Cover Page

Rebound Proposal

1. Purpose for submitting: *Seeking feedback*

2. Type of proposal: *A specific program*

3. Specific action being requested: *Waive*

4. Proposer: *Clayton Thyne*

5. Affiliation of proposer: *Provost Faculty Fellow; Assoc Dean of Academic Affairs, A&S*

6. Proposal submitted on behalf of another unit or organization *Not applicable*

6.a. If "Yes," name of the submitting unit/organization:

7. Rationale for proposal:
The Rebound Proposal offers a path for first-term students to avoid suspension when their GPA is <0.6. It offers a 2cr course in the spring and 1cr course in the fall. We propose this as a 3-year pilot program. During the pilot, we ask for a waiver of the 0.6 suspension rule (SR 5.4.1.2, item 3).

8. Does the proposal include a change to the Senate Rules?
Yes

8.a. If "Yes," what section of the Senate Rules? *Section 5 - Attending the University*

8.b. If "Yes," what is the requested effective date? *Fall 2024*

9. If asking for feedback, how will the feedback be used?
Proposal draft has been circulated widely with revisions after each iteration. We hope that the draft is in reasonably good shape and will be eager to revise based on insights from the council

Rebound Pilot Program
Draft Proposal
03/04/24

The purpose of this document is to provide the initial sketch of a 3-year pilot rebound proposal to begin in spring 2025. Discussions during AY23 yielded many thoughts for action from the initial rebound committee. Continued discussion restarted in fall 2023 have produced this document for consideration.[1]

Problems to be solved

Based on current UK policies, students who struggle mightily during their first term face few (if any) good options to recover to meet their academic goals. This yields four main problems:

1. *Uphill battles*: suspended students face bleak options. They can rarely return to their home colleges or transfer due to low GPAs. Returning to school usually requires them to sit out two years and claim academic bankruptcy or apply for a retroactive withdrawal, which requires extenuating non-academic situations.
2. *Inclusivity issues*: students most apt to be placed on probation or become eligible for suspension include underrepresented minorities, first-generation students, and international students.[2]
3. *Equity concerns*: three colleges have some Rebound-like programming, including M-G CAFE, Education, and A&S. Variations in programming exist among these colleges. Students outside of these colleges have no access to Rebound programming.
4. *Harsh outcomes*: Suspension policies (particularly suspension after the first term) are unmistakably out of step with Kentucky, peer, and aspirational institutions.[3] They are also unaligned with peer-reviewed work.
5. *Disregarding research*: A plethora of peer-reviewed work (as footnoted below) and pilot studies across the US have identified best practices in Rebound programming. Ignoring this work is detrimental to UK students.

Proposal in brief

We propose a three-year pilot Rebound program focused on first-year students to begin in AY25. Students include (1) suspension-eligible students (<0.6 GPA) for mandatory enrollment and (2) probation-eligible students (0.6-2.0 GPA) for optional enrollment.[4] We envision two primary options.

University-wide, centralized option[5]

This will be a two-course sequence.[6] The spring term will include a 2-credit course that draws on best practices learned from academic research, peer institutions, and existing programming from Education, A&S, and M-G CAFE courses.[7] It will be taught following the UK101 model for instructors, leaning towards instructors who have an interest in the students. It will also include support personnel, such as peer leaders, instructional designers, and a program coordinator.

The second course, taught in the subsequent fall, will be a 1-credit course meant to solidify and enhance behavioral modifications gained from the term 1 course.[8] It will rely primarily on a case-management approach for students and will include faculty mentorship, peer-accountability communities (PACs), and enhanced advising.[9]

College-specific option

Colleges may choose to create (or continue, if available) their own Rebound program. The governance body described below would approve alternative programming with conditions focused on equity (e.g., assuring all students have access to the same benefits, as described below) and best practices as determined by peer-reviewed literature (see endnotes 3, 5 and 6). Approval of college-specific options would err on the side of being lenient, recognizing that college-specific variations provide opportunities to explore important variations in the pilot stage for potential institutionalization in the post-pilot stage.

Benefits to Students

In addition to the knowledge, mentorship, and training received during the Rebound sequence, students will receive two specific benefits from the Rebound program.

