DESIGNING & IMPLEMENTING A COMPREHENSIVE FYE COURSE IN THE COMMUNITY COLLEGE TO INCREASE STUDENT SUCCESS

By
JULIE McLAUGHLIN
AND
DIANE STUMP

WHY FYE?
• YOU believe this is the most important course on campus!
• Not just a college success course but a LIFE success course

OTHERS BELIEVE.....
• Waste of time
• Waste of money and resources
• Not “real”

YOUR MISSION....
• How do you build an effective FYE course and gain buy-in from your campus community?

How Cincinnati State Implemented A Successful FYE Course

CINCINNATI STATE - FYE HISTORY
• Pilot study 2000-2001
• 2001-CAR 9002 (graduation requirement)
✓ Moved from list of required topics to required instructor training
• 2006
✓ Advisory Committee formed
✓ Changed from CAR to FYE
✓ Survey Monkey evaluation of ALL instructors
✓ Standardized syllabus
✓ One credit and three credit option
✓ Required Blackboard component
• 2008
  ✓ Added two credit option

• 2009
  ✓ Separate required training for all three courses
  ✓ Created “master course template” for each course in Blackboard
  ✓ Designated classroom

• 2010
  ✓ Author in residence
  ✓ New text
  ✓ Certify teachers
  ✓ 2 training sessions (general FYE and course specific)

• 2011
  ✓ Program Chair
  ✓ Electronic drive

CINCINNATI STATE - FYE COURSES

• FYE 100
  College Survival Skills (one credit hour)

• FYE 105
  College Success Strategies (two credit hours)

• FYE 110
  The Community College Experience (three credit hours)

FYE ADVISORY COMMITTEE

Julie and Diane co-chairs

• Made up of representatives from across campus
  ✓ Associate Deans
  ✓ Faculty Members
  ✓ IT reps
  ✓ Institutional Research
  ✓ Program Chairs
  ✓ Counselors
  ✓ Advisors
  ✓ Instructional Designer

CINCINNATI STATE - FYE INSTRUCTOR TRAINING

• Offered twice a year for new instructors or for instructors who want to move to next level

• Any time we change text books
  Includes:
  ✓ Brief history
  ✓ Overview of standardized syllabus and course schedules
  ✓ Instructor expectations
  ✓ Tips and techniques
  ✓ Blackboard

How To Design And Implement A Comprehensive FYE Course
AN EFFECTIVE FYE COURSE

• Should focus on the whole person
• Makes it the quintessential “student centered” course

WHY HAVE AN FYE COURSE?

• During the first year of college, students report the most change, the most learning and the most development (Flowers, 2001; Doyle, Edison & Pascarella, 1998; Light, 2001).
• Academic habits established by students during the first year of college are likely to persist throughout their remaining years of college (Schilling, 2001).

WHY HAVE AN FYE COURSE?

BENEFIT TO INSTITUTION

• Retention
• Student Satisfaction
• Connection to Institution
• Profit to the College

WHY HAVE AN FYE COURSE?

BENEFIT TO STUDENTS

• Better prepared for college success
• Less frustration
CHALLENGES OF DEVELOPING AN FYE COURSE

- Gaining acceptance from campus community for an FYE course
- Funding
- Action from advisors, faculty and administration

THINGS TO CONSIDER

- Required or optional
  - 46% require the course
  - 34.6% require for some but not all students
  - 19.4% offer only as an elective

REQUIRING THE COURSE

- No stereotype associated with taking the course
- The course benefits students of all levels of academic abilities

IF THE COURSE IS OPTIONAL

- Who takes it?
- Are there pre-requisites?
HOW MANY CREDIT HOURS?

- 42.5% one credit
- 12.6% two credits
- 33% three credits
- 10% four or more credits

*Cincinnati State offers three options:
one, two, or three credits

OFFER YOUR FYE COURSE FOR ACADEMIC CREDIT!

