The Professional, Academic, and Community Engagement (PACE) Navigator is a comprehensive planning tool that you will adapt and revise throughout your time in the Honors College. The Navigator asks you to document the past and map your future in terms of professional, academic, and community engagements. It also asks you to think strategically and intentionally about these engagements as your plans evolve. PACE will start as a map of possibilities and gradually transform into a comprehensive, informal curricular and co-curricular transcript documenting past activities. Make this document yours not only by filling in your information, but making specific notes to yourself in the “Things to Consider” column that are more relevant to your major and professional objectives.

**NAME**

**MAJOR(s) & MINOR(s) [if undecided, note prospective major]**

**LANGUAGE(s)**

**PACE OBJECTIVE [briefly note your professional, academic, and community engagement goals]**

**AP, IB, & TRANSFER CREDIT**

* List your Transfer Credits (transfer credit through dual enrollment or enrollment at other colleges, AP credit, IB credit). Use the AP / IB transfer guides on the CofC website to note specific courses (e.g. HIST 201 / 201) for which you received credit. Also note any transfer credits you elected to waive.

**FIRST YEAR [include course number, title, and credit hours for each class]**

**First Semester Courses**

**THINGS TO CONSIDER:**

* National Awards: Gilman & Boren (study abroad), Fulbright Summer Institute (UK summer), Critical Language Scholarship (summer)
* Make connections with professors and mentors and explore ways to get involved in research ASAP
* Study abroad opportunities
* Get involved on campus and in the community

**Second Semester Courses**

**Academic Year Engagements (clubs, programs, service, leadership, research, work, etc)**

**Summer Engagements**

**Reflect:** how do you see your various engagements to date as aligning to tell a clear story about who you are, what you can do, and what you plan to do? What can you do in the semesters and summers ahead to create a more compelling and cohesive “story of you”? Note that early in your college career, it is common to be in an exploratory phase. Things might not seem to be very clearly aligned at this stage and that’s okay. That said, it is important to begin to see connections between different activities as certain interests emerge and deepen.

**SOPHOMORE [include course number, title, and credit hours for each class]**

**First Semester Courses**

**THINGS TO CONSIDER:**

* National Awards: Gilman & Boren (study abroad), Fulbright Summer Institute (UK summer), Critical Language Scholarship (summer), Hollings (sciences), Goldwater (sciences), Truman (public policy)
* Develop Connections with mentors get involved in research, make plans to fulfill IS requirement
* Study Abroad
* URCA Grants and external research opportunities
* Deepen and focus campus and community engagement—don’t spread yourself too thin

**Second Semester Courses**

**Academic Year Engagements (clubs, programs, service, leadership, research, work, etc)**

**Summer Engagements**

**Reflect:** how do you see your various engagements to date as aligning to tell a clear story about who you are, what you can do, and what you plan to do? What can you do in the semesters and summers ahead to create a more compelling and cohesive “story of you”? As a sophomore, where do you see your various engagements coming into alignment most clearly? What steps are you taking to deepen your engagement in key areas?

**JUNIOR [include course number, title, and credit hours for each class]**

**First Semester Courses**

**THINGS TO CONSIDER:**

* National Awards: Udall (environment); Goldwater (science); Truman (public service); Fulbright Academic and ETA; Rotary, Marshall and Rhodes (international graduate study)
* Solidify BE plans during first semester
* Fulfill IS requirement
* Study Abroad
* Pursue leadership opportunities on campus and in community; continue to deepen and focus your engagements
* URCA Grants and external research opportunities

**Second Semester Courses**

**Academic Year Engagements (clubs, programs, service, leadership, research, work, etc)**

**Summer Engagements**

**Reflect:** how do you see your various engagements to date as aligning to tell a clear story about who you are, what you can do, and what you plan to do? What can you do in the semesters and summers ahead to create a more compelling and cohesive “story of you? Now that your story is coming together, are you able to anticipate possible post-graduate avenues that are opening up in terms of work, graduate school, or other post-undergrad opportunities?

**SENIOR [include course number, title, and credit hours for each class]**

**First Semester Courses**

**THINGS TO CONSIDER:**

* National Awards: Fulbright Academic and ETA, Marshall, Rhodes, NSF (Ph.D. in social/hard sciences); Rotary
* Fulfill all HC requirements
* Graduate school applications and job search (polish professional documents)

**Second Semester Courses**

**Academic Year Engagements (clubs, programs, service, leadership, research, work, etc)**

**Summer Engagements**

**Post-Graduate Plans**

**Reflect:** how do you see the your various engagements during your college years as aligning to tell a clear story about who you are, what you can do, and what you plan to do? How has the process of reflection and planning encouraged by this tool contributed to your story?