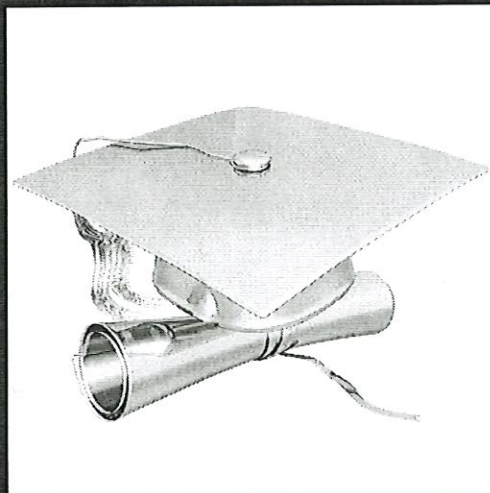


Student Success Seminar Instructor Guide



2008-2009

Faculty Handbook

Ouachita Technical College

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Foreword

The purpose of this **FACULTY HANDBOOK** is to provide ready access to the general operational policies and procedures at Ouachita Technical College. The items included here are those items about which Ouachita Technical College faculty frequently inquire. A manual of this nature cannot address all the situations that might occur during the course of the college year. Institutional policies and procedures not included or inadvertently omitted from this handbook are considered to be binding. For a comprehensive record of applicable policies and procedures, the **OUACHITA TECHNICAL COLLEGE OPERATING POLICES AND PROCEDURES MANUAL (COPP)** should be consulted. If you have questions not addressed in this manual, please contact the Vice President of Instruction for additional information.

ORGANIZATION AND ADMINISTRATION

A. Administrative Organization

1. Board of Trustees

Appointed by the governor, the Board is composed of seven members who serve staggered terms of one year to seven years. As these original terms expire, they will be filled by the governor for full seven year terms.

2. President of College

The President of the College shall serve at the pleasure of the Board and by delegation of the Board is the Chief Executive Officer. The President is responsible for implementation of policy set forth by the Board.

3. Vice President of Instruction

The Vice President of Instruction is responsible for curriculum matters and delivery of quality instruction. This position reports directly to the President.

4. Vice President of Finance and Administration

The Vice President of Finance and Administration is responsible for budgeting, purchasing, accounting, payroll, bookstore, and physical plant and reports directly to the President.

5. Vice President for Student Affairs

The Vice President for Student Affairs coordinates admissions, financial aid, and counseling services for students and reports directly to the President.

6. Vice President of Adult and Workforce Education

The Vice President of Adult and Workforce Education coordinates evening and extended programs, department of continuing education, off-campus instruction, and vocational continuing education. This position reports directly to the President.

7. Vice President of Planning and Assessment

The Vice President of Planning and Assessment is responsible for institutional accreditations, college research and reporting and Marketing and Public Relations. This position reports directly to the President.

B. Instructional Divisions

The College has five divisions (5) for the organization of academic instruction:

Allied Health Sciences
Applied Science
Arts and Sciences
Business Technology
High School Career Center

Each division is assigned a division chair who reports directly to the Vice President of Instruction.

C. Key Employee List

<u>NAME</u>	<u>TITLE</u>	<u>EXTENSION</u>	<u>EMAIL</u>
<u>Administration</u>			
Dr. Barry Ballard	President	1132	bballard@otcweb.edu
Dr. Susan Karr	V.P. of Instruction	1131	skarr@otcweb.edu
Dr. V. Cortez Henderson	V.P. for Student Affairs	1105	chenderson@otcweb.edu
Dr. Roger Coomer	V.P. Finance & Admin	1120	rcoomer@otcweb.edu
June Prince	V.P. Planning & Assessment	1133	jprince@otcweb.edu
Dr. Blake Robertson	V.P. Adult & Workforce Education	1135	brobertson@otcweb.edu
Betty Lawless	Administrative Assistant	1130	betty@otcweb.edu
<u>Division of Allied Health</u>			
Sharon Turley	Division Chair	1201	sturley@otcweb.edu
Melinda Blacklock	LPN Nursing Instructor	1203	mblacklock@otcweb.edu
Donna Dubois	LPN Nursing Instructor	1205	ddubois@otcweb.edu
Nikki Lackey	LPN Nursing Instructor	1202	nlackey@otcweb.edu
Gerald Songer	LPN Nursing Instructor	1204	gsonger@otcweb.edu
Jeri Post	RN Nursing Instructor	1208	jpost@otcweb.edu
Shelia Jenkins	Secretary	1200	sjenkins@otcweb.edu
<u>Division of Applied Science Technology</u>			
Adrian Ashley	Division Chair	1162	aashley@otcweb.edu
Susan Bailey	CIS Instructor	1166	sebailey@otcweb.edu
Jerry Little	Cisco Instructor	1165	jrlittle@otcweb.edu
Wendy Sullivan	Cosmetology Instructor	1159	wsullivan@otcweb.edu
<u>Division of Arts and Sciences</u>			
Pat Simms	Division Chair	1145	pats@otcweb.edu
Terri Colananni	Math Instructor	1140	terric@otcweb.edu
Donna Hill	English Instructor	1151	dhill@otcweb.edu
Lisa Irwin	Science Instructor	1181	lirwin@otcweb.edu
Cheryl Reed	Math Instructor	1175	creed@otcweb.edu

Dr. January Schultz	Science Instructor	1146	jschultz@otcweb.edu
Dr. Marvin Schultz	History Instructor	1147	mschultz@otcweb.edu
Dr. Sharon Seals	English Dept. Chair	1138	sseals@otcweb.edu
Ronnie Thompson	English Instructor	1144	rthompson@otcweb.edu
Patty Weak	Basic Skills Instructor	1142	pweak@otcweb.edu
Lisa Wood	Psychology/Sociology Instructor	1139	lwood@otcweb.edu

Division of Business Technology

Jessica Beard	Division Chair	1101	jbeard@otcweb.edu
Cathy Boyett	Business Instructor	1107	cboyett@otcweb.edu
Carla Crutchfield	Business Instructor	1102	ccrutchfield@otcweb.edu
Sherree Hughes	Medical Transcription Instructor	1129	shughes@otcweb.edu
Tony Hunnicutt	Business Instructor	1106	thunnicutt@otcweb.edu

High School Career Center

Ruben Keisler	Director	1176	rkeisler@otcweb.edu
Donna Anderson	Cosmetology Instructor	1143	danderson@otcweb.edu
John Bratton	Automotive Instructor	1161	jbratton@otcweb.edu
Mike Dingle	Criminal Justice Instructor	1163	mdingle@otcweb.edu
Steve McMahan	Small Engine Instructor	1153	stevem@otcweb.edu
Paul Steier	Welding Instructor	1154	psteier@otcweb.edu
Chris Stovall	Industrial Equipment Maintenance Instructor	870-230-5553	cstovall@otcweb.edu

Adult Education – (501)332-5002

Brenda Keisler	Instructor	1913	bkeisler@otcweb.edu
Lynsey Moore	Paraprofessional	1914	lmoore@otcweb.edu
Stella Murdock	Paraprofessional	1914	smurdock@otcweb.edu
Jan Robertson	Instructor	1912	jrobertson@otcweb.edu

Selected Staff

Corky Allen	Maintenance Director	1157	callen@otcweb.edu
Teresa Avery	Financial Aid Director	1119	tavery@otcweb.edu
Etheree (E.T.) Guin	Receptionist	1100	eguinn@otcweb.edu
Dana Brownfield	Administrative Assistant		
	Office of Instruction	1128	dbrown@otcweb.edu
Linda Cunningham	Library Assistant	1109	lindac@otcweb.edu
Sandra Davis	Assistant Registrar	1116	sdavis@otcweb.edu
Mary Ann Harper	Library Director	1108	mharper@otcweb.edu
Tony Hunnicutt	Distance Learning Coordinator	1106	thunnicutt@otcweb.edu
Linda Johnson	Registrar	1118	ljohnson@otcweb.edu
Kathy Lazenby	Learning Specialist	1103	klazenby@otcweb.edu
Rhonda Smith	Personnel Officer	1121	rhonda@otcweb.edu
Marshall Johnson	Trio Director	1111	mjohnson@otcweb.edu
Sandra Spayde	Faculty Secretary	1141	sspayde@otcweb.edu

D.

Committees and Councils

General Organization

The overall responsibility for the operations of the College is assigned to the President and shall be organized to provide adequate development and supervision of its major functional areas. While input is widely solicited, a system of Standing Committees has been formed to help ensure legal compliance and to provide broad participation and representation in the affairs of the College.

Faculty Council

The Faculty Council consists of eight (8) positions. One full-time faculty member from each of the four (4) post-secondary divisions, excluding chairs, are elected on a rotating basis within the division to two-year terms along with one adult education and one high school career center representative. The faculty at-large will vote for two candidates from the remaining faculty excluding chairs. All eight (8) of these members shall have full voting privileges.

The standing committee is chaired by a member elected by Council majority and advises on matters involving institutional academic and faculty welfare. This includes, but is not limited to, professional and instructional matters, curriculum, calendar, standards, awarding of credit, graduation, admission, probation, discipline, academic policy, and attendance policy. Members also recommend individuals to serve on the Screening Committee when faculty members are to be hired. The Chair serves on the Futures Council.

Curriculum Committee

The main purpose of the Curriculum Committee is that of primary responsibility for the development, review, renewal, and recommendation of curriculum to be reviewed by Faculty Council and approved by the Board of Trustees.

Membership includes the post-secondary division chairs, the Library Director, the Vice President of Adult and Workforce Education, the Vice President for Student Affairs, and the Vice President of Instruction. When matters concerning distance education come before the committee, two representatives of the full-time faculty who have online experience will be included.

Student Appeals Committee

This committee convenes as needed to review and make recommendations regarding matters of student misconduct or student grievances.

Membership is by recommendation of the Futures Council and consists of two (2) full-time faculty members, one (1) classified staff member, one (1) administrator, and two (2) students. Appointees unable to attend at a particular time may designate a temporary replacement with approval of the committee chair.

Student Discipline Committee

This committee convenes as needed to review and make recommendations regarding matters of student discipline. The composition of this committee mirrors the Student Appeals Committee. Appointees may not serve on the student Appeals Committee and the Student Discipline Committee simultaneously. In the event that a quorum is not available for this committee, an ad-hoc committee will be appointed by the Vice President for Student Affairs. If the Vice President for Student Affairs is not available, the Vice President of Instruction will fulfill that role.

Professional Standards Committee

This committee convenes as needed to review and make recommendations regarding matters of professional misconduct or formal grievances of College employees. Membership is by recommendation of the Futures Council for a period of one (1) year and shall consist of two (2) faculty members, two (2) administrative staff members, and two (2) classified staff members. The employee charged with misconduct or filing the grievance may appoint one representative. The EEO/AAO may serve in a non-voting advisory capacity if requested.

Safety Committee

The Safety Committee is charged with review of College compliance with all local, state, and federal safety requirements. A comprehensive review will occur on at least a quarterly basis.

Membership is by recommendation of the Futures Council and consists of one (1) faculty member, one (1) member of the facility staff, one (1) classified staff, and one (1) administrator.

Executive Cabinet

The Executive Cabinet meets on a regular basis to discuss matters relating to general College operations and procedures and Board policy implementation.

Permanent membership includes the President and all Vice Presidents. Other members of the staff or student body of the College may attend at the discretion

of the President. Any person wishing to discuss matters with the Cabinet should notify the President for possible inclusion in the agenda. The Executive Secretary shall record minutes.

General Information

Each standing committee is advisory to the President and the Executive Cabinet and each may establish ad hoc committees as required. Membership on any committee, elected or appointed, is for one (1) year with elections and appointments occurring at the beginning of any fall semester for the immediate year's membership.

Each committee is responsible for the maintenance of minutes and records of each meeting and for the wording of a meeting summary-of-action for College records. These should be filed with the Office of the President.

After providing an opportunity to nominate candidates for a seat on any of the standing committees and if no nominations for a particular seat are made, then the chair of that standing committee may appoint (within the representative category) someone to fill that vacancy for the academic year.

PERSONNEL POLICIES AND PROCEDURES

A. Conditions of Employment

1. Compensation and Classification of Faculty

Full-time Faculty

Full-time faculty at Ouachita Technical College are classified and compensated according to guidelines established and monitored by the Board of Trustees. These guidelines are based, in part, on suggestions from the Arkansas Department of Higher Education and the Department of Vocational – Technical Education, as directed by the General Assembly. These guidelines are subject to periodic review. Current criteria on classification, placement, and/or advancement on the salary schedule are outlined in their entirety in the COPP (2.21) or are available from the Vice President of Instruction.

Associate Faculty

The criteria utilized in determining the classification level for Associate Faculty are outlined in the COPP (2.21). Remuneration for Associate Faculty will be determined annually and will normally be paid at a contact hour rate by classification.

2. Evaluation Program

Evaluations serve as a vehicle for professional development and not as a punitive exercise. The faculty evaluation consists of an administrator evaluation, a peer evaluation, and a student evaluation. New faculty members will be evaluated each of his/her first two semesters by their division chair and once yearly thereafter.

A copy of the Ouachita Technical College Faculty Evaluation Form and the Peer Evaluation Form is included in the Appendix.

3. Faculty Appointments

The President, with authority of the Board of Trustees, has final approval of all regular faculty appointments. Faculty members are to perform duties and accept responsibilities as set forth in the COPP and in the Faculty Handbook and also to perform other duties in college-related activities as requested by the President or his designee. The standard faculty appointment is for 170 contract days.

The President with recommendation of the Vice President of Instruction makes associate appointments to persons who can give substantial contributions of time, expertise, and participation in College programs. Associate faculty appointments are not eligible for staff benefits and are executed on a semester by semester basis, or other periods for special purposes.

4. Non-Renewal of Faculty Appointments

As outlined in COPP 2.13, the action of non-renewal for regular faculty appointments may be taken for disciplinary and performance reasons, or for other reasons affecting the need for the position such as: declining enrollments, budgetary constraints, reduction of program offerings, etc. The college shall inform nine-month faculty members, in writing of the non-renewal of their appointment by April 15 and 12-month faculty members 30 days before their contract expiration.

Full-time faculty overloads and associate faculty appointments are at the convenience of the College on an as needed basis. The receipt of an associate appointment or faculty overload shall in no way obligate the College to renew or continue the appointment beyond the appointment date.

5. Faculty Loading

COPP 4.26 provides a complete description of the faculty loading policy. Normally, full-time faculty will teach no more than two overload classes during the fall and spring semesters. Exceptions must be approved by the division chair and the vice president of instruction. Online classes should normally comprise no more than one-half of the teaching load for a faculty member or division chair. Exceptions must be approved by the division chair and the Vice President of Instruction. Part-time faculty will generally be limited to three class sections during the fall, spring, and summer semesters.

6. Grievance Procedure

Any College employee shall have the right, at any time within five (5) working days after the incident out of which the grievance arises, to present a grievance. Any such grievance shall be handled in accordance with COPP.

7. Leave Policy

The following are brief descriptions of the Ouachita Technical College leave policies currently in effect. For a more comprehensive view, see COPP 2.52, 2.53, 2.54, 2.55, 2.56, 2.57, 2.60, 2.61, 2.62.

- a. Annual Leave – Faculty members will receive all scheduled academic recesses in lieu of annual leave.
- b. Bereavement Leave – Full-time faculty members may request up to three (3) days of sick leave for the death of a member of the immediate family as defined in COPP 2.52.
- c. Jury Duty – No deduction in salary will be made if a faculty member must appear in court when subpoenaed as a witness or required to serve jury duty with proof of attendance.
- d. Disability Leave – If a full-time faculty member will be absent from work more than two weeks because of illness, injury, or disability, he/she may apply for Family Medical Leave Act (FMLA).
- e. Faculty Release Days – All full-time faculty members may be granted three (3) days per school year for personal business. Request for such leave should be made in advance to the Vice President of Instruction. These days are non-cumulative.

- f. Maternity Leave – The faculty member should submit a request for maternity leave to the President two (2) months in advance of due date and be prepared at this time to discuss leave arrangements.
- g. Military Leave – Faculty members who request military leave shall furnish a copy of their orders for their personnel file. Since types of military orders vary, specific terms regarding such requests should be discussed with the President.
- h. Personal Leave – Unpaid leave may be requested by faculty members for just cause. (e.g. extenuating personal circumstances, educational pursuit, maternity leave, etc.).
- i. Sick Leave – All full-time faculty members shall accumulate sick leave at the rate of one day per month of contract, up to a maximum of 120 days. Sick leave may also be requested for illness and doctor appointments of a member of the immediate family.

8. Outside Employment

While all full-time faculty are expected to devote their time and efforts primarily to the College, it is recognized that a limited amount of outside work can sometimes be desirable. Outside work that will contribute to professional development or update technical skills is encouraged. Such employment must not interfere with the discharge of the faculty member's duties at the College. It is expected that the faculty member will make clear in all instances that outside employment is their individual responsibility and that the College is not being represented. College assets are not to be used without expressed written permission. Faculty who teach for another state institution in Arkansas must complete a Concurrent Employment Form which can be obtained from the Personnel Office.

9. Payroll

Full-time faculty members are paid their academic year salary in twenty-six (26) equal bi-weekly installments. The first check is paid in August. Paychecks will be distributed every other Friday. For information on direct deposit, please contact Rhonda Smith, extension 1121, rhonda@otcweb.edu. The following deductions will be made from each paycheck: FICA, Retirement, Federal Income Tax, and State Income Tax. In addition, hospitalization premiums or other approved College deductions may be made.

10. Resignations

Faculty members who wish to resign should make every effort to do so prior to the issuance of the following year's contract. Resignations must be in writing and submitted to the Vice President of Instruction and the President.

11. Retirement and Insurance Benefits for Full-time Faculty

Retirement System: All staff and faculty must enroll in one of the State's Retirement Systems. These include:

- a. Alternate Retirement Plan – VALIC or TIAA/CREF
6% employee contribution
13% State contribution
- b. Arkansas Teachers Retirement System
6% employee contribution
14% State contribution

If you have not already received an informational booklet concerning your retirement system, please contact Personnel Officer Rhonda Smith to request your copy. Mrs. Smith's extension is 1120 and her e-mail is rhonda@otcweb.edu.

Social Security: All employees are covered under the Social Security System.

Group Insurance: Life Insurance, Hospital and Surgical Insurance are available in a "package plan" to all officers or employees of the State of Arkansas except those who normally work less than 1000 hours a year and those whose employment is considered seasonal or temporary. The State contributes \$350.00 per month and employee payments are made by payroll deduction. Participation is voluntary and enrollment must be requested by the employee. All employees have a basic \$10,000 life amount and are offered an optional amount according to their salary. For more information, please contact the Insurance Section, Office of Personnel Management. The specific coverage of the Hospitalization and Surgical coverage is contained in the brochure on the group insurance which is available from your personnel officer or supervisor. An employee is eligible for insurance on the first day of the month following one month of service. If you enroll for insurance on or before the thirty-first day following the day you become eligible, you will be insured on the first of the month following the date you enroll and no evidence of insurability is required.

Worker's Compensation: State employees are covered by Worker's Compensation. Coverage is available for job related injuries and illnesses. Financial and medical aid is also available. A claim must be filed as soon as possible after the incident or onset of illness with the Arkansas Worker's Compensation Commission through the proper official in your agency. Check with your supervisor for details on the procedure to follow.

Credit Unions: There are several Credit Unions that are available for your consideration. Please see the Payroll Representative.

Unemployment Insurance: In July of 1973 unemployment insurance was extended to State employees with benefits becoming available in April of 1974. Unemployment insurance is designed to help individuals who are unemployed through no fault of their own. To determine eligibility or for further information, contact your local Employment Security Office.

Miscellaneous Payroll Deductions Available to Employees: Voluntary
Tax Shelter Annuity-List of approved companies on request.
U.S. Savings Bonds
Other Insurance
Check with payroll secretary for a complete list.

12. Waiver of Tuition

Full-time employees, their spouses, and their dependents may enroll in Ouachita Technical College classes for credit or for audit with no tuition or fees charged. If the class is taken for credit, the employee must meet all class requirements expected of any other student. This waiver excludes any classes taken under the Adult and Workforce Education Division.

B. Professional Responsibilities

1. Advising

In most divisions, full-time faculty, as part of their professional responsibilities, will serve as academic advisors for the student body. The purpose of advising is to provide students with information regarding program and course requirements and career options. Faculty can further support the role of counseling services by making referrals to students who are in need of such services, reporting significant data regarding students to the counselor, and consulting with the counselor in connection with student problems.

2. Attendance at Graduation

One graduation ceremony is held each year at the end of the spring semester. All faculty members are expected to participate.

3. Community Relations

The College encourages faculty participation in community activities and involvement in community leadership positions, so long as such activities do not conflict with the interest of the College of their educational and institutional responsibilities.

4. Credentials File

Each faculty member has a credentials or personnel file. He or she must assume the responsibility for keeping his or her file current, providing all documentation of his or her professional growth. This file is confidential and may be examined only by persons responsible for evaluating teaching faculty and the individual instructor.

5. Membership in Professional Organizations

Faculty members are encouraged to participate in professional organizations in their respective disciplines of fields at the local, state, and national levels.

6. Performance of Other Duties

From time to time the faculty may be called upon to work on projects and activities other than those directly associated with their primary teaching assignment. Such activities may include recruiting and advising students, serving on committees, preparing brochures, revising the catalog and class schedule information, and performing other duties in college-related functions.

7. Professional Development

Advanced study and training as well as attendance at professional meetings and conventions are encouraged by the College. Each faculty member should work with their Division Chair to develop appropriate Professional Development activities.

8. Professionalism

Faculty members are expected at all times to practice appropriate professionalism before the students, with their colleagues, and within the community. The actions of the faculty members must be, and must appear to be, proper. There are rules of conduct more fully explained in COPP 2.40.

9. Sponsorship of Clubs and Organizations

On a volunteer basis, faculty members may act as a sponsor or advisor of a student club/organization. The sponsor is responsible for attending all of the organization's meetings and social affairs. The sponsor is expected to act as an advisor to his/her group rather than as a director or leader.

ACADEMIC POLICIES AND PROCEDURES

A. Academic Freedom

Academic freedom is the right of individual faculty members to interpret their findings and to communicate conclusions without being subjected to any interference or penalty because these conclusions are at variance with those of constituted authorities or organized groups outside the College. Of necessity, faculty members must determine, in keeping with their own good judgment and maturity, the responsibilities of a college faculty member. Academic freedom and academic responsibility are inseparable.

College faculty are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline. However, their special position in the community imposes special obligations. As people of learning and educational officers, they should remember that the public may judge the profession and their institution by their appearances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not institutional spokespersons unless otherwise instructed to do so.

B. Adding and Dropping Students

Students can add courses to their schedules or change from one class to another only on the first two days of class. If it becomes necessary for students to drop courses after registration, arrangements must be made through the Office for Student Affairs.

Courses added and/or dropped must be processed through the Student Affairs Office. Failure to complete the established procedure will nullify either action. Additional fee charges or reductions may result from either action.

The deadline for adding courses or changing courses or sections is given in the official College calendar. Thereafter, changing to audit or dropping a course are the only changes permissible. Courses officially dropped during the first 13 weeks of a semester or the first 6 weeks of the summer term or mini-semester will be recorded as a "W". Unless verified extenuating circumstances exist, courses dropped after these dates will be recorded as an "F".

Drops initiated by the College shall have precedence.

C. Attendance

Due to recent legislation governing financial aid and attendance, faculty should keep attendance in all classes. Faculty members are responsible for maintaining attendance records through the Gradebook in IQWeb.

Regular class attendance is considered essential if a student is to receive maximum benefit from any course. Control of class attendance is vested with the faculty, who has the responsibility of defining standards and procedures early in each course in the course syllabus. A student accumulating an excessive number of absences in a course may be withdrawn from the course by the faculty with a grade of "W".

As part of OTC's Early Alert System, faculty are asked to contact the OTC Retention Specialist if a student misses two consecutive class sessions.

Purpose

The College's expectations regarding class attendance are established to provide minimum standards as a basis for policy and procedure implementation.

Policy

Students are expected to attend class meetings, or other activities assigned as a part of a course of instruction, on a regular basis. Faculty are responsible for maintaining attendance records in the current student information system.

Procedures

1. A statement regarding the College's expectations for class attendance will be included in the OTC Catalog and the Student Handbook.

2. Faculty will supply students with a written statement in the course syllabus at the beginning of the term that identifies attendance expectations and consequences.

3. Faculty will complete an Early Alert form for each student who has missed the determined number of class sessions and will forward forms to the appropriate personnel for follow-up.

4. Faculty may withdraw students from classes for non-attendance with a grade of "W" within the published withdrawal period in accordance with syllabus guidelines.

D. Adding a New Course/Program

If a faculty member wishes to introduce a new course/program to the curricular offerings of the College, he/she must discuss the proposed course/program with the membership of the division and then the following steps will be followed:

- STEP 1: Faculty Member to the respective Chair
- STEP 2: Division Chair to all Division Chairs
- STEP 3: Division Chair to the Faculty Council/Curriculum Committee
- STEP 4: Faculty Council to the Vice President of Instruction
- STEP 5: Vice President of Instruction to the President
- STEP 6: President to the Board of Trustees

* The respective Division Chair will present the following information in the form of a proposal to the Faculty Council:

- 1. Course/program title
- 2. Credit hours
- 3. Course/program description
- 4. Course/program content
- 5. Course/program objectives
- 6. Condensed justification for adding a new course/program of study
- 7. Materials/equipment needed
- 8. A summary report of the library holdings which support the proposed course/program, the library collection that will need to be added, and the Librarian's estimate of the date when the requested additions can be made available in the library.
- 9. Approximate cost of the proposed program or course.

New programs must then be submitted to and approved by the Arkansas Department of Higher Education or the Arkansas State Board of Nursing according to their guidelines.

E. Assessment Plan

Ouachita Technical College views assessment as a holistic process by which information is gathered and analyzed and then used to evaluate the accomplishment of the mission and to enhance institutional effectiveness. Assessment is the medium that compares achievement to intended results.

The Ouachita Technical College Assessment Plan is the operational plan of the assessment process. Faculty may obtain a copy of this plan from their Division Chair.

As part of the assessment process, the Ouachita Technical College Assessment Committee has determined that each semester, each faculty member will complete the Assessment Summary Form (see appendix) and submit it to their respective Division Chair.

Although faculty evaluations and student achievement are integral parts of assessment, outcomes are not intended for use as the basis for evaluating faculty or for determining the graduation status of students. Furthermore, assessment of student academic achievement must not create barriers to hinder student progress toward educational goals. Data on outcomes are to be utilized in decision-making and in planning for increased institutional effectiveness.

PROGRAM REVIEW

As indicated in COPP 4.05, the Institutional Program and Course Evaluation System (IPES) is designed to assess accountability and to develop a basis for decision-making concerning instructional programs as they relate to the Strategic Plan. The IPES serves the internal needs of the College and also incorporates the requirements of external agencies for program evaluations.

F. Auditing Courses

Auditing courses requires official admission to the College, approval of the Division Chairperson and the faculty involved, and payment of the regular fees for the course. Students auditing courses are subject to the same regulations as other students with regard to registration and attendance, but they neither take exams nor receive credit for the course. An auditing student who does not wish to complete the course(s) must complete official withdrawal/drop procedures.

G. Classroom Expression/Policies and Procedures

Student freedom of discussion and expression of views is protected and encouraged. The faculty have the responsibility and the authority to maintain order and an appropriate academic environment, but this authority should not be used to suppress the expression of views contrary to their own.

Classroom policies and procedures are left to the discretion and good judgment of the individual instructor. However, instructors are cautioned against setting policies and procedures that do not retain enough flexibility to allow for unforeseen circumstances and events.

H. Course Syllabi

All faculty are required to develop and distribute to their students a syllabus for each course they teach. OTC has a template for a standardized syllabus format and all faculty are strongly encouraged to utilize this template as a guide for constructing their syllabi. Copies of all syllabi will be on file in the office of the Division Chairs and the Vice President of Instruction.

For the Ouachita Technical College standardized syllabus format, please see the appendix.

I. Curriculum Changes

Any modification to the curriculum such as deleting a course, changing a course name or its contents should be presented by the respective Division Chair to the Curriculum Committee and Faculty Council. To add a new course/program see Section C, Adding New Course/Program.

J. Dishonesty

Dishonesty, such as cheating or plagiarism, will not be tolerated. Each instructor determines the penalty for a student found performing a dishonest act pertaining to his or her class work.

K. Examinations

Each instructor determines the number and type of examinations to be administered in his or her classes. The instructor decides what portion of the student's grade will be based on examinations. Mandatory final examinations are to be given in accordance with the Final Examination Schedule issued by the Vice President of Instruction.

L. Grade Recording and Distribution

The faculty member is required to maintain a record of grades, either in a class record book or on computer. The instructor will calculate and enter grades into the current student information system at mid-semester and at the end of each semester according to the dates on the College calendar.

M. Grading System

See Grade Information in the student handbook.

N. Incomplete Work

A student who fails to complete all requirements of a course by the end of the assigned term may, at the discretion of the instructor, be awarded an Incomplete "I". See the Grade Information section in the student handbook for a complete description of the Incomplete procedure.

O. Selection of Textbooks

Full-time faculty members, with the Division Chair, should review textbooks yearly in order to improve book selection. Textbooks should be ordered each semester according to the best estimate of the number needed. Textbook changes should be timely and with the exception of computer technology texts, textbooks should normally be kept for at least two years.

P. Special Exams and Make-Up Exams

Whether students will be permitted to take special or make-up examinations is left to the discretion of the individual instructor. Instructors are cautioned against setting policies or procedures that destroy flexibility in meeting a unique situation.

Distance Learning Guidelines

Ouachita Technical College offers a number of online courses. While most of these courses are delivered entirely online, some courses utilize a combination of classroom and online delivery. Faculty who are interested in teaching online courses should contact their division chair.

Online Training/Technical Assistance

The Office of Distance Learning offers training in Blackboard for faculty and they provide assistance to students taking online courses. For more information, contact Tony Hunnicutt, extension 1106, thunnicutt@otcweb.edu.

Each new online course must be reviewed by the Division Chair and by the Vice President of Instruction before implementation. The Quality Matters Rubric should be used as a guide for creating new online courses. A copy of this rubric is included in the Appendix.

All new online faculty are required to complete an on-campus training course or an online training course before they teach their class(es). Existing online faculty are encouraged to attend the sessions to refresh their skills as a designer.

The first set of training sessions available is Blackboard Basics. Online faculty will learn the fundamentals of creating and teaching an online class. Additional training will be available

throughout each semester. Training will consist of, but will not be limited to, Blackboard Basics, Copyright & Fair Use, Universal Design, Online Instructional Strategies, and other relevant faculty development courses.

New faculty must attend training to obtain a Blackboard account. Special arrangements can be made for faculty and adjuncts living outside the Malvern area. Please contact Tony Hunnicutt at thunnicutt@otcweb.edu for more details.

Textbooks and Resources

All online faculty are encouraged, where possible, to adopt textbooks that are designed as "CMS-ready" (designed for adoption within a specific Course Management System), or, at the least, have a companion website available to supplement a traditional textbook.

Resources in CMS-ready or companion website formats are copyright protected. Therefore, any changes or additions to these materials are subject to restrictions imposed by the publisher and/or federal regulations regarding copyright and fair use.

Once adopted, faculty will adhere to the current edition of the COPP regarding length of adoption and procedures for changing texts.

Accessibility

All online faculty will comply with the Americans with Disabilities Act (ADA) as administered by OTC in accordance with the COPP 4.25.

All online courses will be designed for universal access in accordance with Section 508 of the Rehabilitation Act created by the Federal Access Board.

Course/Instructor/Peer Evaluations

To the extent possible and appropriate, online courses will be evaluated by the same general procedures that are in place for traditional classes. It is the responsibility of the faculty member to update the course as needed to maintain appropriate and correct information.

All online courses must comply with academic standards required by divisions or departments within OTC. For example, online English composition courses must meet the academic standards of the English department.

Online courses will be evaluated by the appropriate Division Chair and the Vice President of Instruction. Additionally, all students taking an online course will complete an evaluation of the course each semester.

The curriculum committee will evaluate courses before they are offered and will continue to review courses for satisfactory progress. Courses that do not meet standards established by this committee will not be offered until those standards are met.

Course evaluation includes:

- Technical design
- Curriculum alignment
- Rigor, depth, and breadth
- Student performance
- Student participation and interaction

Instructor evaluation is based on:

- Course content
- Course design
- Course presentation
- Student performance
- Teacher interaction with students
- Results of student course evaluations

Copyright and Fair Use

The federal copyright statute governs the reproduction of works including traditional works of authorship such as books, photographs, music, drama, video and sculpture, and digital works such as software, multimedia, and databases. Copyrighted works are protected regardless of the medium in which they are created or reproduced; thus, copyright extends to digital works and works transformed into a digital format. As a result of changes in copyright law, works published since March 1, 1989, need not bear a copyright notice to be protected under the statute. Faculty should assume that whatever material they wish to copy is protected under copyright law.