Deferred suspension.[10] Following their first term, suspension-eligible students (GPA <0.6) will face two choices: enroll in the Rebound program or face suspension following the normal suspension process. If students choose to enroll in the program, they cannot be suspended from UK for grades received during the fall of their first term if they receive at least a C grade in each Rebound term.

Aside from deferring suspension from UK, all existing suspension policies remain, including colleges' rights to suspend students from their particular college as defined in the Senate Rules.[11]

Academic Fresh Start. Students who successfully complete the 2-semester, 3cr Rebound Program with term GPAs of at least 2.0 will be able to retroactively withdrawal from the courses they took in their first fall for any reason. This allows students to recover from a bleak first term. Allowing students who are not suspension eligible (GPAs 0.6-2.0) to enroll in the Rebound program adds fairness because these students would also be eligible for academic fresh start.

Costs to Students

While the Rebound program recognizes failure as part of the normal learning process, it also recognizes that actions have consequences that reinforce the learning process. Thus, this plan is not intended to be a free pass that erases consequences of (in)actions. Costs to students can be inferred from this document, though it will be incumbent upon the program to make students abundantly clear about the following costs:

- The Rebound program will require 3 credit hours with a C or better that will not apply to any specific degree/program requirements. Based on AY24 tuition rates, cost for these 3 credit hours range from $1623 (in-state) to $4146 (out-of-state).

- Academic Fresh Start will replace all first-term grades with Ws, including any courses that were passed successfully. Unlike normal RWAs, there will be no process to petition for partial academic RWAs.
- Rebound courses will be legitimate courses that require normal time and effort for a university-level course.

Governance

The Rebound program will be governed by a faculty body following the protocols for "A faculty body homed outside a college" here. In addition to normal functions like making educational decisions about the program and curriculum, this body will be tasked with measuring outcomes; considering revisions; and recommending cancellation, modification, or permanence following the three-year pilot. It will most closely resemble the EXP Faculty Advisory Group (see slides 3-5 here), which includes faculty, staff, and student representatives.[12]

Data from Pilot to Inform Policy Decisions

We have intentionally kept the proposal as broad as possible to maximize variation on several factors. This variation will allow us to make data-informed decisions if the pilot moves to a permanent program. These factors include:
1. College versus centralized rebound options, as explained above.
2. Student credit hours: we will not limit or recommend a number of credit hours for students in the program, including full/part-time status.
3. Minimum GPA (term or cumulative): students must earn at least a C in each Rebound course, as noted above. Aside from this rule, we will not remove students from the program for grades they receive in other courses. We can envision a graduated plan that sets criteria (e.g., see Alabama's plan here), but will not set such rules in the pilot stage.
4. Online option: we will provide one online/asynchronous option for the Rebound courses. This will allow online-only students an opportunity to participate.

Tabled Items

The summary above includes the minimum needed for a successful rebound program. The committee generated several ideas deserving of consideration that are ***not*** part of the pilot Rebound Proposal. As an FYI in case someone wants to champion these ideas, our discussion included the following:
- *Retroactive withdrawals (RWAs)*. A primary benefit of the Rebound program is allowing retroactive withdrawals for academic reasons for the student's first term. Beyond this pilot program, it would be worth considering whether our RWA policies are perhaps too restrictive as they largely require severe issues to be granted.
- *Repeat options*: UK allows 3 courses to be repeated during a student's academic career. Among schools benchmarked, most were far less restrictive. Peer-reviewed work suggests that more repeat options led to more risk-taking in the learning process (e.g., students more apt to challenge themselves with harder classes; Jiang et al., 2021). Thus, it is worth considering whether UK should expand repeat options.

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Notes

[1] The current rebound committee includes: Marianne Young (Assistant Vice President for Student Development and Support), Kim Anderson (Engineering, DUS for Biomedical Engineering), Carmen Agouridis (Senior Associate Dean for Instruction, CAFE), Margaret Rentimaa (Associate Dean for Undergraduate Student Success, Education), Molly Reynolds (Acting Vice President for Student Excellence), Sandra Bastin (Senate Council Vice Chair, CAFE), Kim Taylor (University Registrar), Leslie Vincent (Senate Admissions and Academic Standards Committee, B&E), and Clayton Thyne (Provost Faculty Fellow and Associate Dean of Academic Affairs, A&S).