- 92% of colleges offer FYE for academic credit
- Message to the students that the course is credible, valuable, and worthy of their time and effort!

CLASS CAPACITY AND SECTIONS

- How many sections do you want to offer each term?
- What should be the class capacity for your FYE course?
  - Keep as small as possible

FYE COURSE TITLE

- Should capture student's interest and attention
- Reflect its holistic focus
- Educationally substantive
- Development of skills and strategies that have lifelong value

FYE COURSE TITLES

- Brainstorm
- Share

SHOULD THE COURSE BE STANDARDIZED?

- Common learning experience for all students
- Helps recruit instructors
CHOOSING A TEXTBOOK

- Be sure the textbook addresses the needs of YOUR students (i.e. community college and not four year)
- Should address more than academics (i.e. whole person)
- Using a textbook validates the course for students

CHOOSING A TEXTBOOK

- Makes course relevant and credible
- Research based (buy in from faculty)

ITEMS TO BE COVERED

- Specific topics or chapters
- Suggested topics or chapters
- Standardized assignments

WHAT TOPICS SHOULD BE INCLUDED?

- Study Skills
- Time Management
- Diversity
- Netiquette
- Appropriate Classroom Behavior
- Information specific to your school
- Test Taking
- Stress Management

WHAT TOPICS SHOULD BE INCLUDED?

- Money Management
- Goals and Motivation
- Critical and Creative Thinking
- Health and Wellness
- Interpersonal Relationships
- Social and Emotional Intelligence
- Career and Educational Planning
- Others?

EXAMPLES OF STANDARDIZED ASSIGNMENT

- Diversity Project
- Academic Advisor Appointment
- Time Management
- Final Presentation
- My Power Learning
**ACTIVE LEARNING STRATEGIES TO USE THROUGHOUT THE COURSE**

- Minute papers
- You Tube videos [http://www.youtube.com/watch?v=Y6hz_s2XlAU](http://www.youtube.com/watch?v=Y6hz_s2XlAU)
- First five minutes
- Music

**COURSE OVERSIGHT**

- Program or Area Chair
- Dean
- Committee (cross campus)

**CLASS DELIVERY**

- In class
- On-line
- Hybrid
- Blackboard (or other technology enhanced)
- Possible master course

**COURSE POLICIES**

In creating these policies, remember this course is about life skills too!

- Attendance
- Tardies
- Late assignments
- Grading Scale
- Cell phones
- Others – what are they?

**WHO WILL TEACH THE COURSE?**

- Faculty (*what disciplines?*), staff, administrators
- Requirements to teach
- Recruiting instructors

**FACULTY AS FYE INSTRUCTORS**

- Faculty involvement increases the likelihood that the course is perceived to be academically credible
- Recruit faculty who are:
  1. Student-centered
  2. Use active learning
  3. Relate to students and develop rapport
  4. Available to students outside of class time

*From: Administration of the First-Year Seminar: Key Decisions and Decision-Making Criteria*
TRAINING YOUR INSTRUCTORS

• Who are the trainers?
• What is included in the training?
• How often does training occur?
• Mandatory training
• Handouts and resources
• Continuing Education Options
• Certification

CONTENT OF INSTRUCTOR TRAINING

• Course History
• Course Goals and Objectives
• Expectation of Instructors
• Major topics
• Timing of Topics
• Assignments
• Grading Policies
• Course Evaluation
• Evaluation of Training

COURSE EVALUATIONS

• Tools available
• What questions? (see handout)
• As an assignment
• Mandatory to continue teaching
• Used to evaluate instructors and courses
• Provides continuous improvement of the course

GAINING BUY IN

• Improved retention rates
• Profit to the college
• Students better prepared for the college experience
• Fewer disgruntled students
• Connections formed

DATA DATA DATA

• Retention
• Course Satisfaction
• Student Testimonials

CINCINNATI STATE DATA

• Improved retention and persistence
• Higher grades and completed credit hours
• High course satisfaction rate
• Students feel they are better prepared
### RETENTION DATA