Fair use is a legal principle that provides certain limitations on the exclusive rights of copyright holders. Section 107 of the Copyright Act sets forth the four fair use factors which should be considered in each instance, based on the particular facts of a given case, to determine whether a use is a fair use: (1) the purpose and character of the use, including whether use is of a commercial nature or is for nonprofit educational purposes, (2) the nature of the copyrighted work, (3) the amount and substantiality of the portion used in relation to the copyrighted work as a whole, and (4) the effect of the use upon the potential market for or value of the copyrighted work.

In general, educators and students in an accredited non-profit educational institution are permitted to use and/or copy, without permission, portions of copyrighted materials for the purpose of education in an instructional setting for the period of a single semester. It is the responsibility of the instructor to acquire this permission, although OTC may provide reasonable assistance in that process.

Faculty and students will often want to incorporate some or all of the copyrighted work of others into course materials that are to be digitized and transmitted for distance education. In the past, this could sometimes be lawfully accomplished via the fair use provisions (17 U.S.C. 107) and/or the performance/display exemptions (917 U.S.C. 110(2)) of the copyright act. In November 2002, the performance and display exemptions of the copyright act were revised and updated to address the digital environment. The revised provisions facilitate digital educational use of materials without requiring copyright permission, subject to several conditions.

This recent distance education update of copyright law is called the Technology, Education, and Copyright Harmonization Act (TEACH Act). The TEACH Act exemption is one of several options faculty and students have when using copyrighted works in their course materials.

Faculty and course developers will comply with the provisions of the TEACH Act, including, but not limited to, the 22 prerequisites (provided in the Online Faculty Handbook under development) of displaying and performing copyrighted materials in a distance education medium. Paramount among these prerequisites is the display within each course of a statement regarding student responsibilities regarding copyright, as indicated below.

The TEACH Act Copyright Notice

The materials on this course Web site are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated.

Faculty and course developers will consult with the Online Coordinator for guidelines and updates to copyright law before incorporating materials into their online courses.

Course Ownership

The scope of developing an online course is to produce or utilize content specific curriculum that can be delivered online in OTC's Course Management System (CMS). The scope of instructional delivery for an online course is to engage students with content specific curriculum so produced, including, but not limited to, resource development or textual commentary, electronic communication with students, and student assessment products (exams, research projects, etc.). Courses developed and delivered in OTC's CMS are required to meet or exceed educational standards established by the college for traditional courses.

Since all courses developed and delivered in OTC's CMS are "a work prepared by an employee within the scope of his or her employment" (17 U.S.C. Section 101), they constitute a "work for hire"; and since works made for hire are the property of the employer (17 U.S.C. Section 201(b)), all online courses are the property of OTC unless otherwise stated in a written agreement. The primary purpose of this ownership is to protect OTC's right to offer developed courses to its students in the event that the developer of the course or the instructor is unable or unwilling to deliver the course in OTC's CMS.

Intellectual Property and Copyright

According to the World Intellectual Property Organization (WIPO), "Intellectual property refers to creations of the mind: inventions, literary and artistic works, and symbols, names, images, and designs used in commerce." The WIPO further states, "Copyright protection [of intellectual property] extends only to expressions, and not to ideas, procedures, methods of operation or mathematical concepts as such."

According to 17 U.S.C Section 102 "Copyright protection subsists, in accordance with this title, in original works of authorship fixed in any tangible medium of expression, now known or later developed, from which they can be perceived, reproduced, or otherwise communicated, either

directly or with the aid of a machine or device... In no case does copyright protection for an original work of authorship extend to any idea, procedure, process, system, method of operation, concept, principle, or discovery, regardless of the form in which it is described, explained, illustrated, or embodied in such work."

Original works of authorship published in an OTC online course are intellectual property expressed in a tangible form and as such constitutes a copyrightable work. Such authorship is outside the scope of employment and is not required as an integral component of OTC's work for hire contract with an online course developer or faculty member. In the event that an original work of authorship is voluntarily produced by a developer or faculty member during their work for hire contract period, that work shall be subject to the policies and procedures expressed below.

Intellectual property unrelated to the individual's employment responsibility that is developed on an individual's own time and without OTC support or use of OTC facilities is the exclusive property of the creator and the College has no interest in any such property and no claim to any profits resulting therefrom. Copyright protection of such material is the sole responsibility of the creator.

Intellectual property either related to the individual's employment responsibility (work produced as a result of a work for hire contract), or resulting from activities performed on OTC time, or with support by State funds, or from using OTC facilities is subject to ownership by OTC. Copyright protection of such material is the sole responsibility of OTC.

Before intellectual property subject to ownership by OTC is disclosed to any party outside the college, to the public generally, or for commercial purposes, and before publishing same, the creator shall submit a reasonably complete and detailed disclosure of such intellectual property to OTC's President for determination of OTC's interest.

The President will notify the creator within one hundred eighty (180) days of the date of a complete submission, asserting the extent, if any, of OTC's interest. Should an interest be asserted, OTC will enter into a joint ownership agreement with the creator and will, after recovering expenses related to pursuing copyright protection and other relevant expenses, share royalties with the creator in a 50% by 50% division, unless otherwise stated in a written agreement.

Intellectual property resulting from research supported by a grant or contract with the Federal Government, or an agency thereof, with a nonprofit or for profit nongovernmental entity, or by a private gift or grant to the College shall be subject to ownership by OTC.

Faculty Load

Full-time faculty members and division chairs are limited to teaching no more than 50% of their course load online each semester.

Faculty Office Hours

Full-time faculty members who teach online courses will still be expected to meet their office hour requirements each week and will be expected to be on campus for other duties as assigned.

Faculty Responsibilities

Regarding faculty responsibilities, online faculty will follow all COPP policies, particularly those expressed in **COPP 4.10-11, 4.20-27 and 4.30-33**.

Academic Integrity of Online Courses

Faculty shall make every effort to ensure academic integrity in all online courses. In order to achieve this goal, faculty will include requirements stated in the course syllabus such as a grading system, examination procedures, research project guidelines (where appropriate), course/faculty evaluation procedures, attendance policies, and clock hour tallies (if required).

Should a student violate these efforts to ensure academic integrity, they will be subject to the disciplinary procedures established in **COPP 5.50**. Faculty should contact their Division Chair with details regarding any incident that is considered to be a potential violation.

Class Size

Online courses will have the same enrollment maximums as on-campus courses and as stipulated by a specific division. Online courses should not exceed 25 students per teaching contract, unless by agreement of the teaching faculty and Division Chair.

Online Attendance

In order to comply with certain financial aid requirements and in order to promote high standards of communication, instructors will monitor students' attendance on a weekly basis through Blackboard's Tracking Students tool. Student "attendance" is defined as a student logging into their course Homepage, which is tracked in Blackboard as a "Hit" in the Tracking Students tool.

Instructors should design their course(s) in such a way that students will be required to log-on at least once each week to complete an assignment, a discussion posting, or use Blackboard email.

Initial Attendance Alert. If a student has not logged into Blackboard for a period of 7 consecutive days, the instructor will contact the Retention Specialist and report the student's last date of attendance. The instructor will also seek to contact the student through Blackboard email, personal email, or by telephone in order to determine the student's intent and status.

The decision to allow the student to continue in the course after the Attendance Alert process has been initiated will be made by the instructor in accordance with his or her syllabus and as circumstances warrant. Should the student be allowed to re-access the course, make-up work should be done in accordance with the procedures described in the instructor's syllabus.

Make-up Work

Instructors will describe in their course syllabus a procedure for completing missed work. Make-up work should be done in accordance with the procedures described in the instructor's syllabus unless extraordinary circumstances warrant otherwise.

Student contact

Instructors will uphold high standards of communication with their students. Ideally, instructors will respond to student email within 24 hours, even if it is an email pledging a more comprehensive response within a reasonable period of time. When that ideal cannot be met, the instructor will make every effort to contact the student within 72 hours with a comprehensive response to their request.

Communication with students will at all times be professional and ethical. Instructors will make every effort to stimulate and encourage students to achieve at the highest academic levels.

Private online communication with students should be conducted through Blackboard email to avoid FERPA violations. In order to protect the instructor and College, instructors should discourage students from communicating outside of Blackboard email after their initial contact during the first week of the semester. Student email delivered to the instructor by private email should be copied by the student and pasted into a Blackboard email message.

Assignments that are appropriate to groups or an entire class should be delivered as a Blackboard email or as a Discussion posting. Communication to groups of students must reflect an awareness of FERPA restrictions and reflect the highest standards of professionalism.

Incomplete Grades

Faculty members who assign incomplete grades to students in an online course must follow the Ouachita Technical OTC policy for assigning incomplete grades as contained in the most current edition of the COPP [#], including:

- A grade of "I" (incomplete) will not be used when a definite grade can be assigned for the course.
- The assignment of an "I" indicates that some part of the work, for good reason, has not been completed, while the rest of the work has been satisfactorily completed.
- In the opinion of the instructor, there is expectation that the work will be completed.

In addition to these requirements, instructors and students should note that if incomplete work is not completed within 2 weeks, alternative arrangements would need to be made. All courses will be archived one month after the scheduled end of class.

Online Testing

Instructors have the responsibility to ensure test integrity. To this end, instructors may follow these guidelines in delivering objective tests online:

- Draw individual test questions from a larger test databank
- Randomize the order of test questions
- Randomize the answer options for each test question
- Deliver test questions one at a time
- Require students to submit a password for proctored exams
- Enter an IP mask address for exams taken at a specific physical location
- Display test answers only after all students have taken the exam

In reducing online test cheating, consideration should be given to assessment approaches that do not include objective tests, such as collaborative or written projects that include higher learning evaluation skills. When developing non-objective assessments, keep in mind that traditional research projects are easily plagiarized or purchased from web resources.

Online tests given during the semester must not exceed 75 minutes, the length of time for an on-campus test that meets twice a week. The final exam should not exceed 2 hours, whether delivered online or in paper-pencil format.

Student Admission

Online courses are subject to the same admission qualifications and procedures as stated in the College catalog. See the College catalog for details.

OTHER POLICIES

The following policies can be found in their entirety in the College Operating Policies and Procedures Manual.

A. Title VI of the Civil Rights Act of 1964

It is the policy of Ouachita Technical College that no person shall be excluded from participation in, or be denied the benefits of, or be subjected to discrimination under any program or activity of the College on the grounds of race, color, or national origin.

B. Title VII of the Civil Rights Act of 1964

It is the policy of Ouachita Technical College that it shall not discriminate against any person with respect to employment, discharge, compensation, terms, conditions, or privileges of employment, because of such person's race, color, religion, sex, or national origin.

C. Sexual Harassment Policy

Harassment on the basis of sex is illegal and a violation of Title VII of the Civil Rights Act of 1964, as amended. This policy defines sexual harassment and establishes a procedure whereby alleged sexual harassed faculty, staff, and students may lodge a complaint immediately and confidentially.

D. Title XI, Education Amendments of 1972

It is the policy of Ouachita Technical College that no person shall, on the basis of gender, be denied admission, or be subjected to discrimination in admission. In determining whether a person satisfies any policy or criteria for admission, the College shall not give preference over another on the basis of gender.

The College shall not apply any rule concerning the parental, family, or marital status of a student which treats persons differently on the basis of gender, shall not discriminate against or exclude any person on the basis of pregnancy, childbirth, termination of pregnancy, or recovery therefrom, or establish or follow any rule or practice which so discriminates or excludes; shall treat disabilities related to pregnancy, childbirth, termination of pregnancy, or recovery therefrom in the same manner and under the same policies as any other temporary disability or physical condition; and shall not make pre-admission inquiry as to the marital status of an applicant for admission, including whether such applicant is "Miss" or "Mrs."

The College shall not exclude any person, on the basis of gender, from participation in any academic, extracurricular, research, occupational training, or other educational program or activity.

E. Rehabilitation Act of 1973

Ouachita Technical College does not discriminate in admission to, or access to, or treatment of, or employment in, its programs and activities on the basis of handicapped status. This commitment is made by the College and is in accordance with Section 504 of the Rehabilitation Act of 1973.

F. Family Educational Rights and Privacy Act

It is the policy of Ouachita Technical College to comply with the provisions of the Family Educational Rights and Privacy Act (FERPA) and to inform students of their rights under FERPA.

G. Drug and Alcohol Free Workplace Policy

Pursuant to Public Law 101-226, entitled Drug Free School and Communities Act Amendment of 1989, the College is committed to maintaining a drug and alcohol free workplace for employees and students. This is an essential part of ensuring the safety of employees and students while at work and school, and eliminating poor job performance, inefficient operations, College rule violations, or any unethical behavior.

The use of alcohol, certain drugs and controlled substances is known to be detrimental to physical and psychological well-being. Their use is associated with a wide variety of health risks. It is employee's and student's responsibility to know which drugs are illegal. It is not the responsibility of the College to prepare a list of illegal drugs.

Compliance with this policy is a condition of employment for all paid College staff and faculty.

H. Tobacco/Smoking Policy

It is the policy of Ouachita Technical College that the use of tobacco in any form is prohibited in all buildings. All individuals using tobacco will be expected to do so outside of the buildings. Tables and ash receptacles have been provided under cover for the convenience of employees, guests, and students.

I. Copyright Infringement

It is the intention of the College to observe the copyright law and establish procedures for managing copyright compliance. Every board member and administrator knows that lawsuits do occur. When they do, the institution, individual board members, and key administrators will probably be named in the suit. This policy places the burden where it belongs – on the individual(s) responsible for the illegal actions. The Library Director shall serve as the Copyright Officer for Ouachita Technical College. (See COPP 2.42)

J. AIDS Education and Prevention

The Occupational Safety and Health Administration (OSHA) requires the College to provide employees with education about AIDS. As required, this education includes:

1. Definition, cause, transmission, and incidence of AIDS.
2. Behaviors that put individuals at risk of exposure to AIDS and precautions that reduce risk.
3. Universal Precautions and location of barrier precautions for safely dealing with accidental blood and body fluids in the workplace.
4. College AIDS policy and local AIDS resources.
5. Acceptance of co-workers and students with AIDS.

The law requires all employees (full and part-time) to participate in this general educational program and also requires documentation of their participation. (See COPP 2.30, 2.41, 2.42, 2.46, 2.47, 2.54)

GENERAL INFORMATION

A. Emergency Closing of College Facilities

When emergency conditions exist because of inclement weather or other reasons, all or part of the College facilities may be closed under the authority of the President by taking either of the following actions, depending on the severity of the emergency:

1. Cancellation of Classes – Under this determination, the staff and faculty, unless individually advised, are expected to report for and remain on duty.
2. Closing of Facility – Under this determination, the facility will be closed. This determination includes, but is not limited to, the cancellation of classes. Staff and faculty are not expected to report for work or remain on duty unless individually advised to do so.

The decision to close or cancel classes will be made only after all available sources of information are researched. After a decision has been made it is important that all concerned students, staff, and faculty be notified as expediently as possible.

In absence or unavailability of the President, the decision to close or cancel classes will be made in consultation with and in order of authority with the following:

Vice President of Finance and Administration
Vice President of Instruction

Closing and cancellation procedures are available for dissemination as appropriate.

B. Equipment

The Vice President of Finance and Administration (VPFA) is responsible for developing and maintaining a complete inventory of all nonexpendable equipment owned or controlled by Ouachita Technical College. Purchase, inventory and disposal of said equipment owned are controlled by State regulations. Each department head is responsible to the VPFA for the purchase request, inventory, maintenance and proper disposal of equipment in their department. For equipment requiring major maintenance or contract maintenance agreements, the responsible department head will work with the VPFA in securing such contracts. No person is authorized to remove equipment from classrooms, shops or labs without the permission of the VPFA. If equipment is transferred between departments, the department heads involved are responsible to the VPFA for proper updating of inventories.

C. Field Trips

Instructors planning a field trip off-campus should notify their Division Chair and the Vice President of Instruction in writing and provide complete details of the proposed trip one week in advance.

D. Keys

Faculty members will be provided keys for the buildings to which they need access. If additional keys are needed, you may contact the Vice President of Finance and Administration. Normally, it is anticipated that the buildings will be opened by the custodial or maintenance staff of the College. Faculty members must return all keys to College property upon resignation or termination of employment.

E. Mail

Instructors have mailboxes in the administration building. The mailbox should be checked daily for mail, memos, announcements, etc. College staff should not use the College mail service or postage for personal business.

F. Purchasing

An inventory of the common office supplies needed is maintained in the media room where faculty members may secure them. If other supplies, equipment, or services are needed, it is necessary to initiate a purchase request with the Division Chair.

G. Repair of Privately Owned Equipment

Recognizing that the mission of the College is to educate individuals with skills and knowledge in vocational and technical skills as needed by the community, it is appropriate to allow a limited amount of outside repairs to be introduced as part of the training experience in the laboratory period. Outside repair is defined to include any work on a piece of equipment in a College lab that belongs to a party other than the College. Programs that use outside repair as a teaching aid will need to complete a Waiver Form as found in the COPP 4.66.

H. Safety

Safety procedures and enforcement of regulations within classrooms and shop/lab areas are the responsibility of the instructor. Each instructor will establish a safety program in areas where students handle dangerous equipment and/or materials. This program will be included in the instruction program and enforced by the responsibility of the instructor. In case of accident or injury, there is no

substitute for good judgment. Accidents of a serious nature should be reported to the Vice President of Finance and Administration and the Vice President of Instruction immediately.

I. Travel

The institution is restricted by the State of Arkansas regarding reimbursement of expenses incurred during travel on college business. All travel, for which reimbursement by the College is expected, must be approved prior to the proposed travel by the Division Chair and the Vice President of Instruction. Personnel desiring to use state-owned vehicles must check the vehicle out from the Vice President of Finance and Administration. After the travel has been concluded, a State of Arkansas Form TR-1 must be completed to request reimbursement for expenses incurred.

APPENDIX A

QUACHITA TECHNICAL COLLEGE STUDENT ASSESSMENT OF FACULTY/COURSE

Course Prefix	Section	Instructor's Last Name
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DIRECTIONS: This questionnaire enables you to rate anonymously both the instructor and the course. Please respond as accurately and honestly as you can. Leave blank any items that do not apply. A free response section is provided on the reverse side. Use a soft lead pencil to respond to each item according to the key printed below.

- SA - If you strongly agree with the statement D - If you disagree with the statement
 A - If you agree with the statement SD - If you strongly disagree with the statement
 N - If you neither agree nor disagree

Mark Semester Below

- ☐ Fall
☐ Spring
☐ Summer

	SA	A	N	D	SD
1. The instructor's syllabus is clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The instructor appears to relate the course concepts in a clear manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The instructor uses class time well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The instructor is enthusiastic when presenting course material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The instructor's use of examples or personal experiences helps to get points across in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The instructor is concerned with whether the students learn the material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The instructor provides useful feedback on student progress (identifying strengths and weaknesses).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The instructor covers the material at about the right pace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Out-of-class assignments are appropriate and contribute to my understanding of the material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The instructor encourages students to think for themselves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The instructor is well prepared.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The instructor raises challenging questions or problems for discussion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I am free to ask questions or express my opinion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. My interest in the subject area is stimulated by this course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Examinations reflect the objectives of the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The instructor's grading system is fair.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. The textbook for this course adequately supports the instructor's class presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. The class size is conducive to learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. The instructor has effective communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. In general, the instructor is an effective teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STUDENT RATING OF FACULTY
Free Response Section

a. The things I like most about the course presentation are:

b. How might the instructor improve the course presentation:

c. Additional comments and suggestions:

APPENDIX B

**OUACHITA TECHNICAL COLLEGE
FACULTY EVALUATION PROGRAM**

CLASSROOM OBSERVATION FORM

Ouachita Technical College is dedicated to using a systematic, formative process to evaluate teaching for the purpose of improving instruction. This form—just one part of this process—is used to observe “key indicators” of teaching effectiveness in the classroom.

SEMESTER/YEAR: _____

NAME OF FACULTY
MEMBER OBSERVED: _____

NAME OF CLASS
OBSERVED: _____

DATE OF OBSERVATION: _____

CLASSROOM OBSERVATION FORM
PAGE ONE

Gave an overview to the material:

- ☐ Observed
- ☐ Observed: Needs improvement
- ☐ Not observed

Related the class material to previous knowledge:

- ☐ Observed
- ☐ Observed: Needs improvement
- ☐ Not observed

Demonstrated teaching methods that appeal to students with diverse learning styles:

- ☐ Observed
- ☐ Observed: Needs improvement
- ☐ Not observed

Provided students an opportunity to respond and participate in the class:

- ☐ Observed
- ☐ Observed: Needs improvement
- ☐ Not observed

Encouraged students to ask questions, make comments, or express ideas:

- ☐ Observed
- ☐ Observed: Needs improvement
- ☐ Not observed

The instructor is enthusiastic when presenting course material:

- ☐ Observed
- ☐ Observed: Needs improvement
- ☐ Not observed

Encouraged students to engage in critical thinking:

- ☐ Observed
- ☐ Observed: Needs improvement
- ☐ Not observed

CLASSROOM OBSERVATION FORM
PAGE TWO

Summarized important points at the end of
the class:

- ☐ Observed
☐ Observed: Needs improvement
☐ Not observed

Demonstrated competence in the teaching
area:

- ☐ Observed
☐ Observed: Needs improvement
☐ Not observed

Used class time effectively:

- ☐ Observed
☐ Observed: Needs improvement
☐ Not observed

Strengths:

Areas for improvement:

Signature of Division/Department Chair Date

Signature of Faculty Member Date

Comments from faculty member observed:

APPENDIX C

Ouachita Technical College
Peer Review Form

Ouachita Technical College is dedicated to using a systematic, formative process to evaluate teaching for the purpose of improving instruction. This form—just one part of the process—is used to review “key indicators” of teaching effectiveness.

Semester/Year: _____

**Name of Faculty
Member Reviewed** _____

Name of Peer Reviewer _____

Date of Peer Review _____

The role of the evaluator is that of a colleague who shares a commitment to educational excellence by making diagnostic recommendations that may improve the institution's ability to meet educational standards. The evaluator looks for coherence between what the institution asserts and what evidence it provides in support of its assertions.

This peer evaluation instrument is to be used for the purpose of self-improvement. It allows the instructor to collect peer perceptions of teaching effectiveness solely for the purposes of modifying and enhancing teaching strategies.

Areas addressed in a peer review session may include:

- Review of course syllabus for course objectives, teaching, and evaluation methods.
- Discussion of methods of instruction used in relation to the types of learners.
- Discussion of the selection and implementation of student evaluation methods, the ways in which the methods are to be implemented, and how feedback is to be provided to students.
- Discussion of the use of technology used in the classroom for instructional improvement.
- Discussion of professional development participation.
- Discussion of textbooks and instructional material used in the classroom.

**** Please select 3 of the areas on the following pages to address during the peer evaluation process.**

Teaching Effectiveness	Was this indicator apparent?	Comments/Strengths/ Suggested Areas of Improvement for this Indicator
Course Outlines and Syllabi: <ul style="list-style-type: none"> • Items listed above in syllabus section of the faculty handbook are included • Information is clear • Information is complete • Other 	<input type="checkbox"/> reviewed, satisfactory <input type="checkbox"/> reviewed, suggested improvement <input type="checkbox"/> not applicable	
Course materials: (handouts, assignments, lesson plans, lecture materials-exams, etc.) <ul style="list-style-type: none"> • Assignments/lesson plans are clear so that students know what is expected of them • Assignments have clear due dates • Assignments/lesson plans are in line with the text and the course outline guides 	<input type="checkbox"/> reviewed, satisfactory <input type="checkbox"/> reviewed, suggested improvement <input type="checkbox"/> not applicable	
Tests/Evaluation process: <ul style="list-style-type: none"> • Students know evaluation process • Students know grading scale • Students know how final grades are assigned • Other 	<input type="checkbox"/> reviewed, satisfactory <input type="checkbox"/> reviewed, suggested improvement <input type="checkbox"/> not applicable	
	<input type="checkbox"/> reviewed, satisfactory	

Sample of graded student work appropriate to discipline:	<input type="checkbox"/> reviewed, suggested improvement <input type="checkbox"/> not applicable	
Class observations or video tapes:	<input type="checkbox"/> reviewed, satisfactory <input type="checkbox"/> reviewed, suggested improvement <input type="checkbox"/> not applicable	
Grade distribution reports:	<input type="checkbox"/> reviewed, satisfactory <input type="checkbox"/> reviewed, suggested improvement <input type="checkbox"/> not applicable	
Professional Development (Conferences attended, presentations, in-services attended, etc.)	<input type="checkbox"/> reviewed, satisfactory <input type="checkbox"/> reviewed, suggested improvement <input type="checkbox"/> not applicable	
Use of Instructional Technology for course delivery:	<input type="checkbox"/> reviewed, satisfactory <input type="checkbox"/> reviewed, suggested improvement <input type="checkbox"/> not applicable	

Textbooks/Instructional	<input type="checkbox"/> reviewed, satisfactory <input type="checkbox"/> reviewed, suggested	
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materials: <ul style="list-style-type: none"> • Texts required by department are used in the course • Other 	improvement <input type="checkbox"/> not applicable	
Assessment Summary forms: <ul style="list-style-type: none"> • areas indicating student difficulty are discussed • retention numbers are reviewed and discussed 	<input type="checkbox"/> reviewed, satisfactory <input type="checkbox"/> reviewed, suggested improvement <input type="checkbox"/> not applicable	
Student Evaluation forms: <ul style="list-style-type: none"> • faculty member and evaluator discuss areas for improvement 	<input type="checkbox"/> reviewed, satisfactory <input type="checkbox"/> reviewed, suggested improvement <input type="checkbox"/> not applicable	
Administrative Evaluation form: <ul style="list-style-type: none"> • strengths and weaknesses are discussed and ideas for improvements are formulated 	<input type="checkbox"/> reviewed, satisfactory <input type="checkbox"/> reviewed, suggested improvement <input type="checkbox"/> not applicable	
Other (Outside evaluations, student interviews; please specify):	<input type="checkbox"/> reviewed, satisfactory <input type="checkbox"/> reviewed, suggested improvement <input type="checkbox"/> not applicable	

APPENDIX D
ASSESSMENT SUMMARY

Please Submit to Appropriate Division Chair—Jessica Beard, Adrian Ashley, Pat Simms,
Sharon Turley

COURSE _____	Number of A's _____
SECTION NO. _____	Number of B's _____
INSTRUCTOR _____	Number of C's _____
Students Enrolled (SE): _____	Number of D's _____
Students Completing (SC): _____ SC=SE-(Ws+unearned Fs)	Number of "earned" F's _____ (Students completing the course who make an F.)
Retention Rate (SC ÷ SE): _____	Number of "unearned" F's _____ (Students receiving an F due to non-attendance.)
Drop-out Rate: _____ (Ws+unearned Fs) ÷ SE	Number of W's _____
Success Rate: _____ (Students completing with a "C" or better ÷ SE)	Number of I's _____
Retained Student Success Rate: _____ (Students completing with a "C" or better ÷ SC)	Number of Audits _____

ASSESSMENT METHODS UTILIZED TO MEASURE STUDENT ACADEMIC
ACHIEVEMENT:

CONTENT AREAS CAUSING DIFFICULTIES FOR STUDENTS:

CHANGES NEEDED/ANTICIPATED (curriculum and/or instructional methods) and
USE OF RESULTS:

Use the back for additional comments.

APPENDIX E

Ouachita Technical College

Course Syllabus

Semester and Year: Type here—example: Fall 2008
Course Number and Section: Type here—example: DATA1113 Section 3
Course Name: Type here—example: Introduction to Computers

Instructor Name: Type your name here

Contact Information: Type contact information here

Comments/Suggestions: Provide information for students to contact you outside of class time, i.e. e-mail, phone number, and other ways to contact you

Office Hours/Location: Type here

Course Dates/Meeting Times: Type the beginning and ending dates, meeting day(s) and times here

Include the last day to withdraw with a "W".

Final Test Date/Time: Type final exam information here

Comments/Suggestions: Online faculty should contact Tony Hunnicutt at thunnicutt@otcweb.edu for instructions and details regarding scheduling of online course final exams.

Textbook, Materials, Resources: Type information here

Comments/Suggestions: List any required textbook, materials, Web sites, or other class resources that are required or recommended.

Course Description: Go to the Catalog's Course Descriptions, select the course you are teaching and copy and paste it here.

Course Prerequisites: Comments/Suggestions: Required by NACEP. See your Division chair or the College catalog at www.otcweb.edu for course prerequisites.

Course Outcomes:

Comments/Suggestions: Your dept/div. chair has these. If your course's competencies have not yet been standardized, list the knowledge/skills students should be expected to have at the end of the course.

Example—After completion of this course with a "C" or better, you will be able to:

- Type competency here
 - Type competency here
-

Assessment Methods:

List the multiple methods of assessment that you plan on using to document that students have acquired the course competencies. Methods listed should include more than exams. Examples include pretest/posttest, portfolios, observation checklist or rubric, oral presentation, comprehensive final exam, etc.

Assignments and Grading Policy: Type your assignments and grading policy here

Comments/Suggestions: You must be clear here. Briefly list assignments and the points or percentage of final grade associated with each assignment. Include a table similar to the example below. If you are calculating your grades based on points or some other method, you can substitute the point ranges that equate to an A, B, C, D, or F in place of the percentage ranges. The key is that you have clearly stated to the student what they must do to earn a given grade in your class.

A	100-90%
B	89-80%
C	79-70%
D	69-60%
F	Below 60%

Comments/Suggestions: If mid-semester grades are calculated differently from final grades, also include that grading method here.

Comment: The statement below should be included in this section:

Mid-semester and final grades can be accessed through a link via OTC home page, at www.otcweb.edu. Click on the

selfservice@https://selfserviceotcweb.edu/selfservice link
and follow the posted instructions.

Academic Integrity:

As outlined in College Operation Policy No. 5.50, "Any student who engages in classroom disruption, cheating, plagiarism, or test tampering will be subject to disciplinary action . . . "

Comment: The above sentence should be included, as is, in this section. If you wish to include instructor/course/program specifics, do so here. An optional statement is provided below.

According to College policy, violation may result in lowered assignment scores, a failing grade in the class, administrative withdrawal from the College, or a combination of the above sanctions.

ADA Statement:

Ouachita Technical College complies fully with the Americans with Disabilities Act (ADA). If any member of the class has a documented disability on file with the ADA Counselor, reasonable accommodations will be made as specified. Please advise the instructor of such disability at the end of the first class meeting. Arrangements for accommodations should be made the first week of class.

Comment: The above paragraph should be included, as is, in this section.

Instructor Policies:

Type your specific policies here, i.e. attendance, tardy, make-up work, classroom etiquette, etc.

Some programs have information that they would like to see consistently represented on every syllabus. That information or any other program specific information can be included here.

Class Calendar:

Week No.	Class Date	Topic(s) Covered	Assignment Due Dates/ Test Dates
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			

Comments/Suggestions: As mentioned with the assignments area above, the more detailed and pre-planned you can be the better. Students appreciate and deserve clarity.

Please understand these are only suggestions. As the instructor of your course, you need to have the flexibility to make adjustments to your course (schedule, assignments, etc.) so that you are able to meet the needs of your students. The key thing to remember is to work with your students when you find it necessary to make a change or adjust the class schedule—students should not have to be guessing as to what is happening next in your class.

Inclement Weather Closing:

If inclement weather makes it necessary to cancel OTC classes, the announcement will be made to the following media:

- Television—KARK Channel 4; KATV Channel 7; KTHV Channel 11
- Radio—KCDI 93.3 FM, KISI 101.5 FM, KBOK 1310 AM, KLAZ105.9 FM
- OTC—Call 501-337-5000 ext. 1010 for bulletin board announcement

NOTE: Online students will continue to have access to their course(s) unless area Internet service is disrupted; therefore, online classes may not be affected by campus closings.

Comments/Suggestions: The above paragraphs should be included as they are. Additionally, online faculty should state their policy regarding assignment and exam deadlines during inclement weather closings that do not disrupt area Internet service. If service is disrupted, assignments and exam deadlines should be rescheduled.

APPENDIX F

Inter-Institutional Quality Assurance in Online Learning

Rubric for Online and Hybrid Courses FY 06/07

Introduction: The *Quality Matters*TM Project (QMTM) is a collegial continuous quality improvement process. Reviewers provide feedback on the course design in two ways: 1) awarding of points for specific review standards, and 2) providing substantial, constructive, and specific comments and suggestions with regard to both areas for improvement and existing strengths. Reviewers are asked to take the students' perspective with regard to clarity and organization.