[2] For supporting peer-reviewed literature, see (Liu et al. (2022) and Tovar & Simon (2006). Likewise, factors that affect stop-outs (temporary pauses, often after suspensions) and drop-outs (prolonged pauses) include lack of financial literacy, childcare, time management, inadequate sense of community, English-language learners, disabilities, and working jobs (Sasso et al., 2021). UK data are consistent with this literature. In spring 2023, for example, suspension-eligible students were 29% URM (compared to 17% for the entire UK undergraduate population); 42% Pell-eligible (21% for all); and 39% first-gen (26% for all).

[3] Benchmarking prior to drafting this proposal was extensive. For a summary of probation and suspension benchmarking, see here. For benchmarking on repeats, suspension, bankruptcy, probation, and recovery programs at BSU, WKU, and Morehead, see here. For benchmarking results on suspension, probation, recovery programs, and repeats, see here.

[4] As of 03/04/24, the committee is drafting and refining the specific process by which students enter the Rebound Program. We envision a brief application process where students explain why they did poorly in their first term. Students will sign an agreement that lays out the precise requirements, costs, and benefits to the program. We will add this information as an Appendix once we feel comfortable with the draft.

[5] See Appendix 1 and Appendix 2 for draft syllabi for the 2-cr spring and 1-cr fall courses, respectively.

[6] Peer-reviewed work strongly suggests that credit-bearing courses are critical for student success for students who are eligible for probation or suspension. These credit-bearing courses lead to increased rates of return to good academic standing, persistence, and graduation rates (Leon et al., 2019; McGrath & Burd, 2012); higher GPAs (Hanger et al., 2011); better student attitudes towards school; increased use of academic resources; better organization and time management; improved personal and study habits; increased personal connections and accountability (Versalle, 2018); and significant increases in cognitive strategies, study skills, and motivation as well as a significant decrease in test anxiety and procrastination.

[7] Course examples include AFE 109, A&S 140, and EDU 300.

[8] Several studies show that probation leads to higher GPAs in 2nd semester, but effect goes away by end of 2nd year (Albert & Wozny, 2018; Fletcher & Tokmouline, 2017; Wright, 2020); UK-level data from M-G CAFE is consistent with these results. This suggests that a second Rebound term is needed.

[9] The approach for the second course is firmly grounded in peer-reviewed literature, including work showing that (1) engagement with faculty is a critical component of rebound-like programs (Bowering et al., 2017; Fong & Krause, 2014); (2) student-faculty mentoring has large, positive effects on retention and graduation (Sneyers & De Witte, 2018); (3) proactive advising plus student success seminar coursework is most effective for student success (Hamman, 2014); and (4) coaching meetings significantly help GPA for students on probation (Vanacore & Dahan, 2021).

[10] Peer-reviewed work suggests that only 6.2% of suspended students returned and successfully completed a degree (Goldman et al., 2003). Most (if not all) benchmarked schools do not suspend without probation first. This includes eight Kentucky schools; all SEC schools; and six IRAA schools. Likewise, removing the suspension option after the first term for Rebound students is consistent with peer-reviewed literature related to suspensions, including work demonstrating that students see continuity as critical for their ability to succeed (Versalle, 2018). Likewise, suspending students and forcing them to reapply later provides no benefits to students. This is grounded in peer-reviewed work suggesting that (1) students who reapplied immediately and were able to return (as opposed to those who had to stay away from school before readmission) were most motivated to earn their degree (Hall & Gahn, 1994); (2) there is no statistically significant difference in student success between those immediately readmitted and those who had to wait for a specific period of time (Meador, 2012; (Meadows & Tharp, 1996); (3) the longer a student is out of school waiting to be readmitted, the less likely they are to return to school (Hall & Gahn, 1994); and (4) an active intervention process for suspended students is more effective in retention than requiring them to stay out of school for a semester (Dill et al., 2010).