**FYE Success Measures 2010-2011 Cohort**

<table>
<thead>
<tr>
<th></th>
<th>Retention</th>
<th>Average</th>
<th>Completion Rate</th>
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<tr>
<td>Overall</td>
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<td>1.58</td>
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<td>48/74</td>
<td>1.58</td>
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<tr>
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</tr>
</tbody>
</table>

**Notes:**
- Calculations are using students enrolled in FYE in Summer or their 1st term.
- Students who passed an award of FYE in Fall.

### PERSISTENCE

**Fall 2012 FYE Outcomes**

| FYE Enrollment Set Term | Number of Students | A | B | C | D | F | W | IP | Total |
|------------------------|--------------------|---|---|---|---|---|---|----|-----|--|
| FYE 9001 (SU '07)     | 900                | 60 | 140 | 31 | 15 | 20 | 1 | 0  | 105  |
| FYE 9001 (SU '08)     | 900                | 60 | 140 | 31 | 15 | 20 | 1 | 0  | 105  |
| FYE 9002 (SU '07)     | 900                | 60 | 140 | 31 | 15 | 20 | 1 | 0  | 105  |
| FYE 9002 (SU '08)     | 900                | 60 | 140 | 31 | 15 | 20 | 1 | 0  | 105  |
| FYE 9003 (SU '07)     | 900                | 60 | 140 | 31 | 15 | 20 | 1 | 0  | 105  |
| FYE 9003 (SU '08)     | 900                | 60 | 140 | 31 | 15 | 20 | 1 | 0  | 105  |

**R a t i n g %%%%% % % % %**

**FYE 9002 (SU '07-SP '08)**

**FYE 9003 (SU '07 & SU '08)**

**Data is for SU '07 - SP '10 with the exceptions of the following terms:**
- FYE 9002 (SU '07-SP '08)
- FYE 9003 (SU '07 & SU '08)

### COURSE SATISFACTION

**FYE Overall Rating (Past 5 Academic Years)**

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tr>
<td>Overall</td>
<td>57/84</td>
<td>105</td>
<td>31</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>Low Level</td>
<td>18/21</td>
<td>40</td>
<td>10</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>FYE Gen</td>
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**Notes:**
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- Students who passed an award of FYE in Fall.

### FYE OVERALL SEMESTERS

**FYE Overall Rating (Under SEMesters)**

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tbody>
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<td>15</td>
<td>20</td>
</tr>
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</table>

### FYE SUMMARY

**FYE Summary (Past 8 Terms)**

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<tr>
<th></th>
<th>Excellent</th>
<th>Very Good</th>
<th>Neutral</th>
<th>Poor</th>
<th>Fair</th>
<th>Fair + Poor</th>
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<td>5</td>
<td>105</td>
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<td>20</td>
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<td>5</td>
<td>5</td>
<td>105</td>
</tr>
<tr>
<td>FYE 9003</td>
<td>50</td>
<td>30</td>
<td>20</td>
<td>15</td>
<td>5</td>
<td>5</td>
<td>105</td>
</tr>
<tr>
<td>FYE Average</td>
<td>50</td>
<td>30</td>
<td>20</td>
<td>15</td>
<td>5</td>
<td>5</td>
<td>105</td>
</tr>
</tbody>
</table>

**Notes:**
- Calculations are using students enrolled in FYE in Summer or their 1st term.
- Students who passed an award of FYE in Fall.

### STUDENT TESTIMONIALS

- "I have learned a lot from this course. I have become more of a better student and feel really confident about my future here at Cincinnati State."

- "This course was good. I think all first year college students should take this!"
STUDENT TESTIMONIALS

- “It gave every scrap of knowledge that I may need to know at one point or another in my future time as a college student, also having the book I can always look back and find almost anything I would need info on in it.”
- “I really enjoyed this class and thought it was completely necessary.”
- “This class helped me so much.”