The Quality Matters Rubric and review process are dynamic and reflect national standards of best practice and the research literature (*Quality Matters Research Matrix*). Before conducting a course review, refer to the *Glossary of Terms* and the *Instructor Worksheet* that accompany the course you will review. In conducting your review, be sure to refer to the *Rubric Annotation*. Remember that QM uses a collegial review process and that the course developer is a member of the team who should be consulted if you have any questions or trouble locating evidence that a particular standard has been met.

Design, Not Delivery: The *Quality Matters* Project specifically focuses on course design, rather than on course delivery or course academic content. For the purposes of this review, consider the design aspect to include the course developer's role in the forethought and planning of the course, as well as the creation, assembly, and layout of instructions and course components. Not under review here is the faculty member's implementation of the design as he or she delivers the course and interacts with students.

Alignment: Critical course components – Learning Objectives (II), Assessment and Measurement (III), Resources and Materials (IV), Learner Engagement (V), and Course Technology (VI) – work together to ensure that students achieve the desired learning outcomes. When aligned, each of these course aspects is directly tied to and supports the learning objectives. Specific standards included in Alignment are indicated in the rubric annotations.

Glossary: To ensure that you are interpreting the standards accurately, refer to the *Quality Matters Glossary* for a detailed explanation of some of the key terms in this rubric, such as activity, assessment, evaluation, feedback, goal, grading, learning objective, and learning outcome

When To Use This Rubric: This rubric is intended to be used for courses that are delivered fully online or with a significant online component (hybrid and blended courses). The distinguishing feature of courses for which this rubric is applicable is the use of technology (a course management system) to structure and drive the teaching and learning in the course. Refer to the *Quality Matters Course Format Chart* to determine into which delivery category your course falls, and to verify the specifications

of the contents that must be made available for review through QM. Note that QM course reviews are conducted solely in the online classroom. For this reason, all content, materials, activities, handouts, support materials, etc. included in any face-to-face meetings should also be made available in the online classroom. For components that are obviously specific and confined to the face-to-face meetings (speeches, labs, drama, movies), their design and purpose should be explained in the online classroom.

The Quality Matters Rubric was developed under a grant from the U. S.



Department of Education. However, the Quality Matters Rubric and Quality Matters course recognition process do not necessarily represent the policy of the Department of Education, and endorsement by the federal government should not be assumed.

I. COURSE OVERVIEW AND INTRODUCTION

General Review Standard: The overall design of the course, including online and face-to-face (in the case of hybrid courses) components such as navigational information and course, instructor, and student information, is made clear to the student at the beginning of the course.

Specific Review Standards:	Points	Annotation: What's the idea?
I.1 Navigational instructions make the organization of the course easy to understand.	3	<p>Instructions provide a general course overview, present the schedule for activities, guide the new student to explore the course website, and indicate what to do first, rather than list detailed navigational instructions for the whole course.</p> <p>Instructors may choose to incorporate some of this information in the course syllabus. If so, students should be directed to the syllabus at the beginning of the course. A useful idea is a "Read Me First" or "Start Here" button or icon on the course home page, linking students to start-up information.</p> <p><u>Hybrid Courses:</u> Instructions in the online classroom make it apparent to students that this is a hybrid course with both online and face-to-face components and activities. Specific instructions are given that indicate the requirements for participation in both the online and face-to-face portions of the course. The introductory information clearly states when and where students should participate each week, and a structured set of topics and schedule is provided for each face-to-face meeting.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. A course "tour" 1-2. Clear statements about how to get started in the course 1-3. A "scavenger hunt" assignment that leads students through an exploration of the different areas of the course areas 1-4. A graphical table or diagram that depicts and explains the relationship between the online and face-to-face portions of a hybrid course

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I.2 A statement introduces the student to the course and to the structure of the student learning and, in the case of a hybrid course, clarifies the relationship between the face-to-face and online components.	3	<p>The instructor's statement gives the new student an idea of how the learning process is structured, including schedule, communications modes, types of activities, and assessments. These features are often found in the course syllabus, but they may also be found in an introductory or welcome document.</p> <p><u>Hybrid Courses:</u> Instructors should explain the overall purpose of the online and face-to-face portions of the course, and how they work together and reinforce each other. The instructor indicates how and why both formats are important to the learning, and the value that each format brings to the students' learning experience.</p> <p>Look for some or all of the following:</p> <ol style="list-style-type: none"> 1. The course schedule (self-paced, following a set calendar, etc.) 1.2. Course sequencing, such as a linear or random order 1.3. Types of activities the student will be required to complete (written assignments, online self-tests, participation in the discussion board, group work, etc.) 1.4. Fully developed course calendar with assignment, activity, and test due dates. In the case of a hybrid course, the calendar should fully cover both the online and face-to-face portions of the course. 1.5. Preferred mode of communication with the instructor (email, discussion board, etc.) 1.6. Preferred mode of communication with other students 7. Testing procedures (online, proctored, etc.) 7.8. Procedure for submission of electronic assignments
I.3. Etiquette expectations with regard to discussions, email, and other forms of communication are stated clearly.	2	<p>Expectations of student conduct online and in the classroom are clearly stated, however brief or elaborate they may be. The expectations themselves are not evaluated.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. Rules of conduct for participating in the discussion board 1.2. Rules of conduct for email content

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		<p>4.3. "Speaking style" requirements (e.g., use of correct English required as opposed to net acronyms)</p> <p>4.4. Spelling and grammar expectations, if any</p> <p>4.5. Rules of conduct for classroom participation</p> <p>4.6. Expectations for the tone and civility used in communicating with fellow students and the faculty member, whether the communication be via electronic means, telephone, or face-to-face</p> <p>4.7. A link or reference to the school's student handbook/code of conduct</p>
I.4 The self-introduction by the instructor is appropriate and available online.	1	<p>The initial introduction creates a sense of connection between the instructor and the students. It should present the instructor as professional as well as approachable, and include the essentials, such as the instructor's name, title, field of expertise, email address, and phone number.</p> <p>The self introduction helps students get to know the instructor and should extend beyond the essentials. It could include</p> <ol style="list-style-type: none"> 1. Information on teaching philosophy 4.2. Past experiences with teaching online classes 4.3. Personal information such as hobbies, family, travel experiences, etc. 4.4. A photograph <p>Hybrid Courses: The instructor's self-introduction should be available electronically for students who missed early face-to-face meetings.</p>
I.5 Students are requested to introduce themselves to the class.	1	<p>The student introduction helps to create a supportive learning environment and a sense of community. Students are asked to introduce themselves and given guidance on where and how they should do so. Student introductions themselves are not evaluated.</p> <p>Instructors may ask students to answer specific questions (such as why they are taking the course, what concerns they have, what they expect to learn, etc.) or may choose to let the student decide what to include. Instructors may provide an example of an introduction and/or start the process by introducing</p>

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		<p>themselves.</p> <p><u>Hybrid Courses:</u> The opportunity for introductions should be available electronically for students who may have missed the opportunity during early face-to-face meetings.</p>
I.6 Minimum technology requirements, minimum student skills, and, if applicable, prerequisite knowledge in the discipline are clearly stated.	1	<p>Explanations of technical requirements, technical skills, and prerequisite knowledge and skills may be found within the course, in documents linked to the course, or in supporting material not on the course site. Look for a link to that content and/or a reminder of it for the entering student.</p> <p>Technology requirements may include information on:</p> <ol style="list-style-type: none"> 1. Hardware 4-2. Software and plug-ins 4-3. ISP requirements <p>Examples of technology skills may include the capability to:</p> <ol style="list-style-type: none"> 1. Use email with attachments 4-2. Save files in commonly used word processing program formats (e.g. MS Word) 4-3. Use MS Excel or other spreadsheet programs <p>Discipline knowledge prerequisites should include academic course prerequisites.</p>

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II. LEARNING OBJECTIVES (COMPETENCIES)

General Review Standard: Learning objectives are clearly defined and explained.
They assist the student to focus learning activities.

Specific Review Standards:	Points	Annotation: What's the idea?
II.1 The course learning objectives describe outcomes that are measurable.	3	<p>Measurable course learning objectives precisely describe what students are to gain from instruction, and then guide instructors to accurately assess student accomplishment. Objectives should describe student performance in specific, observable terms. If this specificity is not possible (e.g., internal cognition, affective changes), check for clear indications that the learning objective is meaningfully assessed. Note that at some institutions, learning objectives may be referred to as learning outcomes.</p> <p>Examples of measurable objectives:</p>

	<p>1. Select appropriate tax strategies for different financial and personal situations.</p> <p>4.2. Develop a comprehensive, individualized wellness action program focused on overcoming a sedentary life-style.</p> <p>4.3. Describe the relationship between the components of an ecosystem.</p> <p>4.4. Explain the factors that contribute to economic inflation.</p> <p><u>Special situations:</u> In some cases (check the Instructor Worksheet), the course objectives are institutionally mandated and the individual instructor does not have the authority to change them. If the institutionally-mandated learning objectives are not measurable, then please be sure to make note of this in the "comments" box. If the course objectives are institutionally mandated, then the reviewer may need to consider Standard II.1 in conjunction with Standard II.2 as follows:</p> <p>Standard II.1 is considered as being MET under the following circumstances:</p> <ol style="list-style-type: none"> the course objectives are measurable, whether set by the institution or faculty member 4.2. the institutionally-mandated course objectives are not measurable, but the faculty-driven module/unit-level objectives <i>are</i> measurable <p>Standard II.2 is NOT MET under the following circumstances:</p> <ol style="list-style-type: none"> there are no course-level objectives 4.2. the institutionally-mandated course objectives are not measurable, <i>and</i> the faculty-driven module/unit objectives are either <ol style="list-style-type: none"> not measurable, or a.b. not present <p>It is especially important to assess the presence of measurable course and module/unit-level learning objectives, as their effect on course design and the review process is wide-ranging. Learning objectives form the base of the Alignment concept and are used to assess Standards II.1-II.5, III.1, IV.1, V.1, and VI.1. Therefore, if course and/or module/unit learning objectives are not found, reviewers should communicate with the instructor to gather more information.</p>	<p>Formatted: Bullets and Numbering</p> <p>Formatted: Bullets and Numbering</p> <p>Formatted: Bullets and Numbering</p> <p>Formatted: Bullets and Numbering</p>
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		<p>Alignment: This standard is included in Alignment. (Critical course components work together to ensure that students achieve the desired learning outcomes.)</p>
<p>II.2 The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives.</p>	3	<p>Measurable module or unit-level learning objectives are important. They precisely describe the specific competencies, skills, and knowledge that students should be able to master and demonstrate at regular intervals throughout the course. They provide students with greater focus and clarity of learning expectations and outcomes on a weekly, modular, or unit basis.</p> <p>Module- or unit-level objectives may be written by the instructor or come from the textbook. Module/unit learning objectives guide instructors to accurately assess student accomplishment. Objectives should describe student performance in specific, observable terms. Note that at some institutions, learning objectives may be referred to as learning outcomes.</p> <p>The module/unit-level objectives should be consistent with the course-level objectives. The module/unit objectives may either be implicitly or explicitly consistent with the course-level objectives. For example, the module/unit objective "Students will write sentences that demonstrate correct usage of commas, semicolons, and periods." is implicitly consistent with the course objective "Students will demonstrate correct writing skills."</p> <p>It is especially important to assess the presence of measurable course and module/unit-level learning objectives, as their effect on course design and the review process is wide-ranging. Learning objectives form the base of the Alignment concept, and are used to assess Standards II.1-II.5, III.1, IV.1, V.1, and VI.1. Therefore, if course and/or module/unit learning objectives are not found, reviewers should communicate with the instructor to gather more information.</p> <p>Alignment: This standard is included in Alignment. (Critical course components work together to ensure that students achieve the desired learning outcomes.)</p>
<p>II.3 The learning objectives are</p>	2	<p>The learning objectives are stated clearly in the online classroom for all course delivery formats. The learning</p>

stated clearly and written from the students' perspective.		<p>objectives are written in a way that allows students to easily grasp their meaning and the learning outcomes expected of them. The use of educational jargon, confusing terms, unnecessarily complex language, and puzzling syntax is avoided. The learning objectives are clearly stated by the instructor both verbally (during face-to-face meetings) and electronically in the online classroom.</p> <p>As a reviewer, consider both the course and module/unit learning objectives in your assessment of this standard.</p>
II.4 Instructions to students on how to meet the learning objectives are adequate and stated clearly.	2	<p>Instructions may take various forms (e.g. narratives, bulleted lists, charts) and may appear at different levels within the course, such as module-based or weekly assignment sheets. Instructions are stated clearly, are complete, and are provided electronically in the online classroom.</p> <p>As a reviewer, consider both the course and module/unit learning objectives in your assessment of this standard.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. Module-based or weekly assignment pages in narrative, bulleted list, or chart form indicate a list of steps that guide the student to meet learning objectives for each week. 1-2. Information indicates which learning activities, resources, assignments, and assessments support the learning objectives.
II.5 The learning objectives address content mastery, critical thinking skills, and core learning skills.	2	<p>Examine the course and module/unit learning objectives as a whole for all three types of skill. All three types of skills need not be present in both the course-level and module/unit-level objectives, nor in every single objective.</p> <p>Content mastery should be appropriate for the type and level of the course. Decisions on this aspect of the standard may be particularly difficult for individual reviewers whose expertise is not in the course discipline. Reviewers should consult with the SME (subject matter expert).</p> <p>Core learning skills, including critical thinking, are typically those that transcend an individual course and are integrated across the curriculum. Core learning skills are sometimes called "core competencies."</p> <p>Core learning skills may include:</p>

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		1. Written and oral communication skills 1.2. Ability to compute and process mathematical information 1.3. Manipulation and organization of information in various ways or using different tools 1.4. Understanding what one knows and how one knows it, and also understanding what one does not know and what one needs to find it out Critical thinking skills may include the ability to: 1. Distinguish between fact and opinion 1.2. Distinguish between primary and secondary sources 1.3. Identify bias and stereotypes 1.4. Evaluate information sources for point of view, accuracy, usefulness, timeliness, etc. 1.5. Recognize deceptive arguments
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III. ASSESSMENT AND MEASUREMENT

General Review Standard: Assessment strategies use established ways to measure effective learning, assess student progress by reference to stated learning objectives, and are designed as essential to the learning process.

Specific Review Standards:	Points	Annotation: What's the idea?
III.1 The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.	3	<p>Assessments and learning objectives align in a clear and direct way. The assessment formats provide a reasonable way to measure the stated learning objectives. As a reviewer, consider both the course and module/unit learning objectives in your assessment of this standard. (Note: At some institutions, Learning Objectives may be called Learning Outcomes.)</p> <p>Examples of objective/assessment alignment:</p> <ol style="list-style-type: none"> 1. A problem analysis evaluates critical thinking skills. 1.2. A multiple choice quiz verifies vocabulary knowledge. 3. A composition assesses writing skills. <p>Examples of inconsistent alignment between learning objectives and assessment:</p>

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		<ol style="list-style-type: none"> 1. The objective is to be able to "write a persuasive essay" but the assessment is a multiple choice test. 2. The objective is to "demonstrate discipline-specific information literacy" and the assessment is a rubric-scored term paper, but students are not given any practice with information literacy skills on smaller assignments. <p>Some assessments may be geared towards meeting objectives other than those stated in the course; for example, a course may have a writing component as part of a college-wide "Writing Across the Curriculum" requirement. In that case, the reviewer should suggest that these including appropriate objectives also be stated within the course.</p> <p><u>Special situations:</u> In some cases (check the Instructor Worksheet), the course objectives are institutionally mandated and the individual instructor does not have the authority to change them. For such cases, consider instead the module/unit-level objectives to assess and score Standard III.1.</p> <p>Alignment: This standard is included in Alignment (Critical course components work together to ensure that students achieve the desired learning outcomes.)</p>
III.2 The course grading policy is stated clearly.	3	<p>A clear explanation indicates how the course grade is computed. The points, percentages, and weights for each component of the course grade are clearly stated. The relationship(s) between points, percentages, weights, and letter grades are explained. The instructor's policy on late submissions is clearly stated.</p> <p>Review the clarity of the explanation and presentation to the student, not the simplicity or complexity of a given grading system itself. A relatively complex grading system can still be unambiguous and easy to understand.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. A list of all activities, tests, etc. that will affect the students' grade 4-2. An explanation of the relationship between the final course letter grade and the student's accumulated points and/or percentages 4-3. If points and percentages are used, an

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		explanation of the relationship between these two
III.3 Specific and descriptive criteria are provided for the evaluation of students' work and participation.	3	<p>Students are provided with a clear and meaningful description of the criteria that will be used to assess and evaluate their work and participation in the course. These criteria are stated up-front at the beginning of the course. This description and/or statement of criteria provides students with clear guidance as to the expectations and required components of work and participation. These criteria give students a clear idea of how to strive for a particular grade on an assignment or activity.</p> <p>In addition, these criteria can be used to focus the instructor's subsequent feedback to students, feedback that is meaningful and that gives students useful guidance for future growth and improvement. Note, however, that as a reviewer you are not being asked to look for and evaluate the instructor's feedback to students in Standard III.3.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. Evidence that the instructor has stated the criteria for evaluation of students' paper and assignments, such as rubrics or a list of criteria with associated point values 1.2. A description of the how students' participation in discussions will be graded, including the number of required postings per week; the criteria for evaluating the originality and quality of students' comments; responsiveness to other students' comments; and grade credit they can expect for various levels of performance
III.4 The assessment instruments selected are sequenced, varied, and appropriate to the content being assessed.	2	<p>Multiple assessment strategies are used in both the online and face-to-face settings, and they are appropriate to the content of and format in which they are implemented.</p> <p>Assessments are varied to provide multiple avenues for the demonstration of mastery, and to accommodate multiple learning styles.</p> <p>The assessments are appropriately sequenced to facilitate the learning process and to build on previously mastered knowledge and skills gained in this and pre-requisite courses. Assessments are paced to give</p>

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		<p>students adequate time to achieve mastery and complete the work in a thoughtful manner.</p> <p>Examples that DO meet the standard:</p> <ol style="list-style-type: none"> 1. A series of assessments that progress from the definition of terms, to a short paper explaining the relationship between various theoretical concepts, to a term paper that includes the application of theoretical concepts and critical analysis of a journal article 4-2. Multiple types of assessment which enable the instructor to become familiar with an individual student's work and which discourage "proxy cheating" (someone other than the student completing and submitting work) 4-3. A series of assessments evenly paced every 2 weeks throughout the course <p>Examples that do NOT meet the standard:</p> <ol style="list-style-type: none"> 1. The entire set of assessments consists of 5 multiple choice tests. 4-2. The first assessment requires students to locate research materials, while library research skills and methods aren't covered until the third assessment. 4-3. No assessments are administered during the first 12 weeks of the semester, with an essay, term paper, and final exam due during the 13th, 14th, and 15th weeks, respectively.
III.5 "Self-check" or practice types of assignments are provided for timely student feedback.	1	<p>Students have ample opportunity to measure their own learning progress. Students learn more effectively if they receive frequent, meaningful, and timely feedback. This feedback may come from the instructor directly, from assignments and assessments that have feedback built into them, or even from other students.</p> <p>Look for examples of "self-check" quizzes and activities, as well as other types of practice opportunities that provide timely feedback. These types of assignments should be voluntary or allow multiple attempts.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. Writing assignments that allow for the submission of a draft for instructor comment and suggestions for improvement

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		2. Self-mastery tests and quizzes that include informative feedback with each answer choice 2-3. Interactive games and simulation that have feedback built in 4. Practice quizzes 5. Practice written assignments 5-6. Peer reviews 5-7. Model papers or essays provided for students' viewing 8. Sample answers or answer keys provided for students' viewing
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IV. RESOURCES AND MATERIALS

General Review Standard: Instructional materials are sufficiently comprehensive to achieve announced objectives and learning outcomes and are prepared by qualified persons competent in their fields. (Materials, other than standard textbooks produced by recognized publishers, are prepared by the instructor or distance educators skilled in preparing materials for distance learning.)

Specific Review Standards:	Points	Annotation: What's the idea?
IV.1 The instructional materials support the stated learning objectives.	3	<p>Course materials, resources, and learning objectives align in a clear and direct way. The course materials and resources provide a reasonable base to achieve the stated learning objectives. As a reviewer, consider both the course and module/unit learning objectives in your assessment of this standard. (Note: At some institutions, Learning Objectives may be called Learning Outcomes.)</p> <p>Decisions on this standard may be particularly difficult for individual reviewers whose expertise is not in the course discipline. Reviewers should consult with the SME (subject matter expert) and use common sense to determine if the content is appropriate enough to support the learning objectives.</p> <p>The distribution of textbooks to reviewers is typically not done due to cost and logistical limitations. Many publishers provide web links to their textbooks – reviewers may wish to consult these links.</p>

		<p>Special situations: In some cases (check the Instructor Worksheet), the course objectives are institutionally mandated and the individual instructor does not have the authority to change them. For such cases, consider instead the module/unit-level objectives to assess and score Standard IV.1.</p> <p>Alignment: This standard is included in Alignment. (Critical course components work together to ensure that students achieve the desired learning outcomes.)</p>
IV.2 The instructional materials have sufficient breadth, depth, and currency for the student to learn the subject.	3	<p>Breadth: The course materials are robust and create a rich learning environment for students. Instructors should provide meaningful content in a variety of ways, including the textbook, PowerPoint presentations, websites, lecture notes, outlines, and multimedia.</p> <p>Depth: The level of detail in supporting materials is appropriate for the level of the course, and provides sufficient depth for students to achieve the learning objectives. For example, an upper-level capstone course should include significantly deeper materials than those required for an introductory general education course.</p> <p>Currency: The materials represent up-to-date thinking and practice in the discipline. Some examples: an introductory computer course should include recent trends such as podcasting; an English writing course should discuss the purpose of Internet research; a chemistry course should include computerized models to demonstrate chemical models.</p> <p>Decisions on this standard may be particularly difficult for individual reviewers whose expertise is not in the course discipline. Reviewers should consult with the SME (subject matter expert) and use common sense to determine if the content is robust enough to support the course.</p> <p>The distribution of textbooks to reviewers is typically not done due to cost and logistical limitations. Many publishers provide web links to their textbooks – reviewers may wish to consult these links.</p>
IV.3 The purpose of	2	Students can easily determine the purpose of all

each course element is explained.		<p>content, materials, resources, technologies and instructional methods used in the course, and how each will help them achieve the stated learning objectives. It is clearly stated which materials are required and which are recommended resources.</p> <p>For example, a course may be richly garnished with external links to Internet resources, but it is not clear whether those resources are for background information, additional personal enrichment, or required for an assignment.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. Links to external web sites indicate the purpose of the links or are completely self-evident. 1-2. The function of animated games or exercises is clearly explained or is completely self-evident.
IV.4 The instructional materials are logically sequenced and integrated.	1	<p>Diverse instructional materials (books, manuals, videos, CD ROMs, computer software, etc.) are logically sequenced and related to one another. Reviewers should determine if such diversely formatted course materials are integrated well enough to be useful to the uninitiated student. The integration of these materials may be considered both physically and contextually. Students should easily understand how the materials relate to each other.</p> <p>For example, a course requires students to use the following materials: a textbook divided into chapters, video segments ordered by topics, a website organized around specific skills, and a tutorial CD-ROM that has an opening menu consisting of "practice quizzes," "images," and "audio examples." Consider whether it would be clear to students the order in which they should approach these varied materials, how each is related to the core content and learning objectives, and how they are related to one another.</p> <p>Decisions on this standard may be particularly difficult for individual reviewers whose expertise is not in the course discipline. Reviewers should consult with the SME (subject matter expert) and use common sense to determine if the materials are appropriate to this course.</p>
IV.5 All resources	1	Materials created by the instructor and those borrowed

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and materials used in the course are appropriately cited.		<p>from other sources are distinctly identified. Text, images, graphic materials, tables, videos, audios, websites, and other forms of multimedia are appropriately referenced according to the institution's copyright and intellectual property policy.</p> <p>Courses that use an e-pack or course cartridge may provide a blanket statement acknowledging that a significant portion of the course materials came from the publisher rather than include individual citations for each instance of publisher materials.</p>
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V. LEARNER ENGAGEMENT

General Review Standard: The effective design of instructor-student interaction, meaningful student cooperation, and student-content interaction is essential to student motivation, intellectual commitment, and personal development.

Specific Review Standards:	Points	Annotation: What's the idea?
V.1 The learning activities promote the achievement of stated learning objectives.	3	<p>Activities and learning objectives align in a clear and direct way. The activities provide a reasonable way to measure the stated learning objectives. As a reviewer, consider both the course and module/unit learning objectives in your assessment of this standard. (Note: At some institutions, Learning Objectives may be called Learning Outcomes.)</p> <p>Learning activities are included in both the online and face-to-face components of the course. Learning activities are varied to provide multiple avenues for reinforcement and mastery, and to accommodate multiple learning styles. Activities may include student presentations, science labs, class discussions, case studies, role playing, simulation exercise, practice quizzes, tests, etc.</p> <p><u>Hybrid Courses:</u> For courses that use both the online and face-to-face settings, the learning activities that occur in these two settings should be connected by a common thread or theme, and should be mutually reinforcing. This connection and reinforcement are made clear to students. For example, the sub-parts of a particular activity might be sequenced and staged</p>

		<p>through successive online and face-to-face meetings of a particular course.</p> <p>Examples of <i>mismatches</i> between activities and objectives:</p> <ol style="list-style-type: none"> 1. The objective requires students to be able to deliver a persuasive speech, but the activities in the course do not include practice of that skill. 4.2. The objective is "Prepare each budget within a master budget and explain their importance in the overall budgeting process." The students review information about this in their texts, observe budgets worked out by the instructor, and produce only one of the several budgets. <p>Special situations: In some cases (check the Instructor Worksheet), the course objectives are institutionally mandated and the individual instructor does not have the authority to change them. For such cases, consider instead the module/unit-level objectives to assess and score Standard V.1.</p> <p>Alignment: This standard is included in Alignment. (Critical course components work together to ensure that students achieve the desired learning outcomes.)</p>
V.2 Learning activities foster instructor-student, content-student, and if appropriate to this course, student-student interaction.	3	<p>All online courses should include interaction between the instructor and the students and between the students and the content. The degree and type of student-to-student interaction may vary with the discipline and the level of the course.</p> <p>Examples of learning activities that foster the following types of interaction:</p> <ol style="list-style-type: none"> 1. Instructor – student (consider for ALL courses): Self-introduction; discussion postings and responses; feedback on project assignments; evidence of one-to-one email communication, etc. 2. Student – content (consider for ALL courses): Essays, term papers, group projects, etc. based on readings, videos, and other course content; self-assessment exercises; group work products, etc. 3. Student – student (if appropriate to <i>this</i> course):

		<p>Self-introduction exercise; group discussion postings; group projects; peer critiques, etc. Refer to the Instructor Worksheet to determine if student-student interaction is appropriate for this course. If the Worksheet indicates that such interaction is appropriate then consider this in deciding if this standard is met. If the Worksheet indicates that such interaction is not appropriate, then focus only on instructor-student and student-content interaction to decide whether this standard has been met. As a reviewer, and where possible, include your recommendations and suggestions for including student-student interaction in this course. NOTE: Your evaluation should be based on what you find in this course and not on your personal preferences about student-student interaction.</p>
V.3 Clear standards are set for instructor response and availability (turn-around time for email, grade posting, etc.)	3	<p>Information clearly indicates how quickly the instructor will respond, when feedback will be provided, and when the instructor is available to meet.</p> <p>Information clearly indicates instructor response time for key events and interactions, including e-mail turnaround time, time required for grade postings, discussion postings, etc. Standards also include instructor availability, including e-mail response time, degree of participation in discussions, and availability via other media (phone, in-person) if applicable.</p> <p>This standard does not prescribe what that response time and availability ought to be.</p>
V.4 The requirements for course interaction are clearly articulated.	2	<p>The requirements and expectations for interaction in both the online and face-to-face components are clearly stated.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. For discussions, students are given directions regarding the quantity and content of their comments, and whether interaction is required or optional. 4-2. For email interaction, a statement directs students to include the course number and name in the email subject line. 1-3. For group work, expectations and guidelines are stated clearly for the formation of groups, roles,

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		responsibilities, timelines, meetings, and how and when students work together.
V.5 The course design prompts the instructor to be active and engaged with the students.	2	<p>Students know that the instructor is approachable and will regularly interact with them. Opportunities for interaction will vary with the discipline of the course and with the schedule of online and face-to-face meetings.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. An actively used and well-organized instructor-facilitated discussion board 4.2. Optional "electronic office hours" provided in the chat room or chat sessions on selected topics, archived/edited and posted as a FAQ for other students 4.3. An invitation for the class to email the instructor with individual concerns 4.4. Current announcements, either in the classroom or via email 4.5. Planned activities that engage instructor and student in both the online and face-to-face setting

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VI. COURSE TECHNOLOGY

General Review Standard: To enhance student learning, course technology enriches instruction, fosters student interactivity, and increases access to instructional materials and resources.

Specific Review Standards:	Points	Annotation: What's the idea?
VI.1 The tools and media support the learning objectives, and are appropriately chosen to deliver the content of the course.	3	<p>Tools and media used in the course support related learning objectives, and are contextually integrated with texts and lesson assignments. Students know how the tools and media support the assignments and how they support the learning objectives. Technology is not used simply for the sake of using technology. For example, a course might require viewing video materials, but it may not be clear how the video materials illustrate or support any learning objective.</p> <p>Examples of tools include discussion boards, chat rooms, gradebook, whiteboard, etc. Examples of media include video, audio, animations, simulations, etc.</p> <p>Media are not required for this standard to be met. Rather, <i>if</i> media are used they should support the learning objectives and be contextually integrated.</p>

		<p><u>Special situations:</u> In some cases (check the Instructor Worksheet), the course objectives are institutionally mandated and the individual instructor does not have the authority to change them. For such cases, consider instead the module/unit-level objectives to assess and score Standard VI.1.</p> <p><u>Alignment:</u> This standard is included in Alignment. (Critical course components work together to ensure that students achieve the desired learning outcomes.)</p>
VI.2 The tools and media enhance student interactivity and guide the student to become a more active learner.	2	<p>Tools and media used in the course help students actively engage in the learning process, rather than passively "absorbing" information.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. Automated "self-check" exercises requiring student response 1.2. Animations, simulations, and games that require student input 1.3. Software that tracks student interaction and progress 4. Use of discussion tools with automatic notification or "read/unread" tracking feature
VI.3 Technologies required for this course are either provided or easily downloadable.	2	<p>For this standard, the term "technologies" may cover a range of plug-ins such as Acrobat Reader, media players, etc. In addition, courses may require special software packages (spreadsheets, math calculators, etc.). Clear instructions list the required software and plug-ins, along with instructions for obtaining and installing these items.</p>
VI.4 The course components are compatible with existing standards of delivery modes.	1	<p>Assessments, activities, instructional materials, tools, and media make use of the available technologies and meet current standards for widespread accessibility.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. Large text files are presented with a table of contents or unit numbering. 1.2. If most students have access to DVD players or use streaming media, use of those delivery modes in an online class meets this standard. If the typical student cannot be expected to have access to a technology at his or her out-of-the-box home computer off-campus, that technology should probably not be used in the course. 3. If some of the course resources, including textbooks, videos, CD-ROMs, etc., are only available in the face-to-

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		<p>face sessions and are unavailable within the framework of the course website, the instructor should indicate how students who miss the face-to-face sessions would gain access to them.</p> <p>4. Learning activities in science lab courses utilize the appropriate delivery mode (online or face-to-face) for each activity.</p> <p>4.5. The technology is used in a way to preserve student confidentiality with regard to grades and communication with the instructor.</p> <p>6. Quizzes and exams are given with time limitations, printing disabled, and other security measures.</p>	Formatted: Bullets and Numbering
VI.5 Instructions on how to access resources at a distance are sufficient and easy to understand.	1	<p>The instructional materials, resources, tools, and media should be easily accessible, obtainable, and useable by the student. Students need to know about and be able to obtain access to educational resources by remote access. Information on these resources is readily visible with clear instructions on how to access the resources.</p> <p>Examples:</p> <p>1. For textbooks, CD/DVDs, etc., instructors provide the title, author, publisher, ISBN number, copyright date, and information as to where copies can be obtained.</p> <p>1.2. A navigation button is devoted to "Resources" and appropriately tied in with the overall course design.</p> <p>1.3. The instructor mails to students a custom CD prepared for the course.</p> <p>1.4. An explanation of how to obtain full-text journal articles is provided in the assignment that requires their use.</p>	Formatted: Bullets and Numbering
VI.6 The course design takes full advantage of available tools and media.	1	<p>Innovative technologies appear on the market all the time, and course technology should be current and reflect an evolution of the field of online education. As new versions of a course management system are released, instructors should integrate the new features into their courses to ensure that students have the most effective and efficient access to the courses. Courses not recently developed may need to be updated. Check the Instructor Worksheet to determine whether this is controlled by the instructor or the institution. In either case, the reviewer should comment on updates and upgrades that could be included.</p> <p>As a reviewer, consider that the tools and media available to an instructor may vary greatly, and are sometimes limited by the access and support provided by the institution. Be sure to</p>	

		<p>check the Instructor Worksheet.</p> <p>Examples of some current technologies that will make the course content and activities more available and interesting to students:</p> <ul style="list-style-type: none"> • Using compressed files to reduce file downloading time • Delivering audio files in a common file type such as Windows Media or RealPlayer • Using podcasts instead of audiocassettes • Using CD/DVDs rather than VHS tapes • In Blackboard, renaming of the default navigation buttons and use of the Assignment feature rather than the Digital Drop Box feature
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VII. LEARNER SUPPORT

General Review Standard: Courses are effectively supported for students through fully accessible modes of delivery, resources, and student support.