[11] For example, under current policies B&E first-year students who earn a 0.6-2.0 GPA in their first fall would be eligible for suspension from B&E (per SR 10.5.1.5.1.2) but not from UK (per SR 5.4.1.2). Such students commonly move their home college to remain at UK. The Rebound proposal changes nothing about this scenario, which is common. The only difference is that the Rebound proposal adds the <0.6 GPA students to the pool of students who would likely be suspended from B&E and would no longer be eligible for suspension based on their first-term grades (provided they enroll in Rebound and meet above the requirements). As with 0.6-2.0 students, nothing about this proposal would change how B&E (or any other college) would be required or expected to handle college-level suspension cases for the <0.6 students.

[12] The following will soon be proposed for the faculty of record: Abbey McNely (undergraduate Junior; double major in Environmental & Sustainability Studies and Pre-Communication); Jennifer Osterhage (Associate Professor; Biology; A&S); Sy Bridenbaugh (Lecturer; Education); Kristine Urschel (Assnt Prof.; Assnt Dean for Instruction; MG-CAFE); and Molly Reynolds (Executive Director of Transformative Learning; Student Success). Jennifer Osterhage is the proposed chair.

UK 105-001
Fresh Opportunities for Creating Undergraduate Success I
Controlled Enrollment: Restricted to select students based on academic status.

Term: Spring 2025
Credit hours: 2
Meeting days/time/location:

Instructor Information
Name:
Email:
Office building and room number:
Office phone:
Office hours:
Preferred method of communication:

I will respond to emails and messages within 48 hours during the work week and within 72 hours on weekends.

Course Description
This course is designed for students needing additional support in navigating the continuing academic rigors of coursework. Emphasis will be placed on setting and evaluating personal and academic goals and developing personalized skills sets and study habits. Students will engage in reflective modes of learning focused on personal, professional, and academic development.

Course Prerequisites
Academic status and consent of instructor

Required Materials
None

Associated Expenses
None

Activities Outside of Regular Class Meetings
None.

Skill and Technology Requirements
Course materials are available on Canvas. Students must have access to an internet-enabled computer or tablet device. Students are expected to regularly check their official email and Canvas.

For technical assistance, contact ITS Customer Services 24/7 at 859-218-HELP (4357) for urgent needs. For non-urgent matters, choose the option that works best for you at https://techhelpcenter.uky.edu/gethelp

Student Learning Outcomes

At the end of this course, students will be able to:
- Identify their personal learning style.
- Identify barriers, patterns, and values related to academic success.
- Develop personalized SMART goals.
- Construct an individualized action plan to achieve personalized SMART goals.
- Identify strategies for improving their academic success.

Course Details

Tentative Course Schedule

Students will be notified via Canvas of any changes. Please refer to Canvas for additional details on topics and assignments.

Date	Topic	Assignment(s)
Jan. 8	Syllabus Review and Course Expectations	
Jan. 10	Master Syllabus	AP 1 (1/14)
Jan. 15	MLK Day – No Class	
Jan. 17	Time Management	AP 2 & Master Syllabus (1/21)
Jan. 22	Goal Setting	
Jan. 24	Integrated Strategic Coaching - Visit	AP 3 (1/28)
Jan. 29	TRACS – Visit	
Jan. 31	Mental Health and Wellness – Counseling Center	AP 4 & Time Management (2/5)
Feb. 5	Note Take & Study Strategies	
Feb. 7	Belongingness	AP 5 (2/11)
Feb. 12	Campus Resources	
Feb. 14	Financial Ombud – Visit	AP 6 (2/18)
Feb. 19	Motivation Styles	
Feb. 21	Learning Styles - VARK	AP 7 (2/25)
Feb. 26	Test Anxiety	
Feb. 28	Growth Mindset & Stress	AP 8 (3/3)
Mar. 4	Academic Policies & Course Registration	
Mar. 6	Financial Wellness	AP 9 & 1x1 Meeting (3/10)
Mar. 11	Spring Break – No Class	
Mar. 13	Spring Break – No Class	
Mar. 18	Career and Major Exploration – Stuckert Career Center Visit	

