievements, which will be developed and fine-tuned until the end of the Term by:</p>	<p>Communication Critical thinking</p>
<p>The portfolio will include but not be limited to:</p> <ol style="list-style-type: none"> <li>1. Developing a resume</li> <li>2. Developing an autobiographical sketch</li> <li>3. Submitting a press release describing a significant personal event</li> <li>4. Documenting outstanding graded papers and/or coursework</li> <li>5. Collecting news items relevant to personal MDC experiences</li> <li>6. Submitting a service learning reflection paper</li> </ol>	