Specific Review Standards:	Points	Annotation: What's the idea?
VII.1 The course instructions articulate or link to a clear description of the technical support offered.	2	<p>Technical support for students differs from institution to institution. Technical support includes information about such topics as how to log in, how to use the software, and how to upload files. It does not include help with course content, assignments, or academic or student support services (see Standards VII.2 and VII.3 below).</p> <p>Look for evidence that students have access to technical support services from within the course. The purpose is not to review the adequacy of those services on an institutional level.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. A clear description of the services, including a link to a technical support website 1.2. An email link to an online learning helpdesk 1.3. A phone number for an online learning helpdesk
VII.2 Course instructions articulate or link to an explanation	2	<p>Academic support for students, and the scope of what "academic support" entails, differs from institution to institution. For the purposes of review, academic support includes access to library resources, readiness assessment,</p>

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of how the institution's academic support system can assist the student in effectively using the resources provided.		<p>testing services, tutoring, a writing center, a math center, supplemental instruction programs, and teaching assistants.</p> <p>Look for evidence that students have access to academic support services from within the course. The purpose is not to review the adequacy of those services on an institutional level.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. A clear description of the academic support services and how to access them 2. A link to the academic support website, along with a definition of academic support
VII.3 Course instructions articulate or link to an explanation of how the institution's student support services can assist the student in effectively using the resources provided.	1	<p>Student support services, and the scope of what such support entails, differ from institution to institution. For the purposes of this review, student support services include advising, registration, financial aid, student life, counseling, etc.</p> <p>Look for evidence that students have access to student support services from within the course. The purpose is not to review the adequacy of those services on an institutional level.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. A clear description of student support services and how to access them 2. A link to the student support website, along with a definition of student support services
VII.4 Course instructions articulate or link to tutorials and resources that answer basic questions related to research, writing, technology etc.	1	<p>Students' access to tutorials and help files related to writing, technology, research, etc. differs from institution to institution.</p> <p>This item does NOT refer to:</p> <ol style="list-style-type: none"> 1. Students getting help from another person 2. Tutorials and resources specifically related to course content <p>Look for evidence that students taking the course DO have access to those support services from within the course, for example, a clear description of the tutorials available and how to get them.</p>

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VIII. ACCESSIBILITY

General Review Standard: The face-to-face, electronic, and online course components are accessible to all students.

Specific Review Standards:	Points	Annotation: What's the idea?
VIII.1 The course acknowledges the importance of ADA requirements.	3	<p>All courses should direct students to the institution's Americans with Disabilities Act (ADA) services on their campus. The course should include a statement that tells students how to gain access to ADA services at their institution, including the location and contact information of the appropriate office at the institution. Encourage faculty to consult the office on their campus that provides disability services for the wording of an ADA Statement appropriate to their institution.</p> <p>To meet this standard a course must achieve BOTH of the following criteria:</p> <ol style="list-style-type: none"> 1. include a statement that tells students how to gain access to an institution's disabilities support services (often known as ADA services) 1.2. _____ be offered in an ADA-compliant Course Management System (Blackboard, WebCT, WebTycho) or provide documentation by the CMS that it is ADA-compliant.
VIII.2 Course pages and course materials provide equivalent alternatives to auditory and visual content.	1	<p>Alternative means of access to course information are provided for the vision- or hearing-impaired student, such as, equivalent textual representations of images, audio, animations, and video in the course website. Presenting information in text format is generally acceptable because screen reader software (used by the vision-impaired) can read text.</p> <p>This standard applies to the information and content provided <i>within</i> the course management system. It does not apply to external web sites to which the course links.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. Audio lecture has a text transcript available. 2. Video clip, image, or animation is accompanied by a text transcript.
VIII.3 Course pages have links that are self-	1	<p>The course provides Internet links that include useful descriptions of what students will find at those sites. These descriptions enable the vision-impaired student to use</p>

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describing and meaningful.		<p>screen reader software to understand links. In addition, instructors provide directions that clearly direct students to the appropriate sub-pages within an external web site.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. All file names and web hyperlinks have meaningful names. For instance, the link to take a quiz should say "Take Quiz 1," not "click here." 4.2. Icons used as links should also have HTML tags or an accompanying text link. 4.3. To facilitate access to Internet sites by screen readers, links are arranged in numeric or alphabetic order, rather than simple bulleted form.
VIII.4 The course demonstrates sensitivity to readability issues.	1	<p>The course employs appropriate font, color, and spacing to facilitate readability and minimize distractions for the student.</p> <p>Examples of practices that facilitate readability and minimize distractions include:</p> <ol style="list-style-type: none"> 1. If using color coding, use additional means to communicate information, such as the additional use of bold or italics in conjunction with color coding. 4.2. Sufficient contrast is used for the font and background colors 4.3. Text size is consistent with typical View/Text Size settings. 4.4. Course pages provide an alternate, non-color-coded format. 4.5. Formatting and color coding are used to serve specific instructional purposes. For example, format and color are used purposefully to communicate key points, group like items, emphasize relevant relationships, etc.

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The Course Meets *Quality Matters* Expectations if:

1. Answered 'Yes' to all 3-point Essential Standards: I.1, I.2, II.1, II.2, III.1, III.2, III.3, IV.1, IV.2, V.1, V.2, V.3, VI.1, VIII.1

AND

2. Earned 68 or more points



Quality Matters

Inter-Institutional Quality Assurance in Online Learning

Glossary

Activity - Any form of student participation that serves to reinforce the content, and that provide an opportunity for students to further their attainment of the learning objectives and expectations. Typically, an activity allows for practice, discovery, and trial-and-error in a low-stakes, non-graded setting.

Assessment (the process of) - An ongoing systematic process that 1) sets clear expectations of student learning in the form of learning objectives, 2) provides sufficient opportunities for students to achieve these expectations, 3) gathers evidence of student learning, and 4) uses this information to improve teaching and learning. (The QM concept of 'alignment' refers to this overall process.)

Assessment (strategies) - An instrument used to identify what students have learned. An instrument used to measure the match between the learning objectives and students' attainment of those objectives. (This definition of the word 'assessment' should be considered when interpreting QM standards III.1 and III.4)

Criteria - The qualitative or quantitative guidelines, rules, principles, or statements by which student responses, work, products, or performances are evaluated.

Evaluation - A judgment regarding the quality, value, or worth of a response, work, product, or performance based on established criteria. The evaluation of a student's work is typically reflected in the numeric or alphabetic grade assigned.

Feedback - Specific comments, guidance, and information provided in response to an activity or assessment. Feedback should be tied to the established criteria, and should provide reasons for the accompanying evaluation and the resulting grade. Effective feedback provides opportunities for students to learn about how they can improve, is meaningful and understandable to the student, and is timely.

Goal (learning) - A statement of what the faculty member, the course, the module, the academic program, or the institution strives to achieve. It is a statement of "why we do what we do". Learning goals, objectives, and outcomes are similar, yet distinctly different from one another; compare the definition and example of goal to those of objective and outcome. (An example of a learning goal is: upon the completion of this course, students will gain an appreciation of the value of cultural diversity in today's workforce.)

Grading – The act of assigning an alpha or numeric value to students' work which reflects, at least in part, the quality of the work. Grades provide an indication of students' overall mastery of content. By themselves, however, grades do not provide information about which aspects of the content students have or have not mastered or the criteria that were used in assigning the grade. Grades are not necessarily a true indicator of student learning, as they may be influenced by other factors such as attendance, late work policies, or test anxiety to name a few.

Objective (learning) – A statement of the specific and measurable knowledge, skills, attributes, and habits that students are expected to achieve and demonstrate as a result of their educational experiences in a program, course, or module. Learning goals, objectives, and outcomes are similar, yet distinctly different from one another; compare the definition and example of objective to those of goal and outcome. (An example of a learning objective is: upon the completion of this course, students will be able to describe the value of cultural diversity in today's workforce.)

Outcome (learning) – A demonstration of the actual level of attainment of the knowledge, skills, attributes, and habits expected as a result of the educational experiences in a program, course, or module. Learning objectives state what students *should* be able to do, while a learning outcome is a student's demonstration of their *actual ability* to do so. Learning goals, objectives, and outcomes are similar, yet distinctly different from one another; compare the definition and example of outcome to those of goal and objective. (An example of a learning outcome is: a student's actual description of the value of cultural diversity in today's workforce.)

References

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- Walvoord, B.E. (2004) *Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education*. San Francisco: Jossey-Bass.

APPENDIX G

To access Ouachita Technical College's Operating Policies and Procedures Manual (COPP), please visit <http://intranet.otcweb.edu/>.

Standardized Syllabus

Course Number and Section: GNED 1001 Section (1-12, 31)

Course Name: Student Opportunities Seminar

Course Description: One credit hour course required for all first time, full-time entering students. This course will provide students with the skills and strategies needed to be successful in college academics, their career, and life. Topics will include but not limited to college policies and procedures, programs, time management, stress management, setting goals, cultural diversity, health issues, and career planning. F,S

Course Pre-requisites: None

Course Outcomes:

Upon completion of this course with a "C" or better, students will have:

- Been introduced and increased their knowledge of campus services and resources available to all students.
- Be able to understand and utilize campus policies and procedures.
- Develop proper academic etiquette and personal responsibility.
- Increased personal enrichment regarding learning styles, time management, stress management, goal setting, financial accountability, and personal health.
- Identified diversity issues in college and community.
- Ability to be successful in researching by having knowledge of strategies and resources.
- Identify possible careers, research career choices, and necessary skills for career placement.

Topics

1. Campus Services
 - a. Tutoring
 - b. TRiO
 - c. Library Resources
2. College Etiquette
3. Learning Styles
4. Time Management
5. Stress Management
6. Goal Setting
7. Diversity
8. Health Issues
9. Research
10. Career Aspirations
11. Financial Responsibility

Student Opportunities Seminar

Semester and Year: Fall 2009
Course Number and Section: GNED 1001 Section (1-12, 31)
Course Name: Student Opportunities Seminar

Instructor Name: Type your name here

Contact Information: Type contact information here

Comments/Suggestions: Provide information for students to contact you outside of class time, i.e. e-mail, phone number, and other ways to contact you

Office Hours/Location: Type here

Course Dates/Meeting Times: Type the beginning and ending dates, meeting day(s) and times here

Include the last day to withdraw with a "W".

Final Test Date/Time: Type final exam information here

Comments/Suggestions: Online faculty should contact Tony Hunnicutt at thunnicutt@otcweb.edu for instructions and details regarding scheduling of online course final exams.

Textbook, Materials, Resources: Type information here

Comments/Suggestions: List any required textbook, materials, Web sites, or other class resources that are required or recommended.

Course Description: One credit hour course required for all first time, full-time entering students. This course will provide students with the skills and strategies needed to be successful in college academics, their career, and life. Topics will include but not limited to college policies and procedures, programs, time management, stress management, setting goals, cultural diversity, health issues, and career planning. F,S

Course Prerequisites:

None

Course Outcomes:

Upon completion of this course with a "C" or better, students will have:

- Been introduced and increased their knowledge of campus services and resources available to all students.
 - Be able to understand and utilize campus policies and procedures.
 - Develop proper academic etiquette and personal responsibility.
 - Increased personal enrichment regarding time management, stress management, goal setting, financial accountability, and personal health.
 - Identified diversity issues in college and community.
 - Ability to be successful in researching by having knowledge of strategies and resources.
 - Identify possible careers, research career choices, and necessary skills for career placement.
-

Assessment Methods:

List the multiple methods of assessment that you plan on using to document that students have acquired the course competencies. Methods listed should include more than exams. Examples include pretest/posttest, portfolios, observation checklist or rubric, oral presentation, comprehensive final exam, etc.

Assignments and Grading Policy: Type your assignments and grading policy here

Comments/Suggestions: You must be clear here. Briefly list assignments and the points or percentage of final grade associated with each assignment. Include a table similar to the example below. If you are calculating your grades based on points or some other method, you can substitute the point ranges that equate to an A, B, C, D, or F in place of the percentage ranges. The key is that you have clearly stated to the student what they must do to earn a given grade in your class.

A	100-90%
B	89-80%
C	79-70%
D	69-60%
F	Below 60%

Comments/Suggestions: If mid-semester grades are calculated differently from final grades, also include that grading method here.

Comment: The statement below should be included in this section:

Mid-semester and final grades can be accessed through a link via OTC home page, at www.otcweb.edu. Click on the selfservice@https://selfserviceotcweb.edu/selfservice link and follow the posted instructions.

Academic Integrity:

As outlined in College Operation Policy No. 5.50, "Any student who engages in classroom disruption, cheating, plagiarism, or test tampering will be subject to disciplinary action . . . "

According to College policy, violation may result in lowered assignment scores, a failing grade in the class, administrative withdrawal from the College, or a combination of the above sanctions.

ADA Statement:

Ouachita Technical College complies fully with the Americans with Disabilities Act (ADA). If any member of the class has a documented disability on file with the ADA Counselor, reasonable accommodations will be made as specified. Please advise the instructor of such disability at the end of the first class meeting. Arrangements for accommodations should be made the first week of class.

Instructor Policies:

Type your specific policies here, i.e. attendance, tardy, make-up work, classroom etiquette, etc.

Some programs have information that they would like to see consistently represented on every syllabus. That information or any other program specific information can be included here.

Topics Covered

1. Campus Services
 - a. Tutoring
 - b. TRiO

c. Library Resources

2. College Etiquette
3. Time Management
4. Stress Management
5. Goal Setting
6. Diversity
7. Health Issues
8. Research
9. Career Aspirations
10. Financial Responsibility

Comments/Suggestions: As mentioned with the assignments area above, the more detailed and pre-planned you can be the better. Students appreciate and deserve clarity.

Please understand these are only suggestions. As the instructor of your course, you need to have the flexibility to make adjustments to your course (schedule, assignments, etc.) so that you are able to meet the needs of your students. The key thing to remember is to work with your students when you find it necessary to make a change or adjust the class schedule—students should not have to be guessing as to what is happening next in your class.

Inclement Weather Closing:

If inclement weather makes it necessary to cancel OTC classes, the announcement will be made to the following media:

- Television—KARK Channel 4; KATV Channel 7; KTHV Channel 11
- Radio—KCDI 93.3 FM, KISI 101.5 FM, KBOK 1310 AM, KLAZ 105.9 FM
- OTC—Call 501-337-5000 ext. 1010 for bulletin board announcement

NOTE: Online students will continue to have access to their course(s) unless area Internet service is disrupted; therefore, online classes may not be affected by campus closings.

Examples of Syllabi

**Ouachita Technical College
Course Syllabus**

Semester and Year: Spring 2009
Course Number: GNED 1113 Sections 01 and 02
Course Name: Principles of Collegiate Success

Instructor Name: Donna Hill
Contact Information: 501-332-0251
dhill@otcweb.edu

Office Hours/Location: Monday/Wednesday 10:00-11:00
Tuesday/Thursday 9:30-12:00
Friday 9:00-10:00
I216

Course Dates/Meeting Times: MW 2:00-3:15
TR 2:00-3:15

Textbook, Materials, Resources: *Practicing College Learning Strategies*, 4th ed.
Carolyn Hopper

Student planner

Course Description

This course is designed to teach students techniques, skills, and strategies that will improve their grades, increase their chances for retention, and enhance their college experience. Topics include: time management, memory, reading, note-taking, and test taking, as well as, creativity, relationships, health, money, resources, career planning, and locating and using various campus resources.

Principles of Collegiate Success is required for full-time, first-time entering award seeking students who are required to take two or more Basic Skills courses, and it is open to all students if they complete it during their first 20 hours of college courses. This is a college level, credit bearing course and will calculate into your GPA.

Course Goals

- To help students make a successful transition to college
 - To equip students to be skilled learners, critical thinkers, and effective communicators who can succeed in the college environment.
-

Course Outcomes

Upon completion of this course with a "C" or better, students will have:

- Identified and used the resources of the college including: faculty, student services, support staff, tutoring labs, technology, and the library.
- Gained a greater self-understanding, including individual learning styles, personality characteristics and values.

- Developed the tools of managing time effectively and setting and prioritizing goals.
 - Gained an understanding of the college culture and individual responsibility for learning.
 - Demonstrated mastery of general strategies and skills in such areas as memory building, critical thinking, and test-taking, note-taking and writing that will lead to success throughout college and life.
 - Worked more effectively and cooperatively with others, whether face-to-face or through communications technology.
 - Identified beliefs, attitudes, and habits that may inhibit success, and replace them with new success-oriented values and behavior.
 - Taken responsibility for success or failure. Benefited in personal growth from the interaction and work with other class members.
-

Assessment Methods

Your grade will be determined by your scores on quizzes, projects, reports, and other assignments. You will have either a quiz or an activity due on the second day of the week. On the first day of class each week, I will tell you whether you will have a quiz or an activity due.

Assignments and Grading

Grades for this course will be calculated as follows:

A	100-90%
B	89-80%
C	79-70%
D	69-60%
F	Below 60%

Grades for the course will be calculated upon the number of points earned for the course. To determine your grade for the course, simply take the total number of points earned in the class and divide it by the total number of points **possible**. This answer will result in a decimal point. Convert the decimal to a percent for your grade in the course. You must earn a 70% "C" or above to pass this class. **Important note: Failing this course could affect your chances of receiving further financial aid, rehab assistance, unemployment benefits, or any tuition assistance.**

Mid-semester and final grades can be accessed through Self-Service, at www.otcweb.edu. Click on the Self-Service link and follow the posted instructions.

Attendance & Participation

Successful college students attend class regularly, so don't miss class. This class operates as a discussion seminar. I value your participation not only for what you get out of the class, but also for what you bring into the class. Consequently, if you exceed six absences, you will receive an F if in the class unless you withdraw.

I expect you to be present when the class begins and when the class ends, and I expect you to be awake and on task throughout the class. If you come in late or sleep through class, you will be counted absent. If you come in after we've taken a quiz, you will not be allowed to make up the quiz.

Students are expected to read chapters prior to class discussion and take notes during the class discussion.

It is your responsibility to keep track of your grades and to ask a classmate for notes and assignments if you miss class.

Instructor Policies:

Late work: Your assignments are due at the *beginning of class* on the date due. Grades on late assignments will be lowered by one letter grade. **I will not accept any assignments more than a week late.** If you have a true, *documented* emergency (you have a note from the doctor, a copy of the obituary, jury duty notice, etc.), I will make an exception. However, the following are not acceptable excuses:

- You didn't feel well or overslept
- You had to go to court
- You had to pick up or drive someone somewhere
- Your computer/printer/flash drive malfunctioned (**always back up your files!**)

Out of courtesy for your fellow classmates, please turn off your cell phones. No texting is allowed in class.

Academic Integrity:

As outlined in College Operation Policy No. 5.50, "Any student who engages in classroom disruption, cheating, plagiarism, or test tampering will be subject to disciplinary action . . ."

According to College policy, violation may result in lowered assignment scores, a failing grade in the class, administrative withdrawal from the College, or a combination of the above sanctions.

ADA Statement:

Ouachita Technical College complies fully with the Americans with Disabilities Act (ADA). If any member of the class has a documented disability on file with the ADA Counselor, reasonable accommodations will be made as specified. Please advise the instructor of such disability at the end of the first class meeting. Arrangements for accommodations should be made the first week of class.

Inclement Weather Closing:

If inclement weather makes it necessary to cancel classes, the announcement will be made through Schoolcast (<http://www.myschoolcast.com/go/otc>) as well as to the following media:

- Television—KARK Channel 4; KATV Channel 7; KTHV Channel 11
- Radio—KCDI 93.3 FM, KISI 101.5 FM, KBOK 1310 AM, KLAZ 105.9 FM
- OTC—Call 501-337-5000 ext. 1010 for bulletin board announcement

Class Calendar: This calendar is subject to modification as we progress through the semester

Week No.	Class Date	Topic(s) Covered	Assignment Due Dates
1	Jan. 12-15	Class introductions, syllabus review Read Survival Kit, pages 1-13	Day 2 – begin planner project
2	Jan. 19-22	Ch. 1, Time Management Kuder test	Day 2 – Ch. 1 quiz or activities due
3	Jan. 26-29	Continue discussing time management Read Ch. 10, College Etiquette	Day 1 – Kuder response activity due Day 2 – Ch. 10 quiz or activities due
4	Feb. 2-5	Ch. 2, Critical Thinking	Day 1 – Time mgmt. project due Day 2 – Ch. 2 quiz or activities due
5	Feb. 9-12	Ch. 3, Setting Goals	Day 2 – Ch. 3 quiz or activities due
6	Feb. 16-19	Ch. 7, Learning Styles	Day 2 – Ch. 7 quiz or activities due
7	Feb. 23-26	Ch. 4, Memory Principles NO CLASS THURSDAY, FEB. 26	
8	Mar. 2-5	Studying Math	Day 2 – quiz or activities due
9	Mar. 9-12	Ch. 8, Test-Taking Strategies	Day 2 – Ch. 8 quiz or activities due
10	Mar. 16-19	Mid-terms	
11	Mar. 23-26	Spring Break	
12	Mar. 30- Apr. 2	Ch. 11, Principles of Research	Day 2 – Ch. 11 quiz or activities due Apr. 3 – last day to drop with a W
13	Apr. 6-9	Library research Ch. 5, Processing Information from Lectures	Day 2 – Ch. 5 quiz or activities due
14	Apr. 13-16	Ch. 6, Processing Information from Textbooks	Day 2 – Ch. 6 quiz or activities due
15	Apr. 20-23	Ch. 9, Managing Stress	Day 2 – Ch. 9 quiz or activities due
16	Apr. 27-30	Review for final	Day 1 – Research project due
17	May 4-7	Final exams	Tues., May 5, 3:30-5:30 (TR class) Wed., May 6, 1:00-3:00 (MW class)

Success Seminar Syllabus – January 14 – February 15, 2008

Course #: ORT-1201 05, ZAP #2351, 1 SSCH

Days & Times: MWF, 10:00 a.m.

Room: LA-104

Instructor: Janetta Ritter

Phone: (501) 760-4247 (work); (501) 760-1949 (home)

Office: CC 241 (Campus Center-2nd floor)

Office Hrs: 8:00 a.m. to 4:30 p.m.

E-mail: jritter@npcc.edu

Course Purpose/Objectives

This course is designed to assist first time, fulltime students with the skills and resources needed for success in college. This five-week course will focus on you as a learner and participant in college society.

The subject of this class is **SUCCESS**...what success is for you personally and how you can achieve it. In these five weeks, you will learn many proven strategies for creating greater academic, professional, and personal success. You may never again have an opportunity quite like this one to discover how to create a rich, personally fulfilling life. *As Mark Twain once said, "Twenty years from now you will be more disappointed by the things that you didn't do than by the ones you did do. So throw off the bowlines. Sail away from the safe harbor. Catch the trade winds in your sails. Explore. Dream. Discover."*

Required Text/Materials

Text: *On Course* (5th edition) by Skip Downing. Publisher: Houghton Mifflin.

String-bound composition notebook for journal writing

Student Planner

Course Objectives

By the end of the five-week session, students who attend all classes and read the textbook will....

1. Learn the skills to take charge of your life. Students will use *On Course* strategies to guide their steps towards success, accept personal responsibility and gain greater control over the outcomes and experiences created both in college and in life.
2. Learn how to increase self-motivation. Students will learn to create greater inner motivation by discovering personally meaningful goals and dreams.
3. Understand what is expected of a college student and how to use this knowledge to be a successful student. In addition, students will learn what instructors refer to as "college level demeanor" – in other words, attitudes and behaviors of successful students, and what is acceptable and not acceptable in the classroom and college campus.
4. Establish contact with your fellow colleagues in class, your instructors, and NPCC staff. Students will associate the importance of these relationships to college success.
5. Learn the resources available to college students here at NPCC and how to access and use them.

Instructional Methodology

Because of the interactive nature of this course, a variety of instructional methodology will be used including, but not limited to: lecture, group discussion, and group activities. You will be reading, writing, and talking about how you can create a successful life for yourself. The *On Course* textbook offers many powerful success strategies that will help you.

Grading Scale

Letter grades will be determined using a points earned as outlined below.

- A = 270-300 points
- B = 240-269 points
- C = 210-239 points
- D = 180-209 points
- F = 179 points and below

Course Evaluation Measures

Possible Points

3 Quizzes	100
10 Success Journals (5 points each)	50
1 Success Project	100
Self-Assessment, E-mail, Campus Connect, & Kuder	50
Total	300

Quizzes (3) -- Expect two quizzes worth 25 points each, then a third quiz worth 50 points. You could possibly have a couple of unannounced quizzes. As in any course, reading the text and completing assignments will prepare you for the quizzes. **!!!!!!IMPORTANT!!!!!! NO QUIZ MAY BE MADE UP!**

Success Journal (50 possible points) -- The assigned journal entries provide you with an opportunity to explore your thoughts and feelings as you experiment with the success strategies presented in *On Course*. During Success Seminar, you will complete the first ten numbered journal entries from the textbook. Entries are to be written outside of class.

Journals will be collected and each journal entry will be awarded up to 5 points. See the journal entry instructions on page six of *On Course* for instructions on how to construct your journal entries. Meeting the criteria on page six will earn the maximum 5 points. Grammar, spelling, and punctuation will not be factors in awarding points for journal entries.

Success Project (100 possible points) -- This paper is due Friday, February 8! This is an essay written about YOU!

Self-Assessment, E-mail, Campus Connect, Blackboard, and Kuder (50 Possible Points) -- The self-assessment is worth 25 points. E-mail and Campus Connect are worth 5 points each. Kuder is worth 15 points. You can complete all components in the Computer Resources Lab and the Career Center (Kuder).

Attendance/Participation -- Realizing that student success in college is largely dependent on attending class, NPCC has a strict attendance policy (page 60 of 2007-2008 NPCC Catalog). Instructors are required to record student attendance. Excessive absenteeism may result in academic probation or suspension and loss of financial aid.

If you must miss a class, please do the following: (1) contact me by phone or email the day of your absence, preferably prior to class; (2) get the notes and assignments from someone in your study group; (3) talk with me in person as soon as you are able. Use these steps as standard college etiquette for every class.

It's really very simple -- come to class, be on time, and participate. Arriving late is better than not attending at all. But I will warn you that arriving late several times is annoying and considered rude by instructors and students.

ADA Policy

National Park Community College is committed to providing education opportunities to all qualified individuals, and in doing so, complies with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 which states that no qualified person shall, because of their disability, be denied access to, participation in, or the benefits of any program or activity operated by the College. Students having questions about accessibility or requesting reasonable accommodations as indicated in the ADA or Section 504 should contact Ms. Audrey Smelser-Kroha in Student Services.

Please see me as soon as possible if you need accommodations or assistance.

Conferences and Consultations

Should you need additional discussion and/or supplemental instruction, please feel free to visit me before, during, and after class. Other conference times can also be arranged for your convenience.

Now, let's get started in our journey together and have some fun!

Class Schedule for Success Seminar

Week	Class Activities
1	<u>January 14 - 18</u> • Introduction, Syllabus Review • "Travel with Me", pgs. xvii-xviii • Read pages 1 - 14 • Wise Choices in College: Learning College Customs (pgs. 20-23) • Journal entries 1 & 2 • Complete online Self-Assessment, email Ms. Ritter, Campus Connect, Kuder • Quiz 1 - Syllabus Exam
2	<u>January 21 - 25</u> • Read pages 15-25 • Wise Choices in College: Effective Reading (pgs. 46-48) • Wise Choices in College: Effective Writing (pgs. 72-76) • Journal Entries 3 & 4 • Success Project Due Friday, February 8
3	<u>January 28 - Feb. 1</u> • Read pages 29-45 • Wise Choices in College: Effective Note Taking (pgs. 131-134) • Wise Choices in College: Effective Memorizing (pgs. 158-160) • Wise Choices in College: Effective Studying (pgs. 190-193) • Journal entries 4, 5, 6 • Quiz 2
4	<u>February 4 - 8</u> • Read pages 46-64 • Wise Choices in College: Effective Test Taking (pgs. 220-223) • Journal entries 7, 8, 9
5	<u>February 11 - 15</u> • Read pages 64-76 • Journal entry 10 • Complete "The Envelope" • Quiz 3

*This is a tentative schedule and is subject to change at the discretion of the instructor.

Ozarka College

Ash Flat: (870) 994-7273 | Melbourne: (870) 368-7371 | Mountain View: (870) 269-5600

Course Section Details

COLL1001 College Success Orientation



Faculty: Fulbright, Joanna D

Time: TUE THU 12:00pm-12:50pm
Section: 1

Campus: Melbourne
Room: H109

Credit Hours: 1
Seats: 36
Seats Taken: 7

[View Syllabus](#)

Description

This performance-oriented class is required for all new students to enhance their ability to succeed in college. The class includes a brief, intensive orientation to MyOzarka, advising/registration policies, financial aid information, student services, and library use. The class also addresses improving study skills (including time management, memory techniques, textbook reading, note taking, test strategies, and research procedures).

Textbook(s)

Becoming a master student
Author: David B. Ellis
ISBN: 061846770X
Bookstore Price: \$0.00

218 College Drive Melbourne, AR 72556
Melbourne: (870) 368-7371 | (800) 821-4335
Ash Flat: (870) 994-7273 | Mt. View: (870) 269-5600
Fax - Administration: (870) 368-2091 | Fax - Finance: (870) 368-2092

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Ozarka College

Ash Grove: (870) 368-7288 Melbourne: (870) 368-7371 - Mountain View: (870) 269-5611

Course Syllabus

COLL1001 College Success Orientation

Course Syllabus Section: 1 200708 Spring Semester

Instructor: Fulbright, Joanna D
Home Phone: 870-368-2064
Office Phone: 870-368-2064
College Fax: (870) 368-2091
Email: jfulbright@ozarka.edu
Times: TUE THU 12:00pm-12:50pm
ClassRoom: Melbourne H109

II. Course Description:

This performance-oriented class is required for all new students to enhance their ability to succeed in college. The class includes a brief, intensive orientation to MyOzarka, advising/registration policies, financial aid information, student services, and library use. The class also addresses improving study skills (including time management, memory techniques, textbook reading, note taking, test strategies, and research procedures).

III. Rationale:

This course is a tool kit for success in life. It is designed to teach students how to have successful college experiences both academically and personally. The focus will be on the development of practical knowledge and skills to assist students toward that goal. Achieving their educational goals can make a critical difference in the quality of the rest of a student's life. Success in college greatly increases the probability of higher income, a more satisfying and productive career, and a more fulfilling personal adventure in life. The course allows students to take control of this opportunity and not leave it to chance.

IV. Outcomes/Learning Objectives:

Upon completion of this course, students will be able to demonstrate the following skills:

1. Discuss responsibility for experiences in college and create a personal commitment for the future.
2. Describe ways to create a successful and satisfying experience at college.
3. List and describe specific methods to improve the ability to recall information, manage time more efficiently, read a textbook with improved retention, prepare for and take tests with improved results, take effective notes, and hone critical thinking abilities.
4. Utilize a model of communication that facilitates listening to and speaking with friends, family members, and instructors in ways helpful to the learning process.
5. Use library resources to find information.
6. Identify the causes of and methods to manage stress.
7. Locate people, information, and resources on and off campus to assist in meeting needs at Ozarka College.
8. Discuss several procedures for focusing attention on the task at hand when reading, listening, typing, taking notes, and taking tests.
9. Describe the basic steps to prepare and deliver an effective classroom presentation.
10. List several guidelines for making plans that help guarantee success.
11. Utilize and learn about technology in and out of the classroom, including e-mail, My.Ozarka, Compressed Video, Internet, etc.
12. Discuss topics that deal with diversity from a community to a global perspective.

V. Text/Required Materials:

Textbook	Author	ISBN	Price
Becoming a master student	David B. Ellis	061846770X	\$0.00

Students will need a binder for their textbook, which comes ready to be placed in a 2" binder.