Mar. 20	Relationship Development, Group Communication, and Conflict	AP 10 (3/24)
Mar. 25	Physical Wellness – Johnson Center Visit	
Mar. 27	Balancing Home Life and College	AP 11 (3/26)
Apr. 1	Integrated Success Coaching – Visit	
Apr. 3	Growing Your Grit	AP 12 (4/7)
Apr. 8	Selg-Authorship and Critical Thinking	
Apr. 10	Sharing Your Story	AP 13 (4/9)
Apr. 15	Understanding Values	
Apr. 17	Student Presentations	AP 14 (4/21)
Apr. 22	Student Presentations	
Apr. 24	Student Presentations	Sharing Your Story Presentation (4/24)
Apr. 29-May 1	Exam Week – No Class	

Course Assignments

Attendance and Participation (20 points per class; 580 points total; 58% of total grade)
Students will be awarded 10 points per class for attendance (arriving on time, not leaving early) and 10 points for participation in class activities. Arriving late, leaving early, and/or not participating in class activities will result in point deductions.

Academic Progress Reports and Reflections (15 points each; 210 points total; 21% of total grade)
Students will be responsible for completing a weekly academic progress report that tracks progress in all their classes. Students will be responsible for reflecting on their weekly progress and responding to topical questions provided on Canvas. Specific topics may include study strategies, motivation, belongingness, note taking, test preparation, reading strategies, and persistence.

Homework Assignments (20 points each; 180 points total; 18% of total grade)
Homework assignments will be given throughout the semester to reinforce concepts covered in class. These assignments may include learning style assessments, campus resource scavenger hunts, presentations, and worksheets. All homework assignments will be posted on Canvas.

Transformative Learning (25 points each; 50 points total; 5% of total grade)
Students must utilize at least one service offered by Transformative Learning during the first half of semester (prior to Spring Break) and one service offered by Transformative Learning during the second half of semester (after Spring Break and before the last day of class).

Exams
The course has no midterm or final exam.

Grading Scale

All assignments will receive a numerical grade based on total points possible for a given assignment. These grades will be posted on Canvas, and students are expected to monitor their progress throughout the semester.

The total amount of points possible is **1,000.** Final grades will be awarded based on the following scale:

> **A: 1,000 – 900 points   B: 899 – 800 points   C: 799 - 700 points**
> **D: 699 - 600 points   E: less than 600 points**

Midterm Grades

For undergraduates, midterm grades will be posted in myUK by the deadline established by the University Senate and published in the [Academic Calendar](https://registrar.uky.edu/academic-calendars/university). (https://registrar.uky.edu/academic-calendars/university)

Attendance & Lateness

Attendance is an important part of your success in any course, especially this one. Students are required to attend ALL classes unless excused per University Senate Rules. Students are permitted **ONE** unexcused absence after which your final grade will be lowered by 10 points per each subsequent unexcused absence. If you miss more than 20% of the total class meetings (i.e., 6 classes), you will be asked to withdraw from the course.

Winter Weather Policy

Per Senate Rules, students enrolled in online courses (or hybrid courses in which the schedule for the day of closure or delay was to be virtual or online) would continue coursework and meetings virtually, regardless of an emergency closure, unless canceled at the discretion of the instructor.

When there is an unscheduled closing, all in-person activities during the closure time are cancelled. Asynchronous activities may be held; asynchronous activities may replace a schedule synchronous activity if they can be completed in the same amount of time. Synchronous activities may be held only withing the scheduled time slot and only in the instructor also provides an asynchronous option that can be completed in the same amount of time. Asynchronous activities may be attended or performed at a time of the student's choosing, subject to reasonable constraints.

Classroom Behavior Policies

It is your responsibility to know what is expected of you and to ask questions when you are unsure.

Be respectful. Our class is a safe, non-judgmental space for engaging in thoughtful and respectful discussions. We will maintain a respectful environment where challenging opinions does not mean attacking or belittling one another. Any display of identity-based prejudice will not be tolerated. Those who are hostile, disruptive, or otherwise disrespectful will be asked to leave class for the remainder of the period and will be marked as absent (unexcused).

Cell phones and other electronic devices. Please silence cell phones and electronic devices and refrain from using them unless instructed to do so.