ANNUAL EVENTS FOR QUALITY IMPROVEMENTS

- Review textbook
- Examine evaluation format and results
- Update training
- Review syllabus and course schedule
- Always looking for new teaching ideas

DATA DATA DATA!!!
What is a First Year Experience course?

The First Year Experience (FYE) course at Cincinnati State is an exciting opportunity to support students in their transition to college life.

After completion of the FYE course at Cincinnati State, students will have skills to assist them in becoming independent learners who participate in diverse communities. These skills will promote academic, social, and career success.

All degree-seeking students must complete one FYE course as part of the first 12 credit hours taken at Cincinnati State. This is a graduation requirement.
First Year Experience course topics include:

- Time, stress and financial management
- Study skills
- Academic planning
- Campus resources
- Diversity issues
- Goal setting
- Netiquette

FYE 100
College Survival Skills
1 credit hour

A course that introduces students to Cincinnati State, the college’s resources, and its expectations for new students.

Choose this course if you:
- Have good study habits
- Are very confident about your academic preparedness for college
- Have strong academic skills

FYE 105
College Success Strategies
2 credit hours

This course is an expanded version of FYE 100. It allows students more time to develop college success strategies and participate in community building activities. This course also includes personal health & wellness.

Choose this course if you:
- Feel that your study habits could be improved
- Are only moderately confident about your academic preparedness for college
- Feel anxious about your ability to be successful in college

FYE 110
The Community College Experience
3 credit hours

An extensive course that helps students make a successful transition to college life. This course also includes personal health & wellness and career preparedness.

Choose this course if you:
- Are a first generation college student
- Lack confidence in your ability to succeed in college
- Do not have good study habits
- Feel overwhelmed about starting college
- Have been out of school for an extended period of time
Instructor: Julie McLaughlin
Office: 236 Main
Mailbox: 232 Main
Phone: 513-569-1891
E-mail: julie.mclaughlin@cincinnatistate.edu

REQUIRED TEXT
Thriving in the Community College & Beyond: Strategies for Academic Success and Personal Development
by: Cuseo, Thompson, McLaughlin, and Moono
- Planner (packaged with book)
- Cincinnati State College Catalog

In order to complete this course and take advantage of all assignments that result in points toward grades, students must buy a new textbook. The text is considered a workbook and cannot be resold.

COURSE DESCRIPTION
An orientation course that helps students make a successful transition to college life with college success strategies and community building activities.

TOPICS INCLUDE
- Study Skills, Time Management, Stress Management, Financial Management
- Academic, Career, and Financial Planning, Critical Thinking
- Diversity and Campus Resources
- Netiquette and Goal Setting
- Health and Wellness
- Communication

COURSE OUTCOMES
Upon completion of FYE 110 – Community College Experience, the student will be able to:
- Identify a personal learning style and ways to use it effectively in class and study
- Understand and explain proper protocol and classroom etiquette for college
- Identify and use printed campus resources including the college catalog, etc.
- Write short-term and long-term goals
- Demonstrate effective and appropriate use of technology (Blackboard) for educational and communicative purposes
- Develop methods to:
  - Improve memory
  - Manage time more effectively
  - Read a textbook with improved retention
  - Prepare for and take a test
  - Minimize stress and reduce its negative effects
  - Write a budget
• Apply course concepts such as time management, stress management, study skills and learning styles in the development of his/her own college success plan.
• Identify and use critical thinking skills
• Understand and explain the importance of working harmoniously with people of diverse backgrounds.
• Identify and explain the impact of personal health and wellness on one’s experience as a college student and describe methods to improve one’s own health.
• Identify components of educational and career planning
• Demonstrate appropriate emotional/mature responses to various life situations