A planner. A paper planner (The Premier Planner) is available for purchase in the Ozarka College Bookstore

VI. Methods of Instruction:

Lecture, independent work, class discussion, quizzes, guest speakers, group work, oral presentations, and/or field trips.

VII. Evaluation Procedures:

Grades will be based on the following:

1. Quizzes (25 points each, 400 points total)

2. Discovery Wheel (50 points)
3. Learning Styles Inventory (50 points)
4. Library Scavenger Hunt (50 points)
5. Time Monitoring Exercise (50 points)
6. Calendar/Planner (100 points)
7. My.Ozarka and www.ozarka.edu Scavenger Hunt(100 points total)
8. Ozarka Catalog Scavenger Hunt (100 points)
9. Documentation of using new skills in other classes. These include memory aids, reading skills, test taking skills, note taking skills, library skills, and critical thinking skills. (100 points)

1000 points possible

The instructor reserves the right to make adjustments to this or any part of the syllabus as needed.

VIII. Grading Scale:

A= 90-100
B= 80-89
C= 70-79
D= 60-69
F= 59 and below

IX. Academic Integrity:

If an occurrence of cheating is detected, that student(s) grade will be adjusted accordingly, ranging from a grade penalty on the test or assignment involved - to an "F" in the course. When a penalty for cheating is invoked, the instructor is required to submit to the Vice President of Academic Affairs, immediately following the occurrence, a statement of circumstances, the name of the student(s) involved, and the penalty imposed. A student involved has the right to appeal the action through the Academic Grievance Procedure.

X. Make-Up Policy:

Quizzes and in-class work cannot be made up. Students are expected to turn in all out-of-class assignments on time, which means the class period that the assignment is due. If you MUST be absent, major assignments can be turned in early for full credit or up to one week late for half credit. After one week, the assignment receives a grade of zero.

Students will receive 25 drop points for emergencies.

Students should expect their final grade to drop approximately half of a letter grade per absence after the 25 drop points have been used.

XI. Attendance Policy:

Regular class attendance and punctuality is mandatory to succeed in college. Even when students have perfectly legitimate reasons to miss class, they have still missed valuable information that the instructor, guest lecturers, or student presenters took time to prepare. Therefore, to encourage your attendance, instructors usually try to reward students for attending and penalize students for absences.

Arriving to class late, leaving class early, and other in-class disturbances should be avoided. Class time should not be used to schedule doctor appointments or other business.

A student does not automatically receive an extension for assignments made during an absence. Each student is responsible for checking with another student to obtain assignments or notes over the class period he/she was absent.

After missing two class periods, the student should not be surprised to discover that he/she has received zeroes for missed quizzes and/or assignments. After missing two weeks of class, a student will probably have earned a grade of "F."

XI. Special Needs:

Any student with special needs that may require any adaptation or modification of classroom work is responsible for informing the faculty of those needs and possible modifications/adaptations.

XI. Important Dates:

Mid-term Advisory Grades Due Mar 5
Spring Break Mar 17 - Mar 21
CAAP Testing (Associate of Arts and Associate of Arts in Teaching students) Apr 7 - Apr 11
Last Day to Drop and Receive a "W" Apr 24
Classes End Apr 25
Semester Final Exams Apr 28 - May 2
Final Grades Due May 5
Faculty Development Days May 6 - May 7
Commencement May 8

Last Day for Faculty May 8
Memorial Day Holiday May 26
Classes Begin May 27
Late Registration Ends May 28
Orientation - Online classes (3:30 p.m., Lecture Hall) May 28
Last Day to Drop and Receive a "W" Jun 26
Final Exams Jun 30
Final Grades Due Jul 2

216 College Drive Melbourne, AR 72556
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Rochester Institute of Technology

STUDENT SUCCESS ★ COMMUNITY ★ GLOBAL SOCIETY ★ CAREER

First-Year Enrichment: 2008-09

Fall Quarter: Weeks 1 – 10

Focus: Students' successful transition to RIT and college life

Lesson Expectations: The "Smartness" Factors

As instructors develop lessons, the following components should be added as frequently as possible.

- ☐ Students will be exposed to multiple cultural perspectives from which to view topics
- ☐ Students will practice higher level/critical thinking related to topics
- ☐ Students will reflect on material as it relates to their world
- ☐ Students will build self-awareness/self-understanding
- ☐ Students will practice articulating an individual philosophy/understanding

Curriculum Outcomes

Insider Knowledge

- ☐ Early Alerts
- ☐ myCourses
- ☐ Time management
- ☐ Key resources and timing of use
- ☐ Withdrawing vs. failing
- ☐ Understanding and identification with RIT culture
- ☐ **Course Registration***
- ☐ **Library tour***
- ☐ Emergency Notification System registration

***Items in bold are currently presented as pre-packaged lessons**

Independence

- ☐ Fluency in talking to professors
- ☐ Understand faculty expectations
- ☐ Able to successfully self-advocate
- ☐ Understands the philosophy of the conduct system and has general knowledge of regulations
- ☐ Resilient
- ☐ Understands students' academic rights, responsibilities and processes; Ombuds
- ☐ Takes responsibility for success in-and out-of-classroom
- ☐ Has a foundation of financial wellness
- ☐ Understands the importance of life-long skills instead of just entry-level job skills
- ☐ Makes healthy decisions about personal well-being
- ☐ Studying smart vs. studying more

Identity

- ☐ Understands choices and consequences (ethics/plagiarism)
- ☐ Has a realistic views of majors and careers (to decrease pressure to commit to unwanted future)
- ☐ Understands how out-of-classroom learning contributes to RIT education
- ☐ Can successfully juggle multiple complex life roles (academics, family, jobs, significant others, personal concerns, etc)
- ☐ Involved in leadership-building activities
- ☐ Aware of differences in cultures, backgrounds
- ☐ Can conduct self with credibility

Random (but required)

- ☐ Credit card marketing policy
- ☐ Bader Survey
- ☐ TRIO Survey

Fall
**First Year Enrichment
Sample Syllabus**

Instructor: _____
Office Location: 1120 Grace Watson; 25-1120
Phone: (585) 475-7033
Email: _____@rit.edu

Section #: 1105051 XX
Date/Time: XXXday/X:00-X:50
Room: X-XXXX

First Year Enrichment (FYE) is designed to assist and support students in making a successful adjustment and transition to RIT and collegiate life. FYE meets one time per week and runs for 20 weeks; spanning Fall and Winter Quarters. The course is designed to include classroom experiences, individual coaching appointments, online resources and connections to the various services available to students across the RIT campus. Students receive one credit for successful completion of each of the required courses (FYE I and FYE II) and will be completed during their first year at RIT.

Goals of Course:

- To increase your sense of belonging by providing opportunities for you to connect to one another and to the greater RIT community;
- To provide opportunities for you to develop and appreciate relationships with fellow students, faculty and the community at large;
- To increase your awareness of the importance of informed decision-making;
- To foster a community that appreciates culture and diversity;
- To introduce you to resources and services within the RIT community; and
- To provide opportunities for you to develop personal goals, self-confidence, and personal responsibility for lifetime learning.

Course Expectations:

It is my intent to create a safe and respectful classroom environment in which all ideas can be expressed and exchanged. In order for the course to be successful, I'll need you to find a balance of participating, listening and thinking about course material at a college-appropriate level.

As a general rule, cell phones and other electronic communication devices should be turned off before entering the classroom.

We will develop more detailed expectations in class. .

Course Requirements:

- **Attendance/Participation**
 - Class attendance is required and will be recorded at each class session.
 - Attendance/participation equates to:
 - arriving to class on time and remaining for the full class period,
 - respectfully following the course expectations, and
 - engaging productively in class discussions and activities.

- Please see the grading section of this syllabus for information on how attendance/participation can affect the final grade.
- * Students with 3 unexcused absences will most likely receive a final grade no higher than a "D". Students with 4 or more absences will be assigned a grade of F.
- **Performance Coaching**
 - The coaching component of FYE enables students to meet with their instructor individually to discuss a variety of transition topics including academic success, social involvement, and resources at RIT.
 - Students are required to participate in at least one ½ hour coaching session per quarter.
 - *Coaching is a graded assignment. I generally give full credit for attendance, and deduct points only for failure to attend. **If you accidentally forget, let me know so I don't make any assumptions about your good will***
- **Assignments**
 - Assignments are to be indicative of college level work.
 - Assignments must be completed according to specific instructions given by the instructor and grading rubric.
 - Assignments are to be turned in to the instructor by the beginning of the class in which they are due.
 - If you will be absent for any class session, assignment must be turned in to the instructor prior to your absence.
 - **Late assignments not will be accepted without special permission.**
- **Course Evaluation Survey**
 - It is a course requirement that you complete an evaluation survey during Week 9 of the Fall Quarter.
 - Survey results are confidential and will in no way affect your grades. Although instructors will receive reports indicating who has completed the evaluations, survey results will not be available for review until after all final grades are submitted.
 - Any questions regarding the evaluation process can be directed to Online Learning: online@rit.edu or 475-5089.
- **Student Responsibility for Missed Classes**
 - It is the responsibility of the student to obtain any information missed due to absence from class.

Grading:

The final grading distribution is as follows:

A: 100-90 B: 89-80 C: 79-70 D: 69-60 F: 59 & below

Assignment	Point Value
6 Assignments	
1. Introduction to syllabus/myCourses worksheet	10 Points

2. Online discussion (Community Expectations)	5 Points
3. Three in-class writing assignments (3, 3 and 4 points respectively)	10 Points
4. Online discussion (Customer Service)	5 Points
5. Online discussion (Who Would You Hire?)	5 Points
6. End-of-Quarter Paper	15 Points
Fall Performance Coaching Appointment	30 Points
Participation (in class and online via MyCourses)	15 Points
Flex Credit (Participate in 2 co-curricular activities)	5 Points
Final Fall Grade*	100 Points

*A final mark of "Incomplete" will not be issued for FYE

Fall Quarter Course Outline		
Week	Topic	Comments/Assignments
Week 1	<u>Course Introduction</u> * Syllabus * Class expectations * Grading expectations * myCourses (including TRiO online survey) <u>Making the Grade</u>	<u>Due before Week 2 class:</u> Intro to myCourses worksheet TRiO survey at http://clipboard.rit.edu/take.cfm?sid=FDEE5985
Week 2	<u>Sticky Decisions</u> Academic dilemmas no one told you about	
Week 3	<u>What do you recommend?</u> <u>Community Expectations</u> Who are you? Who do you <i>want</i> to be? How can you experiment with your identity without ruining your reputation?	<u>Due before Week 4 class:</u> Contribute to myCourses bulletin board thread about class discussion.
Week 4	<u>Library Tour</u> <i>Meet in the Lobby of the Wallace Library</i>	<u>Due before Week 5 class:</u> Complete 5-minute alcohol survey. (The results are confidential)
Week 5	<u>RIT Customer Service</u> Understanding who makes up the world of a campus community is a tricky business if you have to please all of them.	<u>Due before Week 6 class:</u> Submit responses to "Customer Service" activity.
Week 6	<u>Registration for Winter Quarter</u> Tips and tricks to getting the classes you need.	Due: Alcohol survey at http://clipboard.rit.edu/take.cfm?sid=7029AC1B
Week 7	<u>Who would you hire?</u> Compare your ethics to the expectations of employers and professors.	<u>Due before Week 8 class:</u> Contribute to online discussion about "Who Would You Hire?"
Week 8	<u>Are You Smarter than Your FYE Instructor?</u> Think you've got your integrity all figured out? Put your values to the test.	<u>Due before Week 9 Class:</u> Post description of activities used as your Flex Credit on the myCourses discussion board.
Week 9	<u>RIT Fix-It</u> Running a university is a complicated process. What do students want? What do students <i>need</i> ? What would you do if you	<u>Due:</u> Course evaluation must be completed this week. (Approximately 10 minutes)

	were in charge?	
Week 10	Assessment/Evaluation Preparation for Winter Quarter	<u>Due before Week 10 class:</u> End-of-Quarter Paper (750 words)
Week 11 Exam Week:	Time and Location of Class TBA	

* If appropriate, the course outline may be adapted or changed to meet the needs of the class.

Academic Accommodations:

Rochester Institute of Technology is committed to upholding and maintaining all aspects of the Federal Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. If you are a student with a disability and wish to request accommodations, please contact the Office of Disability Services located in the Eastman Building, Room 2342, or call 475-7804. Any information regarding your disability will remain confidential. Because many accommodations require early planning, requests for accommodations should be made as early as possible. Any requests for accommodations will be reviewed in a timely manner to determine their appropriateness to this setting.

Academic Integrity:

Rochester Institute of Technology does not condone any form of academic dishonesty. Any act of improperly representing another person's work as one's own is construed as an act of academic dishonesty. These acts include, but are not limited to, plagiarism in any form, or use of information and materials not authorized by the instructor during an examination. If a faculty member judges a student to be guilty of some form of academic dishonesty, the student may be given a failing grade for the piece of work, depending upon the severity of the misconduct.

First Year Enrichment Fall Syllabus Elements

Assignment	Point Value
# of Assignments ____	
1.	____ Points
2.	____ Points
3.	____ Points
4.	____ Points
5.	____ Points
6.	____ Points
Fall Performance Coaching Appointment	30 Points
Participation	____ Points
Other? _____	____ Points
Final Fall Grade*	100 Points

*A final mark of "Incomplete" or "W" will not be issued for FYE

Fall Quarter Course Outline

Fall Quarter Course Outline			Things to think about ↓
Week	Topic	Comments/Assignments	
Week 1		<u>Due: TRiO Survey (Part of myCourses worksheet assignment or separate.)</u> http://clipboard.rit.edu/take.cfm?sid=FDEE5985	<ol style="list-style-type: none"> 1. Learn names/get acquainted 2. Review syllabus 3. Intro to myCourses 4. Do an activity that gives students a taste of FYE discussion format
Week 2			
Week 3	Library Tour (Week 2, 3, 4 or 5, 6 or 7)	<u>Due: Complete online alcohol survey.</u> *Individual results are confidential and will not affect your grade. http://clipboard.rit.edu/take.cfm?sid=7029AC1B	<p>Pros of in-class tours: It provides a small break for you and students don't have to commit an outside hour to class. FYE will plan it for you.</p> <p>Pros of outside tours: If your class schedule is tight, you don't "lose" that 50 minutes.</p>
Week 4			This is a good week to talk about Early Alerts (many of your students will have just received some)
Week 5			During midterm weeks, you might want to leave time to talk about how the students' more difficult classes are

			going. Is the quarter system everything we've made it out to be?
--	--	--	--

Week 6	Course Registration (*Week 6 or 7) *Ask your lead whether your sections will need an academic advisor from your college to come to your course registration session		Pros of Week 6: You can refresh students' memories and catch anyone who missed the original presentation during week 7. Pros of Week 7: The information is fresh and relevant for students. *You might want to ask advice from your College Lead about which week makes the most sense for your students.
Week 7			As you close in on the end of the quarter, make sure to leave time to talk to your students about the winter multidisciplinary/sustainability activities and get a sense for what might work best with your students.
Week 8			
Week 9		<u>Due:</u> Course evaluation will be completed this week. (About 10 minutes)	
Week 10			Make sure you have time to do your own assessment. How did things go? What did the students like? What didn't go as well? What do they think of your plans for the second quarter?
Week 11			A few options Study break "One last coaching" office hours Class activity Mingling opportunity for your winter blocks

* If appropriate, the course outline may be adapted or changed to meet the needs of the class.

Questions to Consider

How will you grade coaching appointments? Do you intend to deduct points if students forget a meeting?

How much homework is too much? What types of assignments will be *meaningful* to your students?

Have you designed a syllabus flexible enough to respond to unexpected changes?

How might you fit *Deep Economy* into your class discussions?

Would the average student look at your syllabus and think, "This class is smart enough to be interesting to me"?

Rochester Institute of Technology

STUDENT SUCCESS ★ COMMUNITY ★ GLOBAL SOCIETY ★ CAREER

First-Year Enrichment: 2008-09

Winter Quarter: Weeks 11 – 20

Focus: Students' successful transition to life-long leadership and careers

Lesson Expectations: The "Smartness" Factors

As instructors develop lessons, the following components should be added as frequently as possible.

- ☐ Students will be exposed to multiple cultural perspectives from which to view topics
- ☐ Students will practice higher level/critical thinking related to topics
- ☐ Students will reflect on material as it relates to their world
- ☐ Students will build self-awareness/self-understanding
- ☐ Students will practice articulating an individual philosophy/understanding

Curriculum Outcomes (CCCLAS)

Campus

- ☐ Basic RIT and college organizational structures as related to academic culture and decision-making (ex. Administrative roles, shared governance)
- ☐ *Housing Registration**

Collaboration

- ☐ Understands employer values and expectations
- ☐ Understands and has experience identifying teamwork style♦♦♦
- ☐ Aware of differences in cultures, backgrounds, etc. in both global and local contexts. ♦♦♦
- ☐ Can collaborate productively♦♦♦

Communication

- ☐ Practices and understands the value of writing and speaking skills♦♦♦
- ☐ Competence and confidence when approaching and communicating with professionals and employers
- ☐ Can speak about academic and professional issues with awareness of target audience (avoids "jargon") ♦♦♦

Leadership and Sustainability

- ☐ Understands and has experience with leadership. (Doesn't define leadership as a title)
- ☐ Has practiced aligning personal values with personal choices (integrity)
- ☐ Has explored personal potential to impact the world (Civic engagement?)
- ☐ Understands local and global definitions and directions of sustainability♦♦♦
- ☐ Recognizes ways to impact a sustainable world♦♦♦
- ☐ Can articulate personal values and decision-making process related to ethics
- ☐ Can articulate community values as related to personal decision-making
- ☐ Can approach problems with creativity♦♦♦
- ☐ Can successfully take risks/step out of comfort zone♦♦♦
- ☐ Can approach tasks/problems with an end goal in mind♦♦♦

*Items in bold are currently presented as pre-packaged lessons

♦♦♦ Items with the green raindrops are the outcomes to be addressed during the block weeks

First Year Enrichment Syllabus

Instructor: _____
Office Location: 1120 Grace Watson; 25-1120
Phone: (585) 475-7033
Email: _____@rit.edu

Section #: 1105051 XX
Date/Time: XXXday/X:00-X:50
Room: X-XXXX

First Year Enrichment (FYE) is designed to assist and support students in making a successful adjustment and transition to RIT and collegiate life. FYE meets one time per week and runs for 20 weeks; spanning Fall and Winter Quarters. The course is designed to include classroom experiences, individual coaching appointments, online resources and connections to the various services available to students across the RIT campus. Students receive one credit for successful completion of each of the required courses (FYE I and FYE II) and will be completed during their first year at RIT.

Goals of Course:

- To increase your sense of belonging by providing opportunities for you to connect to one another and to the greater RIT community;
- To provide opportunities for you to develop and appreciate relationships with fellow students, faculty and the community at large;
- To increase your awareness of the importance of informed decision-making;
- To foster a community that appreciates culture and diversity;
- To introduce you to resources and services within the RIT community; and
- To provide opportunities for you to develop personal goals, self-confidence, and personal responsibility for lifetime learning.

Course Expectations:

It is my intent to create a safe and respectful classroom environment in which all ideas can be expressed and exchanged. In order for the course to be successful, I'll need you to find a balance of participating, listening and thinking about course material at a college-appropriate level.

As a general rule, cell phones and other electronic communication devices should be turned off before entering the classroom.

We will develop more detailed expectations in class. .

Course Requirements:

- **Attendance/Participation**
 - Class attendance is required and will be recorded at each class session.
 - Attendance/participation equates to:
 - arriving to class on time and remaining for the full class period,
 - respectfully following the course expectations, and
 - engaging productively in class discussions and activities.
 - Please see the grading section of this syllabus for information on how attendance/participation can affect the final grade.

- * Students with 3 unexcused absences will most likely receive a final grade no higher than a "D". Students with 4 or more absences will be assigned a grade of F.
- **Performance Coaching**
 - The coaching component of FYE enables students to meet with their instructor individually to discuss a variety of transition topics including academic success, social involvement, and resources at RIT.
 - Students are required to participate in at least one ½ hour coaching session per quarter.
 - *Coaching is a graded assignment. I generally give full credit for attendance, and deduct points only for failure to attend. **If you accidentally forget, let me know so I don't make any assumptions about your good will***
- **Assignments**
 - Assignments are to be indicative of college level work.
 - Assignments must be completed according to specific instructions given by the instructor and grading rubric.
 - Assignments are to be turned in to the instructor by the beginning of the class in which they are due.
 - If you will be absent for any class session, assignment must be turned in to the instructor prior to your absence.
 - **Late assignments not will be accepted without special permission.**
- **Course Evaluation Survey**
 - It is a course requirement that you complete an evaluation survey during Week 9 of the Fall Quarter.
 - Survey results are confidential and will in no way affect your grades. Although instructors will receive reports indicating who has completed the evaluations, survey results will not be available for review until after all final grades are submitted.
 - Any questions regarding the evaluation process can be directed to Online Learning: online@rit.edu or 475-5089.
- **Student Responsibility for Missed Classes**
 - It is the responsibility of the student to obtain any information missed due to absence from class.

Grading:

The final grading distribution is as follows:

A: 100-90

B: 89-80

C: 79-70

D: 69-60

F: 59 & below

Assignment	Point Value
5 Assignments	
1. Online discussion post(s) about first three weeks of quarter	5 Points
2. Online discussion post(s) about multidisciplinary experience	5 Points
3. 3 in-class writings (3, 3 and 4 points each)	10 Points
4. Informational interview summary	10 Points
5. Résumé draft	10 Points
6. Cover letter draft	10 Points
Stretch Credit (Do something substantial outside your comfort zone)	10 Points
Winter Performance Coaching Appointment	30 Points

Participation (in class and online via myCourses discussion board)	10 Points
Final Winter Grade*	100 Points

*A final mark of "Incomplete" or "W" will not be issued for FYE

Course Outline - Winter Quarter		
Week	Topic	Comments/Assignments
Week 1	1. Informational Interview Prep. 2. Case Study Practice (Leadership and Group Dynamics Focus)	
Week 2	Multidisciplinary Work Stretch outside your comfort zone (and your classroom) to work through problems with a new set of collaborators.	<i>*Check myCourses for class location</i>
Week 3	Debriefing Discuss the results of your first two weeks with experts	<u>Due by Friday at 5:00 p.m.:</u> Answer questions posted at myCourses discussion board.
----- ENJOY YOUR BREAK! -----		
Week 4	Building a Better Résumé	<u>Due by Week 5 class:</u> Résumé and cover letter drafts (edited with "What annoys employers?" tips)
Week 5	Multidisciplinary Work	<i>*Check myCourses for class location</i>
Week 6	Multidisciplinary Work	<i>*Check myCourses for class location</i> <u>Due by Week 7 class:</u> Answer questions posted at myCourses discussion board.
Week 7	Housing Registration	<i>*Check myCourses for class location</i>
Week 8	Debrief multidisciplinary weeks Case study practice	<u>Due before Week 9 class:</u> Informational interview paper <i>*This due date may be negotiable, based on the flow of the quarter. Let's discuss.</i>
Week 9	Tell Employers Something They Don't Know Are today's students really a bunch of lazy anti-team players? Confront the accusations head-on.	
Week 10	FYE Wrap-up	<u>Due before Week 11 class time:</u> Recommendation letter.
Week 11 Exam Week:	Pick up résumé	

* If appropriate, the course outline may be adapted or changed to meet the needs of the class.

Academic Accommodations:

Rochester Institute of Technology is committed to upholding and maintaining all aspects of the Federal Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. If you are a student with a disability and wish to request accommodations, please contact the Office of Disability Services located in the Eastman Building, Room 2342, or call 475-7804. Any information regarding your disability will remain confidential. Because many accommodations require early planning, requests for accommodations should be made as early as possible. Any requests for accommodations will be reviewed in a timely manner to determine their appropriateness to this setting.

Academic Integrity:

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Winter Quarter Course Outline			Things to think about ↓
Week	Topic	Comments/Assignments	
Week 1			<ol style="list-style-type: none"> 1. Introduce new students and double check rosters 2. Review syllabus 3. Schedule coaching meetings with new and at-risk students 4. Prep students to go to Wk. 2 locations
Week 2	Multidisciplinary Groups Topic = Sustainability		Please review the learning outcomes associated with the block groups
Week 3			Be careful not to get behind on coaching sign-ups.
* * * * 2-Week Break * * * *			
Week 4			How are you going to make sure students go to the right locations for Week 5? (This will be more difficult than it sounds.)
Week 5	Multidisciplinary Groups		During midterm weeks, you might want to leave time to talk about how the students' more difficult classes are going. Is the quarter system everything we've made it out to be?
Week 6	Multidisciplinary Groups		Remember to build in time to ask students how their preparations for winter course registration are going.
Week 7	Housing Registration		CAST and some GCCIS sections will also meet with their academic advisors to prep for course registration
Week 8			
Week 9		<u>Due:</u> Course evaluation will be completed this week. (About 10 minutes)	
Week 10			Make sure you have time to do your own assessment. How did things go? What did the students like? What didn't go as well? What recommendations do they have for next year
Week 11			

* If appropriate, the course outline may be adapted or changed to meet the needs of the class.

First Year Enrichment Winter Syllabus Elements

Assignment	Point Value
# of Assignments ____	
1.	____ Points
2.	____ Points
3.	____ Points
4.	____ Points
5.	____ Points
6.	____ Points
Winter Performance Coaching Appointment	30 Points
Participation	____ Points
Other? _____	____ Points
Final Fall Grade*	100 Points

*A final mark of "Incomplete" or "W" will not be issued for FYE

Questions to Consider

How will you maintain contact with your students during the four weeks apart?

What strategies will you use to sign your students up for coaching during your weeks apart?

How will you facilitate students' comfort with each other in the multidisciplinary classes?

How will you get to know the students "visiting" for your multidisciplinary groups?

What activities make the most sense to help students learn to work successfully in groups for such a short period of time?

How will you grade attendance/participation/performance of the students in the multidisciplinary groups?



FYE Lesson Library



[Fall Lessons](#)

[Winter Lessons](#)

[Independent Study Resources](#)

[Multidisciplinary/Sustainability Lessons](#)

NEW!

[Multidisciplinary/Sustainability Resources](#)

NEW!

Looking for some ideas for upcoming classes? Here are some lessons that might help get you started. Feel free to tweak them or use as-is.

Need advice or ideas for lessons?
Have a great idea or resource to share?

















Log on to the FYE Instructors' discussion board at myCourses.

RIT Home	FYE Home	Instructor Resources	Curriculum Resources	myCourses	Helpful Links
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Questions or Concerns? Email colette.shaw@rit.edu



First Year Enrichment
Sample Lessons: Fall Quarter

Title	Description	Lessons (MS Word Documents)	Related Assignment
Making the Grade	Students will grade the performance of fictional students whose academic behaviors are not as easy to judge as they might think.		
Sticky Decisions	Students will work through case studies in which they have to deal with realistic college dilemmas. The situations are set up so there is no easy answer. <ul style="list-style-type: none"> Academic v. family commitments Possible conduct violation Career networking v. studying 		
Value\$	Students will be given an imaginary budget and asked to make spending recommendations to help RIT create programs and resources to help become more marketable in the workplace. They will then compare their budget to the current Student Government strategic plan and discuss opportunities for student leadership.		
RIT Customer Service	Students will put themselves in the role of an RIT staff member who must respond to common concerns and complaints from a variety of sources. Useful for helping students learn about the resources available on campus, as well as their responsibility to make their college experience a success.		
Who would you hire?	Students will put themselves in the role of an employer and choose from a pool of job candidates with a variety of strengths and red flags. The lesson addresses many areas of the fall FYE goals. Easy to adapt for different majors		
Are You Smarter than Your FYE Instructor?	Students will compete with their instructor to determine who can construct the most sophisticated answer to the question "Is illegal downloading actually bad?" Great follow-up to the "Who Would You Hire?" activity.		
What do you recommend?	Students must draft responses to an alumna who has asked her FYE instructor for a letter of recommendation. The instructor had a very positive working experience with the former student, but stumbles upon the woman's current Facebook page, which causes her to reconsider her endorsement.		
Time & Priorities	Through a forced choice activity students will be asked to consider the priorities of their values. Then they will be asked to consider how the way they use their time reflects those priorities.	 Lesson  Handout	
RIT Fix-It	Students work to create solutions to realistic college problems. Students will practice dreaming big while also facing challenges of feasibility.		The lesson document also serves as an assignment
Day of the Dawn	Students will put themselves in the role of Dawn Soufleris, RIT's Director of Student Conduct, to consider values and standards of accountability.		
Intro to the Student Early Intervention Program	A canned program designed by the Student Behavior Consultation Team to introduce students to the ways and means to report troubling behavior.	 Outline of presentation  Scenarios	
Add your own!	Submit an idea for a lesson we could add to the lesson library. Download the template on the right.		










RIT Home	FYE Home	Instructor Resources	Curriculum Resources	myCourses	Helpful Links
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Questions or Concerns? Email colette.shaw@rit.edu



First Year Enrichment

Sample Lessons: Winter Quarter

Title	Description	Lessons (MS Word Documents)	Related Assignment
"...Narcissistic Praise Hounds..." Yes or No?	Students discuss the truths and stereotypes about their unique generation. Spurred by a segment from "60 Minutes" about Millennials in the Workplace, students can confirm or deny (or both!) claims made by employers and educators.	 Facilitator Qs  "60 Minutes" Transcript for Interpreters	 "Teach Employers Something They Don't Know"
Building a Better Résumé	A simple practice sheet that can be used to draft a résumé from scratch or polish an already-existing vita.		
Cover Letters that Write Themselves	A quick lesson in how to write snappy, impactful and easy-to-write cover letters.		
Representativeness	Students will be placed in the role of Student Government president and work through a problem involving an allegation of cultural bias. Can the students take an honest look at themselves and help build trust within the RIT community?		
Futuritis	Students must take a look at their career dreams as weighed against ethics, relationships and other competing interests.		
New President in Town	Students will choose a successful RIT Presidential candidate from three fictional finalists. The lesson helps them learn about how colleges work behind the scenes, while creating an opportunity to practice leadership and communication skills.		
Turning Jargoneze	Students will take a jargon-filled article from a publication in their field and turn it into a presentation even an elementary school student could understand. Promotes creativity and communication skills.		





Pandemonium	Students will respond to a fictional health crisis on the RIT campus. The lesson promotes discussions on culture, leadership, values and creativity.		
Add your own!	Submit an idea for a lesson we could add to the lesson library. Download the template on the right.		


RIT Home	FYE Home	Instructor Resources	Curriculum Resources	myCourses	Helpful Links
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Questions or Concerns? Email colette.shaw@rit.edu

First Year Enrichment

Sample Lessons: Multidisciplinary/Sustainability

Title	Description	Lessons (MS Word Documents)	Related Assignment
The Cost of Shirts	Students will work through a dilemma involving the "costs" of sustainability, as compared to other values.		
Brainy, Brainwashed or Brain Dead?	Students will consider what they think they know about sustainability by tracing it back to the source.		
Economic Sustainability: Local and Global	Two case studies are included that explore employment and finances on campus and in the larger world.		
RIT's Black & Blue "Green" Report	The Sustainable Endowments Institute did a study of many universities to assess their greenness. RIT scored a D- on its sustainability report card. Are we really doing		

Card	that badly, or do students need to understand the story behind the score?		
Add your own!	Submit an idea for a lesson we could add to the lesson library. Download the template on the right.		

RIT Home	FYE Home	Instructor Resources	Curriculum Resources	myCourses	Helpful Links
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Questions or Concerns? Email colette.shaw@rit.edu

Sustainability Resources

Master Sheet of Web Resources (pdf)	This is the mother of all web resources, provided by the RIT Library. It contains RIT-specific links, such as the RIT Green Master Plan and general resources that refer to more global issues.
Consumer Consequences	From the producers of NPR, an avatar-based "game" that shows you the ecological results of your choices, and easy ways to make a big difference in your impact on the earth.
Stuff: The Secret Lives of Everyday Things	The book is a quick read, full of eye-opening facts about seemingly mundane information. The questions inside the back cover could lead to excellent class discussions. Check out the related website here and take the "stuff" quiz.
Employer Statistics	Having a tough time selling your students on the value of non-technical skills (such as those built through activities like multidisciplinary work)? Check out the latest national surveys of employers to see what their values are.
What NOT to teach	Check out the lessons being taught to elementary and middle-schoolers to make sure you're staying ahead of the curve with your FYE Smartness Factors.
FootprintNetwork.org	You and your students can calculate how many earths it would take to support you if everyone lived your lifestyle. Personalized and fun.
"Greening of RIT" Honors Project	In 2008, a group of RIT honors students designed their own FYE lesson. Their results are here.
The Story of Stuff	Annie Leonard's video shows where "stuff" comes from and where it ends up. Definitely biased to the left, but a good starting point for students to talk about what they know (and think they know) about their "stuff."
Road to Sustainability	YouTube resource that is informative and funny. The host is entertaining, and he speaks in student-friendly language. As an added bonus, the video is captioned!
RIT Rideshare	Set a good example by checking out the carpooling opportunities for students at staff.
Rochester Farm Share	Windy Meadow is a local farm from whom Rochester-area residents can purchase a weekly supply of produce. The prices and pick-up locations make living green very attractive.