Participate. Attendance and participation are important parts of your success in any course. Come to class and give your full attention to the instructor, guest speakers, and your classmates.

Please review the Student Code of Conduct, Article II. Paragraph 7 Standards for Classroom Behavior.

Assignment Policies

Assignment Submissions

All assignments shall be submitted on Canvas unless otherwise noted by the instructor.

Returning Assignments to Students

Graded assignments will be returned within one week of submission.

Late Assignments

Late assignments will be accepted without penalty **only for excused absences**. For unexcused absences, late penalties of 25% will be applied to assignments submitted up to 24 hours page and 50% for assignments between 24 and 48 hours late. Assignments more than 48 hours late will not be accepted. It is the student's responsibility to inform the instructor of any absence, preferably in advance, but no later than one week after the absence. The instructor will make every effort to accommodate the need for make-up work for excused absences.

Assignments Due during Prep Week

[If applicable, describe what assignments will be due during Prep Week. No project, lab practical, paper, presentation deadline or oral/listening examination can be scheduled during Prep Week unless it was scheduled in the syllabus AND the course has no final examination (or assignment that acts as a final examination) scheduled during finals week. A course with a lab component may schedule the lab practical of the course during Prep Week if the lab portion does not also require a final examination during finals week. For the fall and spring semesters only, the final exam period is preceded by two Reading Days and a weekend. During that time period, instructors cannot schedule any required interactions (required class meeting or event attendance, due date, etc.), unless it is a weekend class.]

Course Recordings

The University of Kentucky Code of Student Conduct defines Invasion of Privacy as using electronic or other devices to make a photographic, audio, or video record of any person without their prior knowledge or consent when such a recording is likely to cause injury or distress.

Meetings of this course may be recorded. All video and audio recordings of lecturers and class meetings, provided by the instructors, are for educational use by students in this class only. They are available only through the Canvas shell for this course and are not to be copied, shared, or redistributed.

As addressed in the Code of Student Conduct, students are expected to follow appropriate university policies and maintain the security of linkblue accounts used to access recorded class materials. Recordings may not be reproduced, shared with those not enrolled in the class, or uploaded to other online environments.

If the instructor or a University of Kentucky office plans any other uses for the recordings, beyond this class, students identifiable in the recordings will be notified to request consent prior to such use. In anticipation of such cases, students may be asked to complete an "authorization of use" form by a faculty member.

Video and audio recordings by students are not permitted during the class unless the student has received prior permission from the instructor. Any sharing, distribution, and or uploading of these recordings outside of the parameters of the class is prohibited. Students with specific recording accommodations approved by the Disability Resource Center should present their official documentation to the instructor.

Course Copyright

All original instructor-provided content for this course, which may include handouts, assignments, and lectures, is the intellectual property of the instructor(s). Students enrolled in the course this academic term may use the original instructor-provided content for their learning and completion of course requirements this term, but such content must not be reproduced or sold. Students enrolled in the course this academic term are hereby granted permission to use original instructor-provided content for reasonable educational and professional purposes extending beyond this course and term, such as studying for a comprehensive or qualifying examination in a degree program, preparing for a professional or certification examination, or to assist in fulfilling responsibilities at a job or internship; other uses of original instructor-provided content require written permission from the instructor(s) in advance.

Academic Policy Statements

Please refer to the Senate's Academic Policy Statements webpage for detailed information on excused absences and acceptable excuses, religious observances, verification of absences, make-up work, excused absences for military duties, unexcused absences, Prep Week and Reading Days, accommodations due to disability, and non-discrimination statement and Title IX information.

Rules Regarding Academic Offenses

Please refer to the Senate's Rules Regarding Academic Offenses webpage for detailed information on plagiarism, cheating, and misuse of academic records.

Artificial Intelligence Use Statement

Idea generation, analytical thinking, and critical analysis are key outcomes in this course. As a result, all assignments submitted by the student must be 100% their original work. Generative AI tools should not be used for any stage of any assignment or activity. Any submission of AI-generated content will be considered misuse in the context of this course and consequences will follow University policies. See the University Senate guidelines