<table>
<thead>
<tr>
<th>GRADING</th>
<th>Attendance</th>
<th>400 points</th>
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<tbody>
<tr>
<td></td>
<td>Blackboard Tests</td>
<td>100 points each</td>
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<tr>
<td></td>
<td>Homework</td>
<td>50 points each</td>
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<td></td>
<td>In-Class Assignments</td>
<td>25 points each</td>
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<tr>
<td></td>
<td>Tests</td>
<td>100 points each</td>
</tr>
<tr>
<td></td>
<td>Quizzes</td>
<td>up to 25 points each</td>
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<tr>
<td></td>
<td>Papers or other worksheets as noted on the Course Schedule</td>
<td>100 points each</td>
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<tr>
<td></td>
<td>CSTATE Modules</td>
<td>25 points each</td>
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<td></td>
<td>Diversity Project</td>
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<td>Final Presentation</td>
<td>400 points</td>
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<td>Discussion Boards</td>
<td>50 points each</td>
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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>A</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>D</td>
</tr>
<tr>
<td>F</td>
</tr>
</tbody>
</table>

Grades will be calculated by dividing points earned by total points possible. Grades (except for attendance) can always be viewed in Blackboard under “Tools/My Grades”.

ATTENDANCE AND PARTICIPATION
• Attendance and participation are extremely important for any college course.
• Student participation in class activities is what makes the class a fun and productive learning experience.
• No extra work may be turned in to make up for an absence and/or in class assignment.
• Students are responsible for contacting classmates to get notes and information that they miss.
• Assignments that are due on the day of an absence may be emailed or placed in the instructor’s mailbox before class starts.
• Students will be allowed six (6) absences throughout the duration of the semester. The 7th absence will constitute an F in the course regardless of the amount of progress and participation up to that point.
• Students who stop coming to class and do not officially withdraw from the course will receive an “F” at the end of the semester.
ATTENDANCE GRADING SCALE (BASE = 400 POINTS)

<table>
<thead>
<tr>
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<th>Points</th>
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<td>Perfect Attendance</td>
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<td>One Absence</td>
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<td>345</td>
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<td>Three Absences</td>
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<td>Four Absences</td>
<td>250</td>
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<td>Five Absences</td>
<td>175</td>
</tr>
<tr>
<td>Six Absences</td>
<td>100</td>
</tr>
<tr>
<td>Seven Absences</td>
<td>AUTOMATIC FAILURE OF COURSE</td>
</tr>
</tbody>
</table>

- Attendance is required on presentation days regardless of when students present. If students miss on any presentation day, the miss will count as a double absence.

**Participation (or lack thereof) and attitude/effort can also affect attendance grades**

TARDINESS
- **Two tardies will count as an absence.**
- Students are considered tardy once attendance has been taken. They are also considered tardy if they leave early.
- Students who are not present when attendance is taken are responsible for seeing the instructor AFTER class to avoid being counted absent.
- **There will be no wandering in and out of the classroom. Students who leave the classroom and come back WILL be marked tardy and can be marked absent.**

CELL PHONES AND OTHER ELECTRONIC DEVICES
- **All electronic devices must be turned OFF and put away during class.**
- Students whose phones ring during class will be marked absent! Text messaging (or similar phone use) during class will also cause students to be marked absent!
- Earphones, IPODS, etc. are other examples of electronic devices that are not permitted in class.

PAPERS
- **Proper grammar, sentence and paragraph structure will be required for all assignments in this course.**
- All papers must be typed, double-spaced (12 font – Times New Roman or Arial) and a minimum of one FULL page unless otherwise stated by the instructor.
- Work should be proofread AND spell-checked! Students who struggle with writing are STRONGLY encouraged to use the Writing Center.

LATE ASSIGNMENTS
- Assignments are considered late if they are not handed in at the beginning of class when attendance is taken!
- Late assignments will be considered for half credit as long as they are submitted by the beginning of the next class period.
• Late assignments submitted after the next class period will not be accepted. Students should allow sufficient time for “technical emergencies” when completing assignments. **No excuse will be accepted for late assignments!**
• Any assignments turned into the instructor’s mailbox MUST be turned into my mailbox in ______________ and must ALSO be time and date stamped by the person at the front desk.

**CLASS PROGRESS**
• Students are responsible for keeping track of their class progress, assignments and grades through the Blackboard grade book.
• Students who need help or have problems with an assignment are responsible for seeking help from the instructor.
• **Any graded papers not picked up will be destroyed three weeks after the start of the next semester. At that point in time all grades are final and will not be changed for any reason.**

**CONTACTING YOUR INSTRUCTOR**
• It is always the student’s responsibility to determine the instructor’s preferred method of communication.
• Students should not consider leaving a message for an instructor as an end to their responsibility.
• For this course, your instructor’s preferred method of communication is: __________________________________________________________________________

**PLAGIARISM/CHEATING**
• **Violation of the Cincinnati State Code of Conduct or cheating in any way will result in an F for the course.**
• The instructor has the right to withdraw or fail students for inappropriate on-line or in class behavior as well.

**CLASSROOM ETIQUETTE**
✓ No working on homework assignments during class. (This is cause for being marked absent.)
✓ No children or guests. (Students must be registered for this class in order to attend.)
✓ No tobacco products.
✓ No wandering in and out of the classroom.
✓ Students who sleep through class will be marked absent.
✓ Cell phones, IPODS, ear phones, and any other device that could be disruptive should be turned off and put away during class.
✓ Be respectful of others. No talking while other people are speaking.
✓ Come to class prepared and ready to participate.
✓ HAVE FUN 😊

**EMAIL**
• Students are expected to use their official Surge Mail e-mail account for this course.

**DISCUSSION BOARDS**
• Discussion board topics will be posted on Blackboard at the discretion of the instructor.
• In order to receive a grade, students must participate per the instructor’s directions.
• Postings MUST be submitted by class time on the day they are due.
READING ASSIGNMENTS
- Students are expected to read their textbook and answer all questions in the chapter.
- Occasionally the instructor will check to see that students have answered the questions.
- These periodic checks are worth up to 25 points each.
- Students who have not completed the questions will receive a zero. NO MAKE UPS ALLOWED.

QUIZZES
- May be given at the beginning of class.
- Missed quizzes may not be made-up for any reason, including absence or lateness.

BLACKBOARD TESTS
- All Blackboard tests will be accessible through the Blackboard Learning System.
- Students are allowed only one attempt to complete each test and backtracking is prohibited.
- Once the test is started, students will have a specified amount of time to complete it.
- Must be completed by class on the day they are due.

TESTS
- Students must contact the instructor prior to the test date if they will not be present.
- Make-up tests must be completed within one week of the test date. NO EXCEPTIONS.
- All make-up tests will be in the form of essay questions.

FINAL PRESENTATION
- Presentations must be done in the classroom. Presentations cannot be made up outside of class or in your instructor’s office. NO EXCEPTIONS.
- Students who miss their presentation will receive a grade of zero.

DISABILITY ACCOMMODATIONS
- Students who require accommodations because of a documented disability should contact the Office of Disability Services (Room 129 Main, 569-1775) to arrange for accommodations.
- Students must provide documentation to their instructor at the beginning of the semester.