RIT Home	FYE Home	Instructor Resources	Curriculum Resources	myCourses	Helpful Links
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Questions or Concerns? Email colette.shaw@rit.edu

UNIV101U: First Year Seminar Fall 2008

Instructor:
Phone:
Office Hours:

Office:
E-mail:

Required Text:

Shaw/Gardner/Jewler, "Connecting with Boise State: The First Year Student Guide", 2008, Cengage Learning.

Course Goals:

This course assists students in preparing for success at Boise State University. An interactive approach is utilized to encourage students to develop positive relationships in the classroom, carrying that beyond the classroom. During this course, students have the opportunity to:

- Acquire information/support to effectively deal with common transition issues.
- Develop a familiarity with the physical surroundings of the university environment and acquire an understanding of academic support services available to students.
- Discuss expectations and perceptions of the university with peers, faculty and staff.
- Discuss expectations and perceptions of yourself with peers, faculty and staff.

Specific Learning Outcomes:

- Identify self-management principles
- Identify self-responsibility principles
- Explore interdependence concepts
- Identify personal barriers in education
- Demonstrate effective time management skills
- Identify own learning style
- Access resources on campus
- Develop an achievable four-year plan
- Discuss transition topics with peers
- Explore classroom civility issues
- Apply knowledge of self-management principles
- Evaluate and apply self-responsibility principles
- Develop interdependence and work effectively within groups
- Evaluate personal transition issues
- Synthesize personal, Boise State and community roles in own education/learning process
- Apply own personal learning style/approach to multiple courses
- Achieve academic and social balance
- Increase comfort in working with faculty

How to Do Well in My Class:

1. Attend – this is number ONE!
2. Prepare – read in advance
3. Arrive on time
4. Actively participate in discussions
5. Be respectful of your fellow classmates
6. Turn you cell phone off
7. Bring all required materials to class
8. Turn your work in on time
9. Don't ask for an extension of time on homework or projects
10. Have fun!

Student Code of Conduct:

Refer to Boise State's Student Code of Conduct for definitions of cheating, plagiarism, and other forms of academic dishonesty as well as policies and procedures for handling such cases. The Code of Conduct is found at

<http://www2.boisestate.edu/studentconduct/>

Semester Plan:

WEEK	TOPIC	ASSIGNMENT	DUE
1	Introductions, Syllabus, Course Expectations	<p>Review Course Syllabus, Attendance Expectations and Assignments</p> <p>Review Boise State Shared Statement of Values and Student Code of Conduct</p> <p>Self Assessment: College Makes the Difference, page 15.</p> <p>In Class Exercise: Review the Strategies for Success on pages 16 – 19. Highlight strategies you will follow through with during your college career? Identify ONE strategy that you will focus on this semester and write your name and the strategy on the 3 x 5 note card.</p> <p>Writing Assignment: ONE PAGE. Why Am I Here? How can practicing that ONE strategy support your success? Due next class.</p>	
1	First Year Read, Self Responsibility	<p>Discussion: Why does Boise State University Have a First Year Read? Why do you think Boise State selected "Three Cups of Tea"?</p> <p>Discussion: What does a college education mean to you?</p> <p>Small Group Exercise: What are the main differences between high school and college?</p> <p>In Class Writing: What does it mean to me to be responsible for myself? What will I need to do differently in college?</p> <p>Reading for next class: Learning Styles and Personality, pages 249 – 261 and Expectations in the Classroom Expectations, page 229.</p> <p>Assignment for next class: Review the MBTI categories and identify those that fit you.</p>	Why Am I Here? Writing Assignment
2	Classroom Expectations Learning Preferences	<p>Discussion: What is your responsibility related to classroom expectations? How will you demonstrate your self responsibility?</p> <p>Discussion: What is your psychological type? Do the descriptions in the text match what you know about yourself?</p> <p>In Class Writing: In what class have you been most successful? Identify the psychological type that correlates to your success in that class. How can you use your personality style for better learning?</p> <p>Reading for next class: Active Learning, pages 263-280. Also read Group Roles for UNIV101U.</p>	MBTI Results

		Assignment: College Experience Report – must include Convocation. Due in week 4.	
2	Active Learning, Collaborative Learning	<p>Discussion: What does it mean to be an active learner? What active learning behaviors have you demonstrated in this class?</p> <p>Review reading from text: "Ten Strategies for Getting Students to Take Responsibility for Their Learning."</p> <p>Discussion: What strategies have you used? Whose ultimate responsibility is it for your learning? Why?</p> <p>In Class Writing: What groups have been involved with? What role do you normally take in a group?</p> <p>Reading for next class: pages 33 – 37 and 55 – 75.</p>	
3	Collaborative Learning	<p>Discussion: First Year Read</p> <p>Exercise: Case Studies – Connecting with Resources and Identifying College Campus Activities</p> <p>Reading for next class: Succeeding with Peer Study Groups, page 289.</p>	
3	Self Responsibility and Interdependence	<p>Exercise: Complete the Group Work Rubric</p> <p>Reading for next class: Plagiarism, pages 281 – 290.</p>	
4	Writing in College	<p>One minute paper: What is the most important/valuable "thing" you have learned to this point?</p>	
4	Making the Faculty Connection	<p>In Class Exercise: How To Talk To Your Instructors, pages 77 – 78.</p> <p>Reading for next class: page 175 – 180</p> <p>Assignment: Faculty Interview, due in week 8</p>	College Experience Report
5	Making the Academic Advising Connection	<p>Discussion: First Year Read</p> <p>One minute paper: Why is advising important to your success as a student?</p> <p>Reading for next class: Time Management and Managing Your Money, pages 81 – 116.</p> <p>Assignment: Academic Advising confirmation, due week 11.</p>	

5	Self Management	Reading for next class: Listening, Note-Taking and Participation and Taking Tests, pages 119 – 160.	
6	Self Management	Reading for next class: Diversity on Campus, pages 205 – 226.	
6	Diversity		
7	Diversity and Interdependence	Discussion: First Year Read	
7	Physical/Mental Health and Stress Management	Reading for next class: pages 161 – 173.	
8	Academic Resources	Exercise: Developing an academic plan. Reading for next class: pages 181 – 204.	Faculty Interview
8	Academic Resources – The Library	Assignment: Researching procrastination using the Library. Due next week.	
9	Classroom Civility		
9	Self- Management and Procrastination		

10	Self-Management and Time Management		
10	Self-Responsibility and Choices		
11	Common Experiences	<p>Discussion: First Year Read</p> <p>Assignment: THREE PAGE paper. How has this book added to your understanding of other cultures and a geographic region few Americans have an opportunity to experience first-hand? What are your impressions of the book? Why was it important to have this common experience with other students?</p>	Advising Confirmation
11	Major and Career Exploration	<p>Class presentation: Career Center</p> <p>Assignment: Complete the DISCOVER program, due week 14</p>	
12	Major and Career Exploration		
12	Processing Transition Issues	<p>Exercise: Processing Transition Issues – the first semester in review.</p> <p>Assignment: THREE PAGE paper. What is an educated person? Due in week 15.</p>	
13	Review academic skills		
13	Review academic skills		

14			Confirmation of completing DISCOVER
14			
15			
15		Exercise: Advice to New Students In Class Assignment: Complete course evaluation	Paper: What is an Educated Person?
16			

Assignments:

ASSIGNMENTS	POINT VALUE	DUE DATE
In Class Writing		
Academic Plan		
Advising Confirmation		
Faculty Interview		
What is an Educated Person?		
The College Experience Report		
First Year Read paper		
Class Attendance		
Complete DISCOVER		
One-Minute Papers		

Grading:

Total Points Available –

points = A

points = B

points = C

points = D

Less than = F

Evaluation Policies:

Writing assignments completed outside of class must be typed, double spaced, 12-point font with 1-inch margins, including title of paper, student name, and date. Untyped writing assignments will not be accepted. If you have concerns, see the instructor immediately.

Attendance and participation is not optional. This is a discussion based class and you can't participate if you are not here! You do have a choice. Just like your work situation, you can call in sick or take leave. However, you are accountable for the work that must be completed and is due on a certain date. You must call me PRIOR. Again, attendance is your

choice and the consequence for missing a class is that NO WORK occurring in class can be made up and NO POINTS for attendance can be recovered. You decide your own grade for attendance and participation.

Overview of Assignments:

Students must satisfactorily complete the following assignments as required by the instructor:

The "College Experience" Report: Choose 3 activities to attend. One of those activities MUST be Convocation. You may also select one activity online – Arbiter podcasts, read the Arbiter online, complete an online study module (through Advising and Academic Enhancement) or take a Boise State University sponsored assessment online (most are in the area of Health, Wellness and Counseling). Provide a written overview of the activities. What were they? Why did you choose the activities? Did they meet your expectations? What was the purpose of the activities? What did you learn? How will you apply that to your college experience? Think about this one – how can you apply what you learned? This will require some critical thinking. Even attendance at a football/basketball game can aid your overall learning process in college. Papers which do not address what you have learned and how you plan to apply that learning will receive a failing grade. **Assignment due:**

Faculty Interview assignment: Choose an instructor from one of your classes (not UNIV 101U). You can also choose a professor from an area of study you are interested in majoring in.

1. Set up your interview in advance. Talk with your instructor before or after class; send an email message, or make other arrangements so that you have set a specific date and time. Plan on at least a 30-minute appointment. Make sure you know the location of the instructor's office.
2. At a minimum, ask the following questions. Feel free to ask others that interest you, too. For example, if you are considering a major in this field of study, ask about the program of study and career options.
 - a. Tell me about your academic discipline (field of study) and how it relates to this class.
 - b. At what point in your life did you decide to teach? How did it come about?
 - c. What do you like most and least about teaching?
 - d. What do you expect from your students, in general and for this class in particular?
 - e. What should your students expect from you?
 - f. What was your first year in college like?
 - g. What advice do you have for first-year students regarding success in their classes?
3. Write a one- to two-page summary of your interview/conversation with your faculty member. **Include** a) your faculty member's name; b) your class or intended major; c) the date and time of the interview; d) the questions you asked and the responses you received; and e) a reflection on what it was like to experience the interview/conversation.

Assignment due:

Advising confirmation: You must complete the Academic and Career Advising form provided by the instructor and the advisor must sign the form in approval. **Assignment due:**

What Is an Educated Person? Your essay on "an educated person" should identify from your perspective, what it means to be "educated". Your essay should be:

- At least 2 type written pages
- 1-inch margins all around
- Size 12 font

How you will be graded:

Grammar and spelling	30%
Meets criteria (length, margins, font)	30%
Content	40%

While the essay is open to your interpretation, the essay should (at minimum) cover the following:

1. From your perspective, what are the processes of becoming educated? (Individual learning processes as well as institutional processes)
2. How do you know you are "educated" and/or if someone else is "educated"?
3. What types of attitudes, beliefs, or experience help facilitate your educational process and ultimately, you and others becoming "educated"?
4. What messages does US society send about being "educated"?
5. Assuming you wish to be "educated", why do you wish to be educated? What is the benefit to you to become educated? If you don't wish to become educated, please explain.

In class writing:

In class exercises:

One-minute papers:

ID 117: THE ART OF BEING HUMAN

COURSE DESCRIPTION

The focus of this course is on the college *student*. It has been intentionally designed for the purpose of promoting your success—both in college and in life after college—by fostering the development of skills or strategies that are valuable and applicable *across subjects* (transferable, cross-disciplinary skills) and *across time* (durable, lifelong learning skills).

There are three, overarching *objectives* or *intended outcomes* of this course:

- (1) To *connect* students with other *students*—i.e., to facilitate student formation of peer-support networks and peer-learning communities;
- (2) To *connect* students with the *college*—i.e., to foster student appreciation of the meaning and relevance of the college *curriculum* (liberal arts & sciences), to promote student involvement in the *co-curriculum* (out-of-class experiential learning), and to increase student utilization of *campus support services* (academic-support and student-development services);
- (3) To *connect* students' *present* college experience with their *future* goals/plans—i.e., to enable students to integrate their current curricular and co-curricular experiences with their decisions about their college *major*, their four-year *college* for transfer, and their future *career* path.

Special emphasis will be placed on understanding and appreciating the value of *general education* and the academic disciplines that comprise the *liberal arts and sciences*, namely:

1. **Humanities**—which focus on the human condition, asking such questions as: Why are we here? How should we live? What is the good life? Is there life after life?
2. **Fine Arts**—which focus on the art of human expression, posing such questions as: What is beautiful? How do humans express themselves aesthetically and creatively?
3. **Natural Sciences**—which focus on the physical world and natural phenomena, addressing such questions as: What are the causes of physical events in the natural world? How can we predict or control natural phenomena?
4. **Behavioral & Social Sciences**—which focus on explaining human behavior, both individual and social, pursuing such questions as: Why do people behave the way they do? How can we better predict or control human behavior?

These academic disciplines will be examined in conjunction with, and in relation to the following *dimensions* of *holistic* ("whole-person") *development*:

1. **Personal**—self-identity, self-management, and self-improvement.
2. **Intellectual (Cognitive)**—learning how to learn; critical and creative thinking.
3. **Social (Interpersonal)**—increasing the quality and depth of human relationships.
4. **Emotional (Affective)**—coping skills and mental health.
5. **Physical**—bodily health, wellness and optimal functioning of the human body.
6. **Spiritual**—searching for meaning or purpose in life, and exploring relationships that transcend the natural world.
7. **Ethical**—clarifying personal values and achieving consistency between convictions & actions.
8. **Vocational (Career)**—exploration and evaluation of career alternatives and their relationship to the selection of a college major.

COURSE & INSTRUCTOR INFORMATION

Instructor's *Name*: Joe Cuseo

Instructor's *Educational Background*: B.A., Psychology; M.A., Experimental Psychology;
Ph.D., Educational Psychology

Course *Time*: 11-11:50, M-W

Course *Section #*: 07

Classroom: C-203

Instructor's *Office*: Building 5 (Rm. #224)

Office Phone: 310-377-5501 (ext. 235)

Office E-Mail: jcuseo@marymountpv.edu

Phone: (562) 431-8051 [Please try to call before 10 PM. Thanks]

Home E-Mail: jcuseo@earthlink.net

Office Hours:

Monday (12:15-1:45; 4:15-5:45)

Tuesday (11:00-4:00)

Wednesday (12:15-1:45; 4:15-5:45)

Thursday (by appointment);

Friday (11-1:45, 4:15-5:15)

Also, individual appointments can be made at other times if these hours are inconvenient for you. Please note: Sometimes I need to photocopy teaching materials or attend college meetings during my scheduled office hours. If I have to leave my office for either of these reasons, I'll leave a note on my door indicating where I'm at and when I hope to be back; also, I'll leave a note pad for any messages you would like to leave me, and for your phone number—if you would like me to call you. Feel free to use my office hours to discuss the course in particular, college in general, or your future educational and career plans.

Textbook: Cuseo, J. B., Fecas, V. S., & Thompson, A. (2007) *Thriving in College & Beyond: Research-Based Strategies for Academic Success and Personal Development*. Dubuque, IA: Kendall/Hunt.

Marymount College Mission Statement

The Marymount College community provides a caring, person-centered educational experience rooted in a Catholic heritage. We promote student appreciation for a rigorous search for wisdom through a value-based education in the liberal arts and sciences, culminating in the development of a meaningful philosophy of life, prudent selection of a major, acquisition of an

associate degree, and successful transfer to a four-year college and university.

Our academic and co-curricular programs aspire to prepare students to be thoughtful, caring, and effective members within their family, community, society, and the world. We seek to develop a sense of universal meaning, a global and historical perspective, and a shared understanding of the common humanity that is the basis for community among diverse national, cultural, and social backgrounds. Reflective personal insight, a spirit of service to others, and a concern for social justice through a commitment to living in an ethically responsible way are significant characteristics of the education we foster. We enable students to develop the foundation for competencies necessary for entry, growth, and success in chosen careers as well as the enthusiasm to be a lifelong learner.

Our overarching vision is to develop men and women with maturity, intellectual curiosity, and the skills to succeed. A Marymount College education provides for this learning experience to persons of diverse backgrounds, ages, and levels of academic preparedness.

Academic Integrity Policy

Marymount College believes that an ethical base for conduct is inseparable from the knowledge and skills base that you are developing as a college student. Therefore, the core values of honesty, trust, fairness, respect, and responsibility are of the utmost concern in every class. Students are expected to be aware of and adhere to the College's policy on academic integrity, which is stated on pages 37-38 of the student handbook, *The Anchor* (2003). A copy of the procedures for dealing with violations of academic integrity may be obtained from the Office of Academic Affairs.

Learning Disability Assistance

If you feel that you may need special help for a learning disability, please make an appointment with *Ms. Ruth Proctor* in the *Learning Center*.

COURSE CONTENT: TOPICS & SUBTOPICS

UNIT 1.

INTRODUCING THE CLASS & THE COURSE

1.1 Getting to Know *You*: Instructor-Student Connections

* In-class Exercise: The "Student Information Card"

1.2 Getting to Know the *Course*: What is the "Art of Being Human?"

* Assignment: Submit passport for orientation-week participation

* Assignment: Journal entry, "First Impressions"

1.3 The *Fist-Year* College Experience: Potential Thrills & Spills

* Reading Assignment: *Thriving in College*, Preface & Introduction.

UNIT 2.
INTRODUCTION TO HIGHER EDUCATION
AND TO MARYMOUNT COLLEGE

- 2.1** The College *Curriculum*: Academic Learning Experiences
 . Liberal Arts & General Education
 > Academic Specialization: The College Major
- 2.2** The College *Co-Curriculum*: Out-of-Class Learning Experiences
 > Holistic Development
 > Student Development Services & Activities
- 2.3** *Marymount College*: Mission & Goals

* Reading Assignment: *Thriving in College*, Chapter 2.

UNIT 3.
NAVIGATING THE COLLEGE EXPERIENCE:
HOW TO “DO COLLEGE” & WHAT TO DO NOW!

- 3.1** *College Success*—The “Big Picture”: A Long-Range Plan for the “Total Trip”
- 3.2** *What to Do Now*—“First Steps” for Success in the First Weeks of the First Term
 > *Active Listening & Note-Taking*
 > *Reading Comprehension & Retention*
 > *Managing Time & Organizing Materials*

* Reading Assignment: *Thriving in College*, Chapters 1 & 4.

UNIT 4.
PERSONAL DEVELOPMENT: SETTING GOALS,
MAKING CHOICES, & PLANNING YOUR FUTURE

- 4.1** Taking a *Long-Range* View of Your *Future*: The “Big Picture”
- 4.2** Planning for *General Education*: Selecting an Associate Degree Tract (A.A./A.S.)
- 4.3** Planning for *Academic Specialization*: Identifying a College Major
 * In-class Exercise: COPS Interest Inventory (self-assessment of major/career interests)
 * Extra-Credit Option: 4-Year College Educational Plan—Junior & Senior Years
- 4.4** Planning for a *Career*: Exploring Vocational Options
 * Assignment: Career Exploration & Choice

* Assignment: The “Team Presentation”

* Reading Assignment: *Thriving in College*, Chapters 3 & 9.

UNIT 5.

INTELLECTUAL (COGNITIVE) DEVELOPMENT:
LEARNING HOW TO LEARN

5.1 Enhancing *Learning & Memory*

5.2 Thinking *Critically & Creatively*

5.3 Improving Academic Performance on *Tests & Assignments*

* Reading Assignment: *Thriving in College*, Chapters 5 & 6.

UNIT 6.

SOCIAL DEVELOPMENT:
**INTERPERSONAL COMMUNICATION, HUMAN RELATIONS, &
HUMAN DIVERSITY**

6.1 Enhancing *Social Skills & Social Intelligence* (verbal communication and conversational skills; nonverbal communication)

6.2 Working *Harmoniously with Others* (cooperation, collaboration, and teamwork; resolving interpersonal conflicts)

6.3 *Male-Female Relationships* (dating, romance, love; gender differences in communication style; sex roles, sexism, sexual harassment; sexual assault, date rape)

Reading Assignment: *Thriving in College*, Chapters 8 & 11.

UNIT 7.

WELLNESS:
MENTAL & PHYSICAL HEALTH

7.1 Identifying and Coping with Common College *Stressors*

7.2 Distinguishing between *Good Stress* (Eustress) and *Bad Stress* (Distress)

- 7.3 *Stress-Management* Strategies (deep breathing, muscle relaxation, visual imagery, thought control)
- 7.4 *Exercise & Fitness* (aerobic & anaerobic exercise; developing regular exercise habits and routines)
- 7.5 *Rest & Sleep* (sleep cycles & needs, sleep-interfering habits, sleep deprivation)
- 7.6 *Diet & Nutrition* (elements of a balanced diet, nutritious vs. junk food, dietary deficiencies, eating disorders)
- 7.7 *Substance Use & Abuse* (motives for & patterns of drug use; alcohol & binge drinking; nicotine; illegal drugs)
- * Reading Assignment: Chapters 12 & 13.

UNIT 8.

TEAM PRESENTATIONS & COURSE “WRAP UP”

- 8.1 Team Presentation #1. *Cognitive* (Intellectual) Development
- 8.2 Team Presentation #2. *Emotional* Development
- 8.3 Team Presentation #3. *Physical* Development
- 8.4 Team Presentation #4. *Social* Development
- 8.5 Team Presentation #5. *Character* Development

Reading Assignment: *Thriving in College*, Epilogue.

IN-CLASS LEARNING ACTIVITIES & ASSIGNMENTS

SELF-ASSESSMENTS

Throughout the course, you will be given multiple opportunities to assess yourself with respect to your personal strengths, interests, values, habits, and plans. These assessments are designed to give you insight into who you are, where you're going, and how you can get there.

MINUTE PAPERS

At the end of most class sessions, you will be assigned a “minute paper” which involves a short (one-paragraph, one-minute) written response to a question relating to the day's topic. These short writing exercises are intended to help you “pull together” and “lock in” the major point of the day, as well as enable you to make a personal “connection” with the material covered.

CLASS ATTENDANCE POLICY

Although no formal “roll call” will be taken and there will be no set penalty for missing a certain number of classes, keep in mind that approximately 30% of your final grade will be based on self-assessments and minute papers which are assigned and collected at the end of class. *No make-ups can be given for these in-class assignments because they are tied to a particular class session and completed during class time.* So, if you miss classes, you will be missing these in-class assignments and losing points that count toward your final course grade.

More importantly, however, your attendance and participation in class is essential for a complete learning experience. The type of learning that takes place as a result of social interaction between you and your instructor, and between you and your classmates, represents a unique learning experience that cannot be attained on an individual basis. I feel that you have a personal responsibility to your instructor, to your classmates, to those who are supporting you in college, and, most importantly, to yourself—to attend class and be part of this important social learning experience. So, please attend class consistently. Thanks!

- Joe Cuseo -

OUT-OF-CLASS ASSIGNMENTS & DUE DATES

1. Participation in Orientation-Week Activities

During orientation week, *prior to the start of classes*, you were required to attend a number of events or activities that were designed to get you off to a fast start at Marymount and facilitate your transition to college. For each event you attended, you received a stamp on your student “passport.” Please turn in your passport to me during the first week of class so I can award you with course credit for each event attended.

If you missed some or all of these orientation-week activities, you will be allowed to make-up certain activities by completing them during the first few weeks of the semester. More information about what particular activities can be made up will be provided during the first week of class.

- **DUE DATE** (for Passports): *First Week of Class*

2. “Prompted” Journal Entries

At critical time periods during the first semester (e.g., beginning, middle, and end) you will be asked to complete a *short* (two-paragraph) personal response to a question or incomplete Sentence, which is designed to tap your feelings and perceptions about the college experience at that particular point in time.

The intent of this assignment is to detect time-sensitive transitions or “rhythms” of development during your first semester of college life, and facilitate your passage through these transitions.

- **DUE DATE**: *Class Period Immediately Following Journal Assignment*

3. Co-Curricular Experience “Reflection Papers”

This assignment requires you to attend at least two *out-of-class activities or campus events per month* (i.e., two in September, October, & November) for a total of 6 during the fall semester. You will receive a “menu” of scheduled co-curricular experiences for each month of the fall semester.

Points will be awarded for different co-curricular activities; some activities will be worth more points than others, because they involve more time and effort. A *minimum of 60 points* will be required, and *extra credit* will be awarded for more than 60 points (up to 100 points).

After participating in a co-curricular event, you will be asked to submit a short “reflection” paper that asks you to respond to a series of short questions designed to assess your personal reaction to the event.

The reason for this assignment stems from college research that strongly suggests that student involvement in out-of-class (campus) activities increases student satisfaction and success in college, and enhances student success after college.

- **DUE DATE: *Within One Week After Attending the Event or Activity***

4. Learning and Study Strategies Inventory (LASSI)

This is a self-assessment of your learning habits, strengths, and areas that may need to be strengthened to maximize your performance in college. This inventory can be taken at any computer connected to the Internet; it takes about 20 minutes to complete. The web address, user name, and user password are contained in the instructions you received during orientation. You’ll need to type in our school code (#74837) to log on. The program will ask you to type in your first name, last name, ID#, and e-mail address. Please add our class section number (#7) after your last name.

After you’ve completed the inventory, please give me a copy of your results. (If you have any questions or problems with this program, someone in the Learning Center will be glad to help you.)

5. Major & Career Exploration

This is an inventory designed to help students and identify a college major and cluster of careers related to that major. You will be provided with enough inventories for all students in your class, and they will complete this inventory *in class*. (If you are absent on the day the inventory is administered, you should complete it on your own time.)

6. Marymount Educational Plan: Freshman and Sophomore Years

This assignment asks you to make an appointment *to meet with your academic advisor* and “map out” a *long-term course plan* for your first two years of college. This “map” will be recorded on a triplicate carbon-copy form—one copy is for your advisor to keep, one copy is for you to keep, and one copy is for me—so I can award you with course credit for completing the assignment. Along with a copy of your course plan, please turn in your written responses to the short questionnaire titled, “*Personal Reflections on Your Two-Year Plan.*”

Note: You will make an appointment with your advisor during “PREP WEEK” (first two weeks in October) to work together on this educational plan. Prior to PREP WEEK, the Director of the Advisement & Transfer Center, or the Director of Course Articulation & Transfer—will visit our class to help prepare you for this assignment.

- **DUE DATE** (for turning in your plan & personal reflections): **OCTOBER 3**

7. Alcohol Education (On-Line Course)

A one-hour program completed by *on-line* anytime from October 15th thru October 19th.

8. Team Presentation

This assignment will enable you to research a potential career area or area of personal

development that interests you, and will also provide you with the opportunity to work collaboratively with a team of peers who have an interest in the same area. Your team will deliver a 20-25 minute *group presentation* to other members of the class, and you will develop your own *one-page outline* (including references) of your particular section of the presentation.

More specific details about the nature of this assignment, its due dates for “installments,” and its grading criteria will be presented during the semester.

- **DUE DATE** (for 1-page outline & team presentation): During *final two weeks of class*—**NOVEMBER 26th – DECEMBER 7th**. (The specific date will depend on the specific major/career cluster you choose.)

Extra-Credit (Optional) Assignments

• ***Time Management Plan for the First Semester***

This assignment asks you to *meet individually with a professional in the Learning Center* to develop a *personalized time-management plan* for your first semester that incorporates your particular class schedule and out-of-class work plan.

• ***Self-Assessment Portfolio***

This optional assignment involves a report in which you review the different types of self-assessments you completed during the course (e.g., interest inventories, self-reflection exercises, journal entries, etc.) and identify any recurrent themes/patterns or variations/inconsistencies in your personal interests, abilities, values, and development during the first semester of college. (More specific details about this extra-credit assignment will be given in class.)

Note: Remember to save all the *self-assessments* you’ve completed during the semester so that you will be able to complete this assignment, if you decide to do it.

POLICY ON MISSING OR LATE ASSIGNMENTS

In this course, *one-quarter (25%)* of the total points for each assignment is based on *timeliness*—i.e., whether or not you complete it *on time*. For example, if an assignment is worth 20 points, you receive 5 of those 20 points just for turning it in on time; if you do not turn in the assignment on its due date, then you lose 25% of the total points for that assignment. You may still turn in a late assignment but it will not receive full credit, and the amount of credit you do receive will depend on how close to the due date the assignment is turned in.

The reason for this policy is to reward good time-management and self-discipline skills. Also, since many of the assignments in this course are specifically developed to promote college success at particular times or stages during the first semester of college, they need to be completed at those times in order for them to be most effective.

COURSE EXAMINATIONS

There will be ***two*** major examinations in the course (both equal in weight)—one at *midterm* and one *final*—during final exams week. The final (second) exam will not be cumulative or comprehensive—it will cover only material discussed following the midterm exam.

After we complete each major topic in the course, specific **learning objectives** will be provided to serve as study guides for exams. Exam questions will be derived exclusively from

these lists of specific learning objectives. Thus, you will be sure that you are spending time studying what is most relevant to the exam, and I will be sure that you're spending your study time on the most important course concepts—rather than wasting it on the memorization of irrelevant details.

Each exam will consist of a variety of *essay, multiple-choice, and true-false test questions*. This variety of questions should give all students an opportunity to demonstrate their knowledge in a form that best suits their particular test-taking style. Some students prefer and perform better on essays, while other students prefer and perform better on test questions that do not involve writing. Including a variety of questions also makes for a more balanced and valid (accurate) assessment of your knowledge of the course material.

Every effort will be made to provide *untimed exams*, so you shouldn't feel rushed or anxious because of time pressure—I will stay around as long as it takes for you to finish. Students who feel that they may qualify for special test accommodations because of any type of disability should make an appointment to see me, or contact Ruth Proctor in the Learning Center. The scoring method for the exams will be based on absolute standards (e.g., 95% = A, 85% = B, etc.)—there will be no grading “on a curve,” so I strongly encourage you to cooperate with other students in this course—compare notes, study together, and come together to see me for out-of-class assistance.

Midterm Exam: Mid-October

Specific date to be determined in a way that best accommodates class needs and avoids conflicts with exams scheduled in other classes.

<i>FINAL EXAM: Friday, DECEMBER 12th, 8:00 AM</i>
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* Note: Please check the dates of the final exams in all your courses, and be sure not to make Christmas vacation plans before your last scheduled final.

POLICY ON MISSING OR LATE EXAMS

Make-up exams will be given only if you provide me—*in advance*—with a legitimate and *documented reason* for missing the test. No make-ups will be given if you simply do not “show up” on the day of the exam.

CALCULATING YOUR COURSE GRADE

1. IN-CLASS LEARNING ACTIVITIES

* Minute Papers & Self-Assessments:

Total = 150 Points (25% of Course Grade)

2. OUT-OF-CLASS ASSIGNMENTS

* Orientation-Week Activities = 50 points (may be made-up during fall term)
 * Prompted Journals = 30 points

- * Co-Curricular Reflection Papers = 60 points
- * Learning & Study Strategy Inventory = 25 points
- * Marymount Educational Plan = 40 points
- * Major & Career Exploration = 30 points
- * Alcohol Education On-Line = 25 points
- * Team Presentation = 40 points

Total = 300 points (50% of Course Grade)

3. COURSE EXAMINATIONS

- * Midterm Examination = 75 points
- * Final Examination = 75 points

Total = 150 points (25% of Course Grade)

CAPSULE SUMMARY OF GRADING CRITERIA & GRADING SCALE

✓ *IN-CLASS* LEARNING ACTIVITIES = 150 Points

✓ *OUT-OF-CLASS* ASSIGNMENTS = 300 Points

✓ COURSE EXAMINATIONS = 150 Points

GRAND TOTAL = 600 Points

Points Achieved = Course Grade

- 570 – 600 = A (95%)
- 540 – 569 = A- (90%)
- 510 – 539 = B+ (85%)
- 480 – 509 = B (80%)
- 450 – 479 = B- (75%)
- 420 – 449 = C+ (70%)
- 390 – 419 = C (65%)
- 360 – 389 = C- (60%)
- 330 – 359 = D+ (55%)
- 300 – 329 = D (50%)
- 270 – 299 = D- (45%)
- 269 & ↓ = F

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PE 44A First-Year Experience: Spirit, Mind and Body

Friday 9:10am-10:30am in Gosman's Multipurpose Room (Main Floor)

Instructor: Michelle O'Malley, Director of Orientation and First -Year Programs

Office: Shapiro Campus Center, 2nd floor- suite 203

(781) 736-3742, momalley@brandeis.edu

Course Description:

This course creates a unique and positive learning environment, in which first-year students will be provided with the tools to help ensure their success. FYE: Spirit, Mind and Body introduces students to the role of higher education in society and their role, as students, within the community of scholars. Topics cover academic, social, and personal issues that are relevant to college students; students are encouraged to become active participants in making their experience what they want it to be.

Course Outcomes:

- Students engage in exploration and critical thinking of: the structure and purpose of a research university, the nature of peer interactions in a campus environment, and the process of individual personal development in terms of values and success skills.
- Students gain an understanding of the roles of faculty, students, administrators, and the community in the formation of the political, social and educational culture of the campus.
- Students participate in a cooperative learning experience involving small group discussions and projects focusing on the university experience.

Learning Outcomes:

- Students will be aware of personal values including: citizenship, integrity, respect, civility, lifelong learning and embracing diversity, and how their actions effect them and others around them. Students will be able to engage in self-exploration and critical thinking.
- Students will feel and be connected to the University, its resources, faculty, staff, administrators, and peers. They will be enmeshed into the community and realize the community and culture is theirs to create.
- Students will develop and utilize their interpersonal skills through experiential and community engaged learning.

Requirements:

Attendance in class

Participation in and out of class

Maintain weekly e-journal due every Monday night to momalley@brandeis.edu

Readings: Articles, Chapters and Text (Navigating the Research University by Britt Andreatta, Ph.D.)

Meeting with instructor twice during the semester

Mailbox, voicemail, and email maintenance

- If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you please see the instructor after class.
- You are expected to be familiar with and to follow the University's policies on academic integrity (see <http://www.brandeis.edu/studentlife/sdc.>) Instances of alleged academic dishonesty will be forwarded to the Student Conduct System.

August 29: Welcome and Introductions

Read Chapter 6: pages 201-233 for next class.

First e-journal entry due Monday. Topic: Describe your experience upon arriving at Brandeis, including separation from family and friends, orientation, roommate(s), classroom and other "first" experiences leading up to and including this upcoming weekend.

Sept. 5: Your First-Year Experience

Read Chapter 6: pages 201-233 for this class.

In-Class Exercise: Tinto's Forced Choice

In-Class Exercise: How Did I Get Here?

In-Class Exercise from: *Case Studies for First-Year Experience Students (Family Support, Roommate Dilemma, Lonely Louie)*

In-Class Exercise from: *Foundations: A Reader for New College Students (Trouble with Parents, Loneliness, The Next Generation)*

Next Journal Entry due Monday: page 231, exercises 2 and 3.

Sept. 12: What do you Value?

Read Chapter 4: pages 128-160 for this class.

Read Chapters from *The Four Agreements*

In-Class exercise: Creating Your Own Personal Mission Statement

Next Journal Entry due Monday: pages 156-160, exercises 1 (interview your OWN parent or guardian) and 3.

Sept. 19: Integrity and Academic Success

Read Chapters 1 and 2: Pages 1-87 for this class.

In-Class exercise from: *Case Studies for First-Year Experience Students (The Athlete, Chemistry, He Was My Friend)*

In-Class exercise from: *Foundations: A Reader for New College Students (Learning Styles: They Can Help or Hinder)*

Next Journal Entry due Monday: pages 83-87, exercises 1-4.

Sept 26: Citizenship

Read article "Educating Undergraduates for Responsible Citizenship" from *Change*, November/December 2003 Issue

Read Chapters from *Educating Citizens*

In-Class exercise from: *Case Studies for First-Year Experience Students (What's the Matter?)*

Next Journal Entry due Monday: Describe a volunteer or other experience that depicts you as a contributing citizen in your hometown community.

Oct. 3: Respect, Health and Safety

Read Chapter 5: pages 161-200 for this class.

In-Class exercise from: *Case Studies for First-Year Experience Students*
(*Mr. Lucky, Confused, and Relationship*)

In-Class exercise from: *Foundations: A Reader for New College Students* (*Virtual Legality: An Overview of Your Rights and Responsibilities in Cyber Space*)

Next Journal Entry due Monday: Describe a negative experience you or a friend had involving alcohol, drugs or a sexual activity. How did you respond as a friend? How did this experience make you feel? What would you do if you or a friend encountered a similar experience while at Brandeis? What resources and rights are available to you as a student?

Oct. 10: NO CLASS

Oct. 17: Civility

Read Chapters from "*Choosing Civility*"

In-Class exercise from: *Case Studies for First-Year Experience Students*

Next Journal Entry due Monday: What does civility mean to you? How do you embody and act as a civil person in your everyday life? How could we encourage increased civility at Brandeis?

Oct. 24: Lifelong Learning

Read Chapters from *Orientation To College* (*Maslow's Theory of Self-Actualization, Team Learning, Dialogue, and Discussion, Holland's Theory of Vocational Personalities and Environments, Liberal Education, Work, and Human Development*)

In-Class Exercise: Learning Circles

Next Journal Entry due Monday: Spread the joy of Lifelong Learning by doing the Learning Circles exercise with your parent, roommate or friend. Forward their responses.

Oct. 31: Embracing Diversity

Read Chapter 7: pages 236-284, and handout for this class.

In-Class exercise from: *Foundations: A Reader for New College Students*
(*Learning From Differences, How Discrimination Works and Why It Matters: Five Personal Statements, I Have a Dream*)

Read Chapters from *Orientation To College* (*Diversity, Community, and the University*)

Next Journal Entry due Monday: pages 281-283, exercises 1 and 2.

Nov. 7: Communication and Leadership Development

Read Chapter 8: pages 285-321 for this class.

Next Journal Entry due Monday: pages 319-321, exercises 1, 2 and 4.

Nov. 14: Group Presentations

Next Journal Entry due Monday: Submit your "I Believe..." Statement and how it felt for you to write/share something so personal.

Nov. 21: Group Presentations

Next Journal Entry due Monday: Go to the Hiatt Career Center website and prepare your resume and also complete your typefocus. Were you surprised by the typefocus results? How does this effect the way you work and play with others? What leadership opportunities do you plan on submitting your resume to and why? What are your extracurricular interests as you plan your sophomore year?

Nov. 28: NO CLASS

Next Journal Entry due Monday: pages 332-334, exercises 1 and 2. Also write a confidential letter to yourself of goals you hope to achieve at the end of your sophomore year. Be sure to visit Hiatt to have your resume approved!

Dec. 5: Last Class: FYE Goals, Evaluations & Celebrations

Read Chapter 9: pages 322-334 for this class.

In-Class exercise from: *Foundations: A Reader for New College Students (To The Graduates)*

FYE Goals & Assignments	Deadline	Completed
Personal E-Journal	Mondays	
Attend the "Digital Self-Defense" Program	Sept. 4	
Attend the "Ultimate Road Trip" Program	Sept. 17	
Meet with your Academic Advisor (post-Orientation)	Oct. 10	
Visit the office hours of at least 1 of your professor's	Oct. 10	
Visit Gosman's workout areas	Oct. 10	
Attend the "Ultimate Money Skills" Program	Oct. 15	
Attend the "Roosevelt Recommends" Program	Oct. 26	
Complete your Personal Mission Statement	Nov. 10	
Complete your "I Believe..." statement	Nov. 17	
Group Presentation	Nov. 21	
Attend Louispalooza!	Nov. 22	
Attend at least 1 Cultural Event	Nov. 22	
Complete your TypeFocus	Nov. 24	
Participate in at least 1 Community Service Project/Activity	Dec. 5	
Visit Hiatt to have your resume approved	Dec. 5	
Write a confidential letter of goals you hope to achieve at the end of your sophomore year	Dec. 5	

FIRST-YEAR PROGRAMS

Wednesday, September 3 at 7:00 pm in Shapiro Lounge of Massell Quad and

Thursday, September 4 at 7:00 pm Polaris Lounge of North Quad

Putting Your Best Face Forward: Digital Self Defense

Have you ever been harassed online? Are you tired of dealing with spyware and viruses? Do you want to protect your bank account from Internet thieves? How about your reputation and identity on your Facebook account? We'll tell you in plain English about simple things you can do to be safer online, and we'll answer all of your questions. Pizza and refreshments provided.

Monday, September 10 at 6:00 pm

Shapiro Campus Center Atrium

Waltham Group's Recruitment Night

Wednesday, September 17 at 5:00 pm in Shapiro Campus Center, Multipurpose Room

Ultimate Road Test

*Covers time and stress management skills, maximizing academic performance, and gaining experience through networking, internships, jobs and extracurricular activities.
FREE PIZZA!*

Thursday, September 25 from 12-3pm in Shapiro Campus Center Atrium

Waltham Group's Community Service Fair

Bringing in Boston-based service organizations to recruit Brandeis volunteers.

Wednesday, October 15 at 4pm in Shapiro Campus Center, Multipurpose Room

Ultimate Money Skills

Shows students appropriate credit use, the basics of banking, designing their own budget, taking control of student loan debt, and protecting their identity.

Friday, November 21 and

Saturday, November 22

at 5pm Gosman Sports and Recreation Center

Louispalooza!

Louispalooza is an annual rally to kick off the basketball season and foster student support for the Brandeis athletics teams.

Students are treated to free pizza, drinks, and t-shirts and are entered in a raffle to win prizes.

INTRO TO THE RESEARCH UNIVERSITY

INT 20 – WINTER 2009

Course Description:

In order to assist first year students in being successful at the university, UCSB offers a University Success Course, Interdisciplinary 20 (INT 20). INT 20 is a 3.0 unit course that utilizes professional staff and student peer mentors to create a unique and positive learning environment. INT 20 introduces students to the role of higher education in society and their role, as students, within the community of scholars. Topics cover academic, social, and personal issues that are relevant to college students; students are encouraged to become active participants in making their experience what they want it to be. Course goals include:

- Through course content, students will engage in exploration and critical thinking of the following 3 main areas: the structure and purpose of a research university, the nature of peer interactions in a campus environment, and the process of individual personal development in terms of values and success skills.
- Through course content and guest lecturers, students will gain an understanding of the roles of faculty, students, administrators, and the community in the formation of the political, social and educational culture of the campus. The course will also provide students with an overview of various campus departments and resources.
- The course offers students the opportunity to participate in a cooperative learning experience that involves small group discussions and projects that focus on the university experience with both freshmen and upper division peers.

Lecture	Wednesdays, 6:30pm-TBA	Girvetz 1004
Discussion	Wednesdays, TBA-9:30pm	Various rooms in Girvetz Hall

Required Readings:

- Navigating the Research University, second edition** (both bookstores).
- Reader** (free online at in Course Reserves at <http://eres.library.ucsb.edu>). The course name is INTE020 and the password (harmonica). If you wish to purchase a hardcopy, you may do so at AS Notes.
- Website** www.sa.ucsb.edu/osl/fye (documents to help you be successful in this course)

Both the book and a hard copy of the reader are on reserve at the Davidson Library front desk for 2-hour checkout.

i>Clickers:

In this course, we will use i>Clickers for both interactive audience feedback as well as quizzes. You will be given an i>Clicker the first week and it is yours to use for the quarter. You must bring it to lecture each week and only use the device assigned to you. Should you lose your i>Clicker or fail to return it at the end of the term, \$50 will be charged to your BARC account in order for us to replace it.

Instructor:

Dr. Britt Andreatta, Assistant Dean of Students, First-Year Programs & Leadership Development Center
Office of Student Life (2260 Student Resource Building, 2nd Floor)
w: 893-8290, e-mail: britt.andreatta@sa.ucsb.edu
Office Hours: Wednesdays, 1:00-3:00pm or by appointment.

Teaching Team of Discussion Leaders and Co-leaders (see attached list)

Computer Lab Hours:

This course is a writing requirement and you will have weekly writing assignments. If you do not own a computer or printer, space is available for INT 20 students at the Instructional Computing Labs. Use the Open Access Lab in Phelps 1513, or any available lab in the Phelps 1500s wing.
8am-10:50pm Monday-Sunday, closed on holidays



LECTURES

Week 1 (January 7) The First-Year Experience

Welcome and overview of course by Dr. Britt Andreatta (Education & Student Life) and Miles Ashlock (Student Life). Discussion of common themes of the first-year experience.

Week 2 (January 14) The Research University & Critical Thinking

Britt and Otis Madison (Black Studies) will discuss the concept of critical thinking.

- Due: Journal #1 due at beginning of lecture (see topic in syllabus).
Quiz #1 at beginning of lecture.
- Readings: To always be read PRIOR to class.
Book: Chapters 1 & 2
Reader: Blackhurst (College Experience Folder)
Berube (Critical Thinking Folder)
Coplin (Critical Thinking Folder)
Dutch (College Experience Folder)
Kadison & DiGeronimo (College Experience Folder)
Karanwal (Critical Thinking Folder)

Week 3 (January 21) The Liberal Arts Education and the Major/Career Connection

Aaron Jones (Associated Students) will discuss the benefits of a liberal arts education by examining current national and global issues; Dr. Don Lubach (Career Services) will discuss choosing a major and the connection to future career success.

- Due: Journal #2 due at beginning of lecture.
Quiz #2 at beginning of lecture.
- Readings: Book: Chapters 3 & 5
Reader: Appelbaum & Foulsham (Famous Faculty Folder)
Figler (Liberal Arts Folder)
Hersh (Liberal Arts Folder)
Roberts (Liberal Arts Folder)

Attend the 13th Annual Conference for Student Leaders, "connect. create. change." on Thurs., Jan. 22!

Starts at 5:30pm in The Hub at the UCen. Free! Fulfills Experiential Activity C requirement.

Week 4 (January 28) Family Values, College Relationships and Independence

Dr. Britt Andreatta (Education & Student Life) and Miles Ashlock (Student Life) will discuss relationships in college, "helicopter parents," and communication skills.

- Due: Journal #3 due at beginning of lecture.
Quiz #3 at beginning of lecture.
Experiential Activity #1 due.
- Readings: Book: Chapter 4
Reader: Bell & McGrane (Family & Values Folder)
Kantrowitz & Tyre (Family & Values Folder)
Marano (Family & Values Folder)
Shellenbarger (Family & Values Folder)

Week 5 (February 4) College Students and Wellness

Dr. Elizabeth Downing and Joanna Hill (Student Health) will discuss wellness and dealing with stress.

- Due: Midterm Paper due at beginning of lecture (no journal this week).
Quiz #4 at beginning of lecture.
- Readings: Reader: Aitken (Challenges on Campus Folder)
Chesbrough (Challenges on Campus Folder)
Lindholm (Challenges on Campus Folder)
Roan (Challenges on Campus Folder)
Reuters (Challenges on Campus Folder)
Signa (Challenges on Campus Folder)

Please note the following:

- Course "Add" deadline: Fri., Jan. 16 (no fee); Mon., Jan. 26 (\$3 fee; deadline)
- Course "Drop" deadline: Fri., Jan. 9 (no fee); Mon., Feb. 2 (\$3 fee; deadline)
- Course "Grading Option" (Letter or P/NP) deadline: Fri., Jan. 16 (no fee); Fri., Feb. 26 (\$3 fee; deadline)
- Holidays: Mon., Jan. 10 (Martin Luther King, Jr.); Mon., Feb. 16 (Presidents'); Fri., Mar. 27 (Cesar Chavez).



Week 6 (February 11) Alcohol & Drug Use among College Students: I.V. Thrive

Michael Takahara (Student Health) and Sergeant Mark Signa (UCSB Police) will cover alcohol and drug use at UCSB, the effects of binge drinking, and the unique culture of Isla Vista.

- Due: Journal #4 due at beginning of lecture.
Quiz #5 at beginning of lecture.
- Readings: Book: Chapter 6
Reader: Morse (Challenges on Campus Folder)
Warshaw (Challenges on Campus Folder)
Williams (Challenges on Campus Folder)
Zailckas (Challenges on Campus Folder)

Week 7 (February 18) Building Community on a Diverse Campus (Part I)

Dr. Britt Andreatta (Education & Student Life) and Gary White (Disabled Students Program) will lead students through an interactive exploration of issues of diversity on college campuses. Meet in room announced by the teaching team during week six.

- Due: Journal #5 due at beginning of lecture.
Quiz #6 due at beginning of lecture.
Experiential Activity #2 due at beginning of lecture.
- Readings: Book: Chapter 7
Reader: McIntosh (Campus Diversity Folder)
SB Incidents (Campus Diversity Folder)

Week 8 (February 25) Building Community on a Diverse Campus (Part II)

Student performers will illustrate how privilege and oppression play out within the university community.

- Due: Journal #6 due at beginning of lecture (get special topic from your DL).
Quiz #7 at beginning of lecture.
- Readings: Reader: Acker (Campus Diversity Folder)
Brooks (Campus Diversity Folder)
Bryan & Myers (Campus Diversity Folder)
Collins & Haynes (Campus Diversity Folder)
Hauer (Campus Diversity Folder)
Jensen (Campus Diversity Folder)
Mathias & French (Campus Diversity Folder)
Mubarak (Campus Diversity Folder)
Nye (Campus Diversity Folder)
Reyes (Campus Diversity Folder)
Sadler (Campus Diversity Folder)

Week 9 (March 4) Co-leader Lecture

The Co-leaders will present topics of students' choosing (TBA).

- Due: Journal #7 due at beginning of lecture.
Quiz #8 at beginning of lecture.
- Readings: Book: Chapter 8
Begin reviewing chapters and reader in prep for your paper.
Reader: DiJusto (Leadership on Campus Folder)
Kreider (Leadership on Campus Folder)
Pruitt (Leadership on Campus Folder)
Zernicke (College Experience Folder)

Week 10 (March 11) Making the Most of the College Experience

Britt and the Teaching Team will discuss the true purpose of education and how to utilize what you have learned to maximize your university experience. Miles Ashlock (Student Life) will introduce the Five Practices of Exemplary Leadership® and connect you with leadership development opportunities.

- Due: Final Paper due at beginning of lecture (no journal this week).
Quiz #9 at beginning of lecture.
Experiential Activity #3 due at beginning of lecture.
- Readings: Book: Chapter 9
Reader: Kaufman (Making the Most of College Folder)
MacKenzie (Making the Most of College Folder)
Myers (Making the Most of College Folder)
Posner & Kouzes (Leadership on Campus Folder)
Quindlen (Making the Most of College Folder)



Trespicio (Making the Most of College Folder)



ASSIGNMENTS

Grading Information

Grades will be determined by each discussion leader for the students in their section, under the supervision and review of Dr. Britt Andreatta. Students will earn their grade based on their performance on the following assignments:

10%	Quizzes (9 total)
10%	Journals (7 entries)
10%	Participation & Attendance (10 weeks)
15%	Experiential Activities and Review Forms (3 total)
20%	Midterm Paper
35%	Final Paper

Academic Integrity

(Adapted from *The Academic Dishonesty Question: A Guide to an Answer through Education, Prevention, Adjudication, and Obligation*, published by the UCSB Office of Judicial Affairs.)

Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion in dishonest activities are serious acts which erode the University's educational and research roles and cheapen the learning experience not only for perpetrators, but also for the entire community. It is my expectation that students in INT 20 will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts. Any act of academic dishonesty attempted by any UCSB student is unacceptable and will not be tolerated. Any student suspected of cheating or plagiarism will be sent to the Dean of Students to face disciplinary action. I take this issue VERY SERIOUSLY.

Attendance & Participation (10 total, 10% of grade)

Each week represents 10% of the class and a completely new topic. You are expected to attend and participate both in lecture and discussion section. Absences will only be excused for documented illnesses and emergencies—please submit documentation to your DL.

Quizzes (9 total, 10% of grade)

Each week, you will take a quiz sometime during lecture based on the readings assigned in the syllabus. In addition to the lecture and the assigned textbook chapter/s, you will receive a study guide with specific articles from the reader to focus your study.

Journal Entries (7 total, 10% of grade)

Each week, you will be required to write a 1 to 1 ½-page journal entry (double-spaced) about your experiences as a college student. These are due at 6:30pm (they are late at 6:35pm) in lecture. These must be typed and include a personal reflection on your college experience. Write about the experiences you had this week that impacted you academically, socially, and/or personally. How are these affecting your ability to be successful? Confidentiality of your journals will be maintained by your teaching team, so feel free to discuss any issues of concern or interest to you as long as they relate to your college experience. **Note:** Some weeks, you may be given a specific topic to discuss.

For Journal #1, please reflect on the following three questions:

- 1) Why did you decide to continue your education beyond high school (e.g., what are your reasons or your family's reasons for you to attend college)?
- 2) Before you arrived at UCSB, what did you think the college experience was going to be like?
- 3) Why, specifically, did you enroll at UCSB?

Experiential Activities (3 total, 15% of grade)

You are required to select and attend 3 activities (of at least an hour each) hosted by UCSB departments or organizations that support your development and ultimate success in college. You will need to complete an Experiential Activity Review Form (on the course website) for each activity, which requires the signature of the staff member or leader of the event (so print them out and take them with you to the event). The first Experiential Activity is due January 28; the second on February 18; and the third on March 11 (no exceptions will be made to these deadlines). You must complete one Experiential Activity



from each of the development areas below, but you may address the areas in any order. Choose one activity from each of the following areas—choose things that you don't already do:

A. One must relate to your **academic development** and support you in becoming a better scholar.

Approved options are:

- any study skills workshops at CLAS (www.clas.ucsb.edu)
- a one-on-one study skills assessment with a learning skills counselor at CLAS
- an academic advising appointment with your college or major advisor
- interviewing a professor (see your DL for instructions)
- a software workshop at Instructional Computing (<http://training.ic.ucsb.edu/workshops/>)
- an assessment (Myers Briggs or Strong Interest Inventory) at Career Services (www.career.ucsb.edu)

B. One must relate to your **personal development** and support you in becoming a healthy and interdependent adult. Approved options include:

- At least one hour of stress management assistance offered by Counseling Services (<http://counseling.sa.ucsb.edu/>)
- At least two meditation sessions (30 min) offered by Debbie McHann (<http://Wellness.sa.ucsb.edu>)
- One health education workshop (1 hour) presented by Student Health (topics include Sex & Relations, or Healthy Eating and Living, or Students Teaching Alcohol and other drug Responsibility) (<http://Wellness.sa.ucsb.edu>)
- At least two support group sessions (on the same topic) for tobacco cessation, marijuana awareness, or recovery from alcohol and drug abuse (<http://Wellness.sa.ucsb.edu>)
- At least two sessions of group counseling (on the same topic) offered by Counseling Services (<http://counseling.sa.ucsb.edu/>)

C. One must relate to your **community development** and support you in becoming a more informed member of the campus and surrounding community. Approved options include:

- Any event offering (of at least 1 hour) from the Multi-Cultural Center (<http://mcc.sa.ucsb.edu/>), the Women's Center (www.sa.ucsb.edu/women'scenter/), or the Resource Center for Sexual and Gender Diversity (<http://www.sa.ucsb.edu/sgd/>) that focuses on learning about a group or community for which you are not a member, or learning about ways you can contribute toward making your community safer for all and more accepting of differences. See Spring 2008 websites & brochures for options.
- Any workshop offering sponsored by the Leadership Development Center in the Office of Student Life (<http://leadership.sa.ucsb.edu>).

You may propose other options to your DL but must receive prior approval. Any activities not on the above lists must be pre-approved by your DL in advance of your attendance (approval will not be given for those submitted afterwards).

Papers (2 total, 55% of grade)

- You are expected to use the material presented in the course (from the book, lectures, reader, and discussion) as your "library" for the papers. Be sure to utilize relevant material from all of these sources and to demonstrate a thorough understanding of these sources in their totality. It is very easy to tell when students are not integrating all of the readings.
- Do not over rely on direct quotes. Paraphrase authors' arguments in your own words and cite appropriately. Also, do not plop a quote from another person into a sentence as if it's your own thoughts. Use your own words since this paper is about your assessment and interpretation.
- You must cite all sources (lecture, readings, other) in the body of your paper with the APA citation method (see Citation Guide on the INT 20 website). Your paper must include a bibliography of all cited and referenced material in the same style.
- Your paper should be in standard and correct English. It should have correct spelling, grammar and punctuation, and be neat, clean, and stapled. You are expected to proofread your paper, which should include one or more of the following: reading it aloud, having another strong writer and/or English speaker read it, referring to a formal grammar guide like the *Hodges' Harbrace Handbook*, etc.
- Include a title page with your name and your DL's name — your name should appear on the title page only. File folders or binders will not be accepted, nor will unstapled papers.



Midterm Paper (1 total, 20% of grade)

The goal of this assignment is to help you reflect on, and understand, your development along Chickering's Seven Vectors, using material you learn in this class.

- A. First, fill out the attached "Student Experience Survey: Self Analysis of Chickering's Vectors", answering as honestly as possible (you will need to attach this completed survey to your paper as additional pages).
- B. The midterm paper assignment (See grading rubric for important information):
- 1) First, discuss what it means to you to be a successful adult in the world. Please consider several aspects of your whole identity like health, spirituality, family, career, community involvement, awareness of social justice issues, etc.
 - 2) Using Chickering's model of college student development (see Chapter 2 of *Navigating*), identify the four vectors that you feel are most important in helping you to become this successful adult. Next, analyze how developed you currently are on each of the four vectors (as defined by Chickering). You need to give specific examples from your life (experiences, actions, etc.) to support your analysis of where you are now. There is no right or wrong answer but you will be graded on how convincingly you make and support your analysis. You might wish to review the Analytical Argument Formation section of *Navigating*, Chapter 3.
 - 3) Be sure to utilize relevant concepts from INT 20 (lecture, book, reader) to support your analysis. What connections can you make to the theories, statistics, articles, etc. you have learned in INT 20 that explain or shed light on your experiences or development?
 - 4) Discuss how you can design your remaining college years to maximally develop along those four vectors. You will need to use campus resources (the *Kiosk*, *General Catalog*, etc.) to identify specific services or opportunities that will be helpful to you.
- C. Your paper should be at least 5 but not more than 6 pages in length (typed, 12 point Times Roman font, double-space with one inch margins). It will be very easy for you to go over the page limit – as a result, you will need to edit your paper to address the above questions as efficiently and succinctly as possible. In other words, a strong paper will probably require 2-3 drafts. Paper is due at 6:30pm at the beginning of lecture on February 4 —10 points will be deducted for each 24 hours the paper is late beginning at 6:35pm.

UCSB STUDENT EXPERIENCE SURVEY: SELF ANALYSIS OF CHICKERING'S VECTORS

Year at UCSB (circle one): 1st 2nd

Use additional paper to record the answers. These questions are just to get you started on assessing yourself along the vectors. Be sure to read Chapter 2 of Navigating for more details.

1. Based on your performance so far at the university, how well developed do you think your academic skills (critical thinking, writing, etc.) are?
2. How do you think your peers at the university would rate you in terms of your ability to listen, communicate clearly and cooperate?
3. Are you able to maintain self-discipline in terms of exercising regularly, eating in a healthful way, getting sleep, etc.?
4. Do you take time to process what you are feeling before you express it? Do you think you express yourself in healthy ways? Are you able to delay gratification in favor of some other, later, benefit?
5. While at UCSB, in what ways have you seen that your words or actions impact your peers around you? How often do you seek your parents' approval for your choices?



6. How have you pushed yourself to learn about others' cultures or experiences? In what ways have you let go of perceptions or judgments you previously held? How easy is it for someone to get to know you, especially on an emotional level?
7. What do you like and dislike about your body? How much have you thought about your ethnicity and what it means in society and to others?
8. How much have you considered your gender identity (how masculine or feminine you personally feel, regardless of your biological sex)? How much have you reflected on your sexual orientation and why you are attracted to whom you are?
9. How committed are you to a certain major at this point? How committed are you to a certain job or career? How much input have your parents had with these ideas or goals? How have the answers to the previous 8 questions shaped your vocational plans, personal interests, and future goals?
10. How much do you think your personal values shape your everyday choices? Are there areas in which you violate your own beliefs? If so, how? And more importantly, why?

Final Paper (1 total, 35% of grade)

The goal of this assignment is to help you reflect on and understand the college experiences of another student, who is different from you, using material you learn in this class. See grading rubric for important information.

A. First, interview another first-year student (second-years interview another second-year), who is different from you in at least one of the following ways: ethnicity/race, sexual orientation, or economic status. Use the attached "Student Experience Survey: Analysis of Tinto's Academic and Social Integration" to take notes and also attach your interview notes to your paper as additional pages. Be sure that you choose someone you will have access to for the quarter so that you may ask follow-up questions as needed.

B. The final paper assignment:

- 1) Using the other student as a case study, you will analyze and discuss his/her levels of academic and social integration (as defined by Tinto, see Chapter 2 of *Navigating*). Note: You are only referring to the concepts of academic and social integration—you do not need to discuss or reference other aspects of Tinto's theory.
- 2) Describe the experiences that contributed to and detracted from his/her academic and social integration – be sure to give specific examples that strongly support your analysis. You may need to directly quote your interviewee.
- 3) Next, use relevant class concepts (from lecture and the readings) to explain why s/he is at those current levels of academic and social integration. In other words, create your own argument (based in class concepts) that explains why you think s/he has experienced the current levels of integration. Consider what theories, statistics, articles, etc. shed light on this student's experience. What connections can you make between what you have learned in INT 20 and this student's experience? There is no right or wrong answer but you will be graded on how convincingly you make and support your analysis. Use all of your resources to find the best explanation (as opposed to the easiest or most obvious). You might wish to review the Analytical Argument Formation section of *Navigating*, Chapter 3.
- 4) Be sure to demonstrate your knowledge of course materials by thoroughly and accurately describing them. In your own words, clearly state the connections and conclusions you see.
- 5) You must protect the real identity of your interviewee by creating a fictitious name for him or her. However, you should tell us a little about him/her in your paper (hometown, race, gender, class and other relevant information).

C. Your paper should be at least 6 but not more than 7 pages in length (typed, 12 point Times Roman font, double spaced with one inch margins). It will be very easy for you to go over the page limit – as a result, you will need to edit your paper to address the above questions as efficiently and succinctly as possible. In other words, a strong paper will probably require 2-3 drafts. Paper is due at 6:30pm at the beginning of lecture on March 11 —10 points will be deducted for each 24 hours the paper is late beginning at 6:35pm.



UCSB STUDENT EXPERIENCE SURVEY: ANALYSIS OF TINTO'S ACADEMIC AND SOCIAL INTEGRATION

This needs to be the same as yours. Year at UCSB (circle one): 1st 2nd

At least one of the following is to be different from yours:

Race: _____ Sexual Orientation: _____ Econ Status: _____

Use additional paper to record the answers. These questions are just to get you started on assessing the other student's integration. Be sure to read Chapter 2 of Navigating for more information.

1. Who are you? What's your background and how does it shape the person you are?
2. On a scale of 1 (not at all) to 5 (perfectly), how well do you feel you fit in at UCSB academically?
3. What has contributed to your overall academic success at UCSB? Be as detailed and specific as possible.
4. What has detracted from or hindered your overall academic success at UCSB? Be as detailed and specific as possible.
5. Do you feel that your academic experience is similar to that of other UCSB freshmen? Why or why not?
6. On a scale of 1 (not at all) to 5 (perfectly), how well do you feel you fit in at UCSB socially?
7. What has contributed to your overall social success at UCSB? Be as detailed and specific as possible.
8. What has detracted from or hindered your overall social success at UCSB? Be as detailed and specific as possible.
9. Do you feel that your social experience is similar to that of other UCSB freshmen? Why or why not?
10. Have you seriously considered leaving UCSB? Why or why not?
11. How do you define being a successful student at the university? What motivates you to succeed?
12. As you look forward, what do you need in order to maximize your college success?
13. How have you grown since coming to UCSB? What changes have you incurred?
14. What campus resources have you utilized? How have they benefited you?
15. Are you involved on campus? Why or why not?
16. Is there anything else that you think is important me to know to understand your college experience?

Note: These questions are a starting point for your interview. The goal is to find out how academically and socially integrated this student perceives him/herself to be at UCSB and also why. Be sure to ask follow-up questions when you need your interview to expand and elaborate on what happened (specifically) and the impact it had on him/her. This should take you about 30-60 minutes to complete thoroughly.



Education 118 – Winter 2009

The Research University and the Transfer Student Experience

Course Description:

Updated 1/12/09

This course is for new transfer students only. Education 118 is a 4.0 unit course that introduces new transfer students to the mission of the research university, the role of higher education in society and their role, as students, within the community of scholars. Topics cover academic, social, and personal issues that are relevant to college students and specifically transfer students. ED 118 utilizes faculty and staff to create a unique and positive learning environment. Students are encouraged to become active participants in making their experience what they want it to be. Course goals include:

- Through course content, students will engage in exploration and critical thinking of the following 3 main areas: the structure and purpose of a research university, the nature of peer interactions in a campus environment, and the process of individual personal development in terms of values and success skills.
- Through course content and guest lecturers, students will gain an understanding of the roles of faculty, students, administrators, and the community in the formation of the political, social and educational culture of the campus. The course will also provide students with an overview of various campus departments and resources.
- The course offers students the opportunity to participate in a cooperative learning experience that involves group discussions and projects that focus on the university experience with other transfer student peers.