ADDITIONAL SUPPORT SERVICES
- Success Center (569-1614), 261 Main and ATLC 105
- Writing Center (569-1736), 235 Main
- Counseling Center (569-1552), 168 Main

This is a proposed syllabus. The instructor reserves the right to change this document based on the experiences and needs of the students involved.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 8</td>
<td>Introduction and Overview of Class Content and Assignments</td>
<td>Review Syllabus</td>
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<td>Getting To Know Each Other</td>
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<td>Blackboard and MYCSTATE INTRO</td>
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<td>January 10</td>
<td>Blackboard/Syllabus Worksheet Due</td>
<td>Personal Responsibility</td>
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<td>Thinking Outside the Box</td>
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<td>Netiquette</td>
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<td><em>Read: Introduction</em></td>
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<td>January 15</td>
<td>E-mail Assignment Due</td>
<td>Introduction</td>
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<tr>
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<td></td>
<td><em>Read: Chapter 1</em></td>
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<tr>
<td>January 17</td>
<td>Personal Responsibility Homework Due</td>
<td>Chapter One - Touching All the Bases</td>
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<tr>
<td>January 22</td>
<td>Discussion Board Due</td>
<td>Finish Chapter One - Touching All the Bases</td>
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<td>Discuss Advising Appointment</td>
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<td>January 24</td>
<td>Bring College Catalog to Class</td>
<td>CSTATE Modules Due</td>
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<td>Cincinnati State Information</td>
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<td><em>Read: Chapter 2</em></td>
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<td>January 29</td>
<td>Understanding College Worksheet Due</td>
<td>Chapter 2 - Goal Setting, Motivation, and Character</td>
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<tr>
<td>January 31</td>
<td>Finish Chapter 2 - Goal Setting, Motivation, and Character</td>
<td><em>Read: Chapter 3</em></td>
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<tr>
<td>February 5</td>
<td>Goal Setting Assignment Due</td>
<td>Chapter 3 – Managing Time and Preventing Procrastination</td>
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<tr>
<td>February 7</td>
<td>Finish Chapter 3 – Managing Time and Preventing Procrastination</td>
<td><em>Read: Chapter 4</em></td>
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<tr>
<td>February 12</td>
<td>Time Management Worksheet Due (100 points)</td>
<td>Blackboard Test to be completed by class time today!</td>
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<td>Chapter 4 - Strategies for Developing Deep Learning and High-Level Thinking</td>
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</tbody>
</table>
February 14  Finish Chapter 4 – Strategies for Developing Deep Learning and High-Level Thinking
Read: Chapter 5

February 19  Continuous Review
Chapter 5 - Strategic Studying and Test Taking

February 21  Finish Chapter 5 - Strategic Studying and Test Taking
Learning Styles
Calculating your GPA Activity
Read: Chapter 6

February 26  In Class Test
My Power Learning Assessment and Worksheet Due (100 points)
Chapter 6 - Diversity and the College Experience

February 28  Diversity Project Due
Continue Chapter 6 - Diversity and the College Experience

March 5  Continue Chapter 6 - Diversity and the College Experience

March 7  Advisor Appointment Worksheet Due for Extra Credit
(by semester’s end for full credit)
Go over Final Presentation
Finish Chapter 6 - Diversity and the College Experience
Read: Chapter 7

March 12  Chapter 7 - Managing Money and Minimizing Debt
Read: Chapter 8

March 14  Finances Homework Due
Chapter 8 - Social and Emotional Intelligence

March 19  Continue Chapter 8 - Social and Emotional Intelligence
Read: Chapter 9

March 21  Chapter 8 Homework Due
Finish Chapter 8 - Social and Emotional Intelligence
Chapter 9 - Health and Wellness

March 26  Chapter 9 - Health and Wellness
Read: Chapter 10

March 28  Chapter 9 Homework Due
Finish Chapter 9 - Health and Wellness

April 2  Unplanned Pregnancy Modules Due
Finish Chapter 10 – Educational Planning & Decision Making
Read: Chapter 11
April 4  Chapter 11 – Career Exploration, Planning & Preparation
April 9  Career Homework Due
         Final Presentations
         Tying it All Together
April 11 Final Presentations
April 16 Final Presentations
April 18 Final Presentations
         Course Evaluation Due
         Blackboard Test to be completed by noon on Friday, April 19th!

This is a proposed schedule. The instructor reserves the right to change this schedule based on the experiences and needs of the students involved.