Mondays, 3:30-6:30pm

Lecture 3:30-5:20pm in NH 1105,

Discussion sections, 5:30-6:30pm in NH 1105, NH 2212, SAASB 1102

Required Readings:

- Navigating the Research University, second edition* (both bookstores)
- Online Reader* (free online at in Course Reserves at <http://eres.library.ucsb.edu/>
The course name is EDUC118 and the password is committee. Or if you wish to purchase a hardcopy, you may do so at AS Notes (you need to order it and it will take a couple of days). While all readings are relevant to the course, specific book chapters and articles listed below are required and you be held accountable for utilizing this information for purposes of course assignments and quizzes.

Computer Lab Hours:

In this course, you will have several writing assignments. If you do not own a computer or printer, space is available for ED 118 students at the Instructional Computing Labs. Check for available times of the Open Access Lab in Phelps 1513 (<http://computerlabs.ic.ucsb.edu/location>), any available open lab in the Phelps 1500s wing, or the open computer lab located in the Student Resource Building.

Please note the following UCSB deadlines:

- Course "Add" deadline: Fri., Jan. 16 (no fee); Mon., Jan. 26 (\$3 fee; deadline)
- Course "Drop" deadline: Fri., Jan. 9 (no fee); Mon., Feb. 2 (\$3 fee; deadline)
- Course "Grading Option" (Letter or P/NP) deadline: Fri., Jan. 16 (no fee); Fri., Feb. 26 (\$3 fee; deadline)
- Holidays: Mon., Jan. 10 (Martin Luther King, Jr.); Mon., Feb. 16 (Presidents'); Fri., Mar. 27 (Cesar Chavez).



Teaching Team

Instructor:

Dr. Britt Andreatta, Assistant Dean of Students,
Office of First-Year Programs & Leadership Development Center
Email: britt.andreatta@sa.ucsb.edu, (805) 893-8290
Office Hours: Wednesdays, 1:00-3:00pm (Office of Student Life, 2210 SRB)

Discussion Leaders & Student Co-leaders:

DL: Brenda Curiel, Financial Aid Analyst
Financial Aid (2101 SAASB) NH 1105

Email: brenda.curiel@sa.ucsb.edu, w: (805) 893-2697

CL: Melissa Quicho, Senior, Communications

Email: mquicho@umail.ucsb.edu

DL: Berenice Manzo, Transfer Admissions Counselor
Visitor Center (1102 SAASB) 1102 SAASB

Email: berenice.manzo@sa.ucsb.edu, w: (805) 893-2775

CL: Amy Lee, Senior, Political Science

Email: amy.lee@sa.ucsb.edu

DL: Joseph Mazares, Assoc. Director, Office of First-Year Programs
Office of Student Life (2210 SRB) NH 2212

Email: joseph.mazares@sa.ucsb.edu, w: (805) 893-3528

CL: Jennifer Blitz, Senior, Global Studies

Email: jenniferblitz@umail.ucsb.edu

Lectures

Week 1 (January 5)

The First-Year Transfer Experience

Dr. Britt Andreatta (Sociology & Education) will discuss the research university and provide an overview of the course. Discussion Leaders Berenice, Brenda and Joe will discuss common themes of the transfer experience and the co-leaders – Melissa, Amy and Jennifer (your student Co-leaders) will share their experiences.

Week 2 (January 12)

Critical Thinking and Analytical Writing Skills

Jay Stemmler, Learning Skills Counselor from Campus Learning Assistance Services, will provide an academic skills workshop geared specifically for transfer students. Britt will discuss critical thinking and analytical writing skills

- Readings: **Book:** Chapters 1 & 3

Critical Thinking Folder:

Berube, M. (October 1, 2004). *Analyze, Don't Summarize*.

Cioffi, F. L. (May 20, 2005). *Argumentation in a Culture of Discord*.

Coplin, B. (September 3, 2004). *Lost in the Life of the Mind*.



Transfer Students Folder:

Johnson-Benson, B., Geltner, P., & Steinberg, S. (2001) Transfer Readiness: A Case Study of Former Santa Monica College Students.

Pappano, L. (April 23, 2006). The Transfer Student Nightmare: Getting Credit Where Credit is Due.

Schluchter, J. (Fall 2005). Understanding Transfer Students: Perceived Needs for Actual Successful Assimilation.

Townsend, B. & Wilson, K. (2006) "A Hand Hold for A Little Bit": Factors Facilitating the Success of Community College Transfer Students to a Large Research University.

- Due: Quiz #1 in class.
Journal #1 due at beginning of lecture.

Week 3 (January 19)

No class meeting this week due to holiday—this class period will be accounted for with working on your group project.

- Readings: **Family & Values Folder:**

Kantrowitz, B. & Tyre, P. (May 26, 2006). The Fine Art of Letting Go.

Pappano, L. (April 23, 2006) Lost, Alone, and Not a Freshman.

Taub, D. (2008). Exploring the Impact of Parental Involvement on Student Development.

- Due: Pick up your journal from the Office of Student Life front desk (2210 SRB) and make appropriate adjustments to your next journal.
Print, grade and bring sample papers to class.

Attend the 13th Annual Conference for Student Leaders, "connect. create. change." on Thurs., Jan. 22!

Starts at 5:30pm in The Hub at the UCen. Free! Fulfills Experiential Activity C requirement.

Week 4 (January 26)

The Research University & Faculty Expectations

Britt will discuss the research university, the tenure process, and the Master Plan of California. Then a panel of faculty will discuss their perspectives on academic excellence: Dr. Kelly Bedard (Economics), Dr. Russ Revlin (Psychology), and Dr. Ralph Armbruster-Sandoval (Chicano Studies).

- Readings: **Book:** Chapters 2 & 4

College Experience Folder:

Dutch, S. Top Ten No Sympathy Lines (Plus a few extra).

Kadison, R. & DiGeronimo, T.F. (2004). College of the Overwhelmed.

Strange, C. (2004). Constructions of Student Development Across the Generations.

Zernicke, K. (2001). The Harvard Guide to Happiness.

Famous Faculty Folder:

Palladino, D. J. (Sept. 28, 2006). Peony Dreams.

Tenure & Academic Freedom Folder:

University. Atkinson. R. (2004) Academic Freedom and the Research
for Tenure. Perlmutter, D. (November 30, 2007). The Joyless Quest

- Reminder: Complete your Myers Briggs Type Indicator no later than **January 30th**.
See instructions emailed to you.

- Due: Quiz #2 in class.
Journal #2 due at beginning of lecture.



Sample packet of graded papers, to be discussed in section.

Week 5 (February 2)

Planning Your Future

Molly Steen & Lily Maestas (Career Services) will discuss career planning, graduate school preparation, internships, and resources at Career Services. In addition, you will receive the results of your Myers Briggs assessment and learn how personality types affect both your relationships and career satisfaction.

- Readings: **Book:** Chapter 5
Liberal Arts, Majors & Careers Folder:
Andreatta, B. (2005). Graduate School 101.
Constantine, M. & Flores, L. (2006) Psychological Distress, Perceived Family Conflict, and Career Development Issues in College Students of Color.
Figler, H. (1989). Give Yourself Permission to Pursue the Career You Really Want.
Maestas, L. (2007). Open Letter to the Class of 2007.
Taylor, M. (2007). Generation NeXt Goes to Work: Issues in Workplace Readiness and Performance.
- Due: Completed Myers Briggs Type Indicator by Jan. 30th.
Quiz #3 in class.

Week 6 (February 9) **Meet in the MultiPurpose Room of the Student Resource Building

Building Community on a Diverse Campus

Britt Andreatta (Student Life) & Gary White (Disabled Students Program) will lead students through an interactive exploration of issues of diversity on college campuses, the demographics of community colleges versus UC campuses, and the impact of diversity at UCSB.

- Readings: **Book:** Chapter 7
Campus Diversity Folder:
SB Incidents. Handout
McIntosh, P. (1990). White privilege: Unpacking the invisible knapsack.
Young, Iris M. (1990). Five Faces of Oppression. *Justice and the Politics of Difference*.
And two articles of your choice from each subfolder (*Race & Class, Gender & Sexual Orientation, Disability & Spirituality*)
- Due: Journal #3 at beginning of lecture.
Quiz #4 in class.
Paper due to your DL by Friday, February 20 no later than 4pm (late at 4:05pm).

Week 7 (February 16)

No class meeting this week due to holiday—this class period will be accounted for with your experiential activities.

- Readings: Catch up on reading and work on your paper.
- Due: Paper to your DL by Friday, February 20 no later than 4pm (late at 4:05pm).



Week 8 (February 23)

Developing Future Leaders

Miles Ashlock (Leadership Development Center) will discuss leadership development opportunities for students. Aaron Jones (Associated Students) will discuss shared governance and student empowerment at UCSB.

- Readings: **Book:** Chapter 8
Leadership on Campus Folder:
Gehrke, S. (2008) *Leadership through Meaning-Making: An Empirical Exploration of Spirituality and Leadership in College Students.*
Kreider, A. *Student Power.*
Posner, B. & Kouzes, J. (2002). Ten lessons for leaders and leadership developers.
Pruitt, D.A. Developing leadership and life skills through involvement in campus activities.
- Due: Quiz #5 in class.

Week 9 (March 2)

Health & Wellness Among College Students

Angela Andrade (Mental Health Services) and Dr. Jeanne Stanford (Counseling Services) will discuss the national concern of mental health among college students and practical strategies for stress management. Then, class members will present on the campus research projects.

- Readings: **Book:** Chapter 6
Challenges on Campus Folder:
Aitken, L. (March 1988) Out of control: Weight-obsessed, Stressed-out Coeds are Increasingly Falling Prey to Eating Disorders.
Paul, E. (2002). The Casualties of 'Casual' Sex: A Qualitative Exploration of the Phenomenology of College Students' Hookups
Roan, S. (September 3, 2007). Crisis on Campus: As Mental Illness Among Collegians Rise, Students' Privacy Rights and Treatment Clash with Families' Need to Know.
Zailckas, K. (March 2006). Click Here for Your Worst Drunken Nightmare.
- Due: Journal #4 at beginning of lecture.
Quiz #6 in class.
Paper returned.
Group presentations in class.

Week 10 (March 9)

Making the Most of the College Experience

The Teaching Team, as well as a panel of current transfer students, will discuss the true purpose of education and how to utilize what you have learned to maximize your university experience.

- Readings: **Book:** Chapter 9
Making the Most of College Folder:
Henscheid, J. (2008). Preparing Seniors for Life After College.
Lamott, A. (2006). *Plan B: Further Thoughts on Faith.*
Quindlen, A. (2000). *A Short Guide to a Happy Life.*
- Due: Journal #5 at beginning of lecture.



Completed Experiential Activity Forms #2 & #3.
Quiz #7 in class.



Assignments

Grading Information

Students will earn their grade based on their performance on the following assignments:

- 15% Journals (5 total)
- 10% Participation & Attendance (5%+5%) (8 class meetings)
- 15% Experiential Activity and Review Forms (2 plus MBTI results)
- 15% Group Project (oral presentation)
- 15% Quizzes (7 total)
- 30% Analytical Paper

Academic Integrity

(Adapted from *The Academic Dishonesty Question: A Guide to an Answer through Education, Prevention, Adjudication, and Obligation*, published by the UCSB Office of Judicial Affairs.)

Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion in dishonest activities are serious acts which erode the University's educational and research roles and cheapen the learning experience not only for perpetrators, but also for the entire community. It is my expectation that students in ED 118 will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts. Any act of academic dishonesty attempted by any UCSB student is unacceptable and will not be tolerated. Any student suspected of cheating or plagiarism will be sent to the Dean of Students to face disciplinary action. I take this issue VERY SERIOUSLY.

Attendance & Participation (8 total)

Each week represents 12% of the course material and a completely new topic. You are expected to attend and participate in class. Absences may only be excused for documented illnesses and emergencies—please submit documentation to your Discussion Leader.

Quizzes (7 total)

Each week, you will take a quiz at the beginning of each lecture based on readings and lectures. These will be multiple choice or true/false questions – you only need bring a writing utensil. You will be given a study guide each week in discussion section.

Journal Entries (5 total)

Every other week, you will be required to write a 1-2 page journal entry (typed, double spaced) about your experiences as a new transfer student. These are due at 3:30pm on Mondays (they are late at 3:35pm). Reflect on your experience as a transfer student – write about the experiences you had this week that impacted you academically, socially, and/or personally. How are these affecting your ability to be successful? Confidentiality of your journals will be maintained by the teaching team so feel free to discuss any issues of concern or interest to you as long as they relate to your college experience. The last journal has a specific theme – review your previous 4 journals and identify any common themes and/or areas of growth and development you experienced over the quarter. See grading rubric for more details.



Experiential Activities (3 total)

You are required to select and attend 3 activities hosted by UCSB departments or organizations that support your development and ultimate success in college. One of your activities must be the Myers Briggs Interest Inventory (MBTI) at Career Services (you must complete this \$15 on-line assessment by **Jan. 30th** – follow instructions emailed to you). You may choose any two others for which you will need to complete an Experiential Activity Review Form (attached) for each activity – this requires the signature of the staff member or leader of the event so take them with you to the event (a form is not needed for the MBTI). They are due **March 9** (no exceptions will be made to this deadline). The areas listed below are for your information. You must choose things that you don't already do:

REQUIRED: Myers Briggs Interest Inventory at Career Services (www.career.ucsb.edu). Follow instructions emailed to you and complete by Jan. 30th (no review form needed). \$15 fee.

Choose any two:

- A. **Academic development** – being a better scholar. Approved options are:
- any study skills workshops at CLAS (www.clas.ucsb.edu)
 - a one-on-one study skills assessment with a learning skills counselor at CLAS
 - an academic advising appointment with your college or major advisor
 - interviewing a professor (see your DL for instructions)
 - a computer workshop at Instructional Computing (<http://training.ic.ucsb.edu/workshops/>)
- B. **Personal development** – being healthy and balanced. Approved options include:
- At least one hour of stress management assistance offered by Counseling Services (<http://counseling.sa.ucsb.edu/>)
 - Two 30-minute meditation session offered by Debbie McHann (<http://Wellness.sa.ucsb.edu>)
 - One health education or wellness workshop presented by Student Health (topics include Sex & Relations, or Healthy Eating and Living, or Students Teaching Alcohol and other drug Responsibility) (<http://Wellness.sa.ucsb.edu>)
 - Two 30-minute support group sessions (on the same topic) for tobacco cessation, marijuana awareness, or recovery from alcohol and drug abuse (<http://Wellness.sa.ucsb.edu>)
 - At least two 30-minute sessions of group counseling (on the same topic) offered by Counseling Services (<http://counseling.sa.ucsb.edu/>)
- C. **Community development** – being a better citizen. Approved options include:
- Any workshop offering sponsored by the Leadership Development Center (<http://leadership.sa.ucsb.edu>).
 - Any event offering (of at least 1 hour) from the MultiCultural Center (<http://mcc.sa.ucsb.edu/>), the Women's Center (www.sa.ucsb.edu/women'scenter/), or the Resource Center for Sexual and Gender Diversity (<http://www.sa.ucsb.edu/sgd/>) that focuses on learning about a group or community for which you are not a member, or learning about ways you can contribute toward making your community safer for all and more accepting of differences. See Winter 2009 websites & brochures for options.

You may propose other options to your DL but must receive prior approval. Any activities not on the above lists must be pre-approved by your DL in advance of your attendance (approval will not be given for those submitted afterwards).



Group Project (1 total)

You will be put in groups of five to visit and learn more about a particular campus service or department. Then you will present what you have learned in a 5-minute presentation to the entire class on **Monday, March 2**. Your presentation will be assessed on accuracy, thoroughness and professionalism. You will be timed so you will want to practice in advance to insure you can present within the allocated time. Please plan to present the information most relevant to helping your transfer peers learn about that service or department.

Analytical Paper (1 total)

The goal of this assignment is to help you reflect on, and understand, your development along Chickering's Seven Vectors, using material you learn in this class, in order to plan for your life after UCSB. See grading rubric for important information. Your paper should be at least 7 but not more than 9 pages in length (typed, 12 point Times Roman font, double spaced with one inch margins). It will be very easy for you to go over the page limit – as a result, you will need to edit your paper to address the questions as efficiently and succinctly as possible. In other words, a strong paper will probably require 2-3 drafts. Paper due to your DL by Friday, February 20 no later than 4:00pm —10 points will be deducted for each 24 hours the paper is late beginning at 4:05pm.

- You are expected to use the material presented in ED 118 (from the book, lectures, reader, and discussion) as your “library” for the papers. Be sure to utilize relevant material from all of these sources and to demonstrate a thorough understanding of these sources in their totality. It is very easy to tell when students are not integrating all of the readings.
- Do not over rely on direct quotes. Paraphrase authors’ arguments in your own words and cite appropriately. Also, do not plop a quote from another person into a sentence as if it’s your own thoughts. Use your own words since this paper is about your assessment and interpretation.
- You must cite all sources (lecture, readings, other) in the body of your paper with the APA citation method (see Citation Guide). Your paper must include a bibliography of all cited and referenced material in the same style.
- Your paper should be in standard and correct English. It should have correct spelling, grammar and punctuation, and be neat, clean, and stapled. You are expected to proofread your paper, which should include one or more of the following: reading it aloud, having another strong writer and/or English speaker read it, referring to a formal grammar guide like the *Hodges’ Harbrace Handbook*, etc.
- Include a title page with your name and your DL’s name — your name should appear on the title page only. File folders or binders will not be accepted, nor will unstapled papers.

Instructions:

- A. First, fill out the attached “Student Experience Survey: Self Analysis of Chickering’s Vectors”, answering as honestly as possible (you will need to attach this completed survey to your paper as additional pages). You do not need to submit responses for all the questions.
- B. The paper assignment (see grading rubric for important information):
 - 1) First, discuss what it means to you to be a successful adult in the world. Please consider several aspects of your whole identity like health, spirituality, family, career, community involvement, awareness of social justice issues, etc. If your life could unfold perfectly, what kind of person will you be and what kind of life will you be living in 10 years? ...or 20 years?
 - 2) Using Chickering’s model of college student development (see Chapter 2 of *Navigating*), analyze how well developed you currently are in Vectors 5, 6 and 7 (as defined by Chickering), using all the other vectors as reference points in your development. You need to give specific



examples from your life (experiences, actions, etc.) to support your analysis of where you are now and where you are going. There is no right or wrong answer but you will be graded on how convincingly you make and support your analysis. You might wish to review the Analytical Argument Formation section of *Navigating*, Chapter 3.

- 3) Next, use relevant class concepts (from lecture and the readings) to support your analysis. Consider what theories, statistics, articles, etc. shed light on your experience. What connections can you make between what you have learned in ED 118 and where you are developmentally? Use all of your resources to find the best explanation (as opposed to the easiest or most obvious). Be sure to demonstrate your knowledge of course materials by thoroughly and accurately describing them. In your own words, clearly state the connections and conclusions you see.
- 4) Discuss how you can design your remaining time at UCSB to maximally develop along those three vectors and prepare for your desired future. What's your plan for personal development? How can a campus service or department help you? You will need to use campus resources (the *Kiosk*, *General Catalog*, etc.) to identify specific services or opportunities that will be helpful to you in creating the future you want.



UCSB Student Experience Survey:

Self Analysis of Chickering's Vectors

Use additional paper to record the answers. These questions are just to get you started on assessing yourself along the vectors. Be sure to read Chapter 2 of Navigating for more details.

1. Based on your performance so far at UCSB, how well developed do you think your academic skills (critical thinking, writing, etc.) are?
2. How do you define being a successful student at the university? What motivates you to succeed?
3. What has contributed to your overall academic or social success at UCSB? Be as detailed and specific as possible.
4. How do you think your peers at UCSB or elsewhere would rate you in terms of your ability to listen, communicate clearly and cooperate?
5. Are you able to maintain self-discipline in terms of exercising regularly, eating in a healthful way, getting sleep, etc.?
6. What has detracted from or hindered your overall academic or social success at UCSB? Be as detailed and specific as possible.
7. Do you take time to process what you are feeling before you express it? Do you think you express yourself in healthy ways? Are you able to delay gratification in favor of some other, later, benefit?
8. While at UCSB, in what ways have you seen that your words or actions impact your peers around you? How often do you seek your parents' or others approval for your choices?
9. Who are you? What's your background and how does this shape the person you are today?
10. How have you pushed yourself to learn about others' cultures or experiences? In what ways have you let go of perceptions or judgments you previously held? How easy is it for someone to get to know you, especially on an emotional level?
11. What do you like and dislike about your body? How much have you thought about your ethnicity and what it means in society and to others?
12. How much have you considered your gender identity (how masculine or feminine you personally feel, regardless of your biological sex)? How much have you reflected on your sexual orientation and why you are attracted to whom you are?
13. How has your support system changed since coming to UCSB? What kind of expectations do you feel people close to you have and how do these expectations affect you?
14. How much do you think your personal values shape your everyday choices? Are there areas in which you violate your own beliefs? If so, how? And more importantly, why?
15. How much influence or input does your parents, family, friends, or significant others have on your goals?
16. How have you grown since coming to UCSB? What changes have you incurred?
17. What campus resources have you utilized? How have they benefited you?
18. How committed are you to a certain major at this point? How committed are you to a certain job or career? How have the answers to the previous questions shaped your vocational plans, personal interests, and future goals?



Reading Analysis Summary Sheet

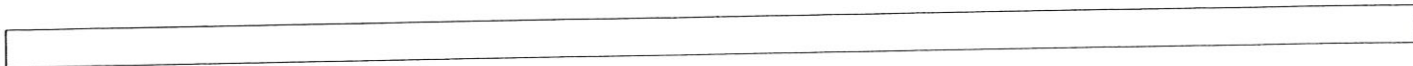
Fill this out for each article and book chapter. Use more copies as needed.

Author and Title	Author's Main Points	Relevance to My College Experience	Main Point(s) for Analysis

How do these readings relate to the lecture?

Taken together, what do all of these sources (articles, book chapter, lecture, my experience, interviewee's experience) tell me about this week's topic?





First Year Enrichment: Week 1 Suggestions

BEFORE YOU BEGIN TEACHING.....

- ≈ Take a walk before classes start and find your classroom (Check to see if you have access into the room as well if locked!)
- ≈ Review how to hook up your laptop and use the projector so you are comfortable with it.
- ≈ Decide seating/table arrangements that you might prefer
- ≈ Decide your process for taking attendance each week. (sign in sheets, etc)
- ≈ Decide if you want to use nametags or take pictures the 1st day or anything else fun you want to do to get to know your students.
- ≈ Think about what the format/routine of your class will be each week – share with students what a typical class will be like.
- ≈ Think about the process you want to use for coaching appointment sign up and “checking of appointments” each week. Will you send reminders to students – what should they expect?
- ≈ Make sure your myCourses is all set to go before Week 1 – pull it up Week 1 to show students.
- ≈ If newer to RIT you may want to review and familiarize yourself with the Offices/Resources on campus so you are set to go Week 1 with student questions.
 - Typical offices used the first couple of weeks:
 - Food Service, Housing, Residence Life, Bursar's, Registrar, Student Employment and many others.

WEEK ONE TIPS! AS YOU BEGIN TEACHING FYE...

≈ Logistics:

- Print out your class rosters from SIS the DAY BEFORE YOU TEACH and take them with you to class so you have the most recent student roster.
- Have students check their schedule to be sure they are in the right room, with the right instructor and in the right college and at the right time and day! Make sure you have a copy of the FYE Master Schedule so you can send students to the right class if they do not belong in your class. PLEASE CHECK - this will save a lot of time and heartache trying to locate missing students after week 1 – get them to their right instructor.....

≈ Set the tone from the beginning:

- Have fun with them.... Laugh with them... play music as they walk in, make it an atmosphere they want to be in.
- Remember for some of them this is their FIRST college class ever if you teach early in the week! Be aware that our first year students are anxious and scared so be patient and create a safe, welcoming environment.

≈ Review the expectations of instructor, students and course:

- Review with students what you expect from them and what they can expect from you and from being in the FYE course. Every instructor does this differently so do what feels most comfortable for you in making sure this gets covered. (See attached activity for example of one that has effectively worked!)
- Review the weekly “routine” for your class such as namecard use, coaching binder, homework hand-in times and policies, electronic submissions, laptops/cell phones in the classroom, etc.

≈ Let them get to know you:

- Introduce yourself and tell them only the information that you feel comfortable with them repeating to others. It's your own comfort level as to how much or how little you would like to say.
- FYE is about building relationships so setting the tone as to who you are and what you value in the classroom and in coaching is an important step.....

≈ Get to know them and get them to know the class:

- Icebreakers are great for Week 1 but it does need to be short – your time is really tight this first week – there is a lot to cover. Some icebreaker suggestions include:
 - Nametag game (fake names with masking tape on their backs, yes or no questions)
 - Interview the person sitting next to them and then have them introduce their partner to the class.

- 2 truths and a lie (students guess which one is the lie, this can be quite entertaining)
- Simple intro (name, hometown, and the most high-risk thing they have ever done)
- Name game (Students have to think of an adjective that starts with the same letter of their name that describes them, e.g. Jolly Jenny. It has to run in a circle because every person has to repeat the person in front of them. (Do only if you have a small class, this take a long time)

≈ **Distribute syllabus/Review goals of FYE and coaching**

- Review the instructor contact information - many of us are in different locations so if you do not have an office in the FYE Office please make that clear to them so they know where to go for coaching.
- Discuss the goals and purpose of FYE: Some instructors ask the students to define what they think the goal and purpose is as an activity.
- Review FYE coaching and its IMPORTANCE in the course. Many instructors ask students what they think students could talk about in coaching - gets some fabulous conversations started!
- Highlight important aspects that you want to make sure they know about! (E.g. cell phone and laptop use in class, etc.)
- BRIEFLY discuss assignments/grading/etc.
- Let the students know the syllabus is also posted online in myCourses so they always have access to it for any questions about the course and assignments/etc.

≈ **Set up first wave of coaching appointments:**

- Each student has to sign up for a coaching appointment with you during Fall quarter.
- Do what works best for you:
 - Most instructors create some kind of "Coaching Binder" for students to sign up in and check each week in class.
 - Some instructors write/print out weekly appointment openings and bring them to class.
 - Some instructors enter all appointments in their Outlook calendar and print out the calendar for class.
 - *A REMINDER TO BLOCK OUT YOUR CLASS TIMES AND OTHER OBLIGATIONS IN YOUR CALENDAR SO STUDENTS DO NOT SIGN UP WHEN YOU ARE NOT AVAILABLE.*
 - Create a system that works for YOU and helps to keep you and your students organized and able to remember their appointments. Remind them in Week 1 that they will lose points of their final grade for missing a coaching appointment.

≈ **Things to remember before you let them go!**

- Some instructors hand out a "Tips" sheet for Week 1 - reminders about RIT to help students survive the first week.
- If you have an assignment due Week 2 remember to announce it at the end of class before letting them go.
- Remind the students to read over the syllabus and bring any questions they have about it to next week's class.
- Remind students to contact you if they need any help in their first week - this reinforces the coaching role and gets it started right away!

**Have fun and be enthusiastic about FYE and your students -
your energy will be contagious!**

First Year Enrichment: Turning Potential Into Achievement

ACTIVITY FOR SETTING TONE AND EXPECTATIONS OF THE CLASS

From:
Establishing Classroom Rules by Emma Mendiola
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San Antonio College
emendiol@accd.edu

To create the desired tone for the class from the very beginning around expectations. This activity takes about 35-45 minutes.

PURPOSE:

- *To raise awareness of what constitutes appropriate classroom behavior.
- *To develop classroom ground rules that are mutually agreed on between students and instructor, ground rules that will guide the class for the entire time they are together.
- *To begin addressing the On Course principles of self-awareness, personal responsibility, interdependence, self-management, and emotional intelligence

SUPPLIES/SET UP:

- *blackboard, white board, or flip chart
- *chalk or markers

DIRECTIONS:

1. Begin the activity by stating: "Every person in this class has had previous educational experiences whether in high school, on the job training, or prior college classes. I'd like you to silently reflect on those experiences, focusing specifically on the instructors who you feel were 'good' instructors." (2 minutes)
2. Write a header on one board that says "Professor" or "Instructor." Ask the students to share aloud what they think are the most important qualities of a good instructor. List the qualities under the header as the students call them out. The students will likely be suggesting such qualities as "on time," "prepared," and "kind." (5 minutes)
3. Write every quality/characteristic the students state without censoring (unless of course, they state something inappropriate) until they can think of no more to list. When it appears the list has been exhausted, you can suggest and record some that may not have been mentioned. (10 minutes)
4. To model a positive behavior and to reinforce their participation, praise the students for coming up with such a good list, creative qualities, unexpected responses, etc. Then say, "OK, now that you've come up with a list of qualities that make a good instructor, let's do the same for qualities that make a good student." Write a header on another board that states "Student." Follow through as before, having them list the qualities of a good

student. Once again positively reinforce their participation. (10 minutes)

5. At this point ask the students to study the two lists. Ask, "Does anybody notice anything interesting about these two lists?" Hopefully, someone will notice that the two lists have a lot of qualities in common. If no one notices, or wants to say, then make a statement to that effect. For example, "Isn't it interesting that both lists share many of the same qualities?" This can be emphasized further by asking the students to state which qualities are common to both lists as you circle or check them off. Make a statement about the observations such as, "So it appears you think many of the same qualities you like to see in a good instructor also apply to being a good student. I agree." (5 minutes)

6. Dive a bit deeper by asking students questions such as, "How do you know if an Instructor is prepared?" or "How can you tell if a student is respectful?" Help them identify observable behaviors, such as, "A prepared instructor has handouts ready for each class. A respectful student keeps quiet when others are talking." (5 minutes)

7. Here's the pay off. Say, "I'd like to make a deal with you. I promise that I will do my very best to exemplify all the qualities in the 'good instructor' list if you will promise to do your best to exemplify all of the qualities in the 'good student' list. Do we have a deal?" At this point you may also want to add that either you or the students can point out (kindly and respectfully) at any time if they think the other isn't living up to their end of the deal. (10 minutes)

8. Seal the deal, if you would like, by writing out and signing the agreement. This step will add approximately 15 minutes to the original time allotted.

EXPERIENCES/OUTCOMES:

I have been using this activity for a number of years and there has been a range of responses from the students. They typically engage very quickly, enthusiastically voicing their opinions about the qualities of a good instructor and student.

I always write all of the responses on the lists, even if all the students are not in agreement. In modeling respect for their opinions, I feel I am contributing to the atmosphere of mutual respect that I hope will be created and continue throughout the semester. As the two lists are generated, some will see the connections in Step 4 sooner than their classmates, and I may have to temper their enthusiasm so the others can catch up.

By far, the strongest reactions typically occur when we "make the deal." I've found that students' trust levels vary about my willingness to keep my agreements and their ability to actually call me on a broken promise. This doubt makes it all the more critical

that I honor my commitments.

I believe this exercise has done more to set an appropriate, positive tone for my classes than anything I have ever tried before. Students appreciate the creativity and participation that go into the exercise as opposed to having the instructor recite a dry list of rules and requirements for the course. They also appreciate the mutuality of the agreement and have observed that it was the first time anybody asked them what their thoughts were regarding quality instructors. One of them said, "It made me feel like an adult when you wanted to know what I thought and that kind of made me feel like I should act like one." Some have only half jokingly observed that it put some level of pressure on them to be like "real" college students.

It does take some students more time and practice to implement new, positive behaviors, but other students are typically the first to remind them of the deal we made. These deviations from the agreement provide an opportunity to reaffirm what we all agreed to at the beginning of the course and perhaps work with a particular student on individual issues.

Even when I have had to remind students of our deal, it was easier to address their inappropriate behavior because we had a frame of reference that they understood and had embraced as their own. In our course evaluations, we have a question that asks "What one thing did your instructor do exceptionally well?" Every semester students make comments like "She was very respectful," "She treated us like adults," "I felt that I could say what I thought even if she didn't agree." That is the atmosphere of mutual respect that I am striving for.

LESSONS LEARNED:

I use this strategy every semester with every class I teach. I have found it to be very effective and plan to continue its use. I have noticed that the times when I have had to remind students of our deal tend to understandably occur when they are experiencing stress in school or in their private lives. Just as they are called to be self aware and manage their emotions and behaviors in class, I am also called to be aware of the things that impact their behavior (Aha!). In this way I can hold them accountable as I respond to them with a compassion that preserves their dignity. This activity has reinforced my belief that people (students) will rise to the level of your expectations. It provides structure and flexibility which I believe are both critical for optimal learning.

SOURCE:

I came across this activity at a conference a number of years ago and have adapted it to the format presented above. I do not recall which conference, or who generously shared it at the time, but he encouraged us to use it at will, and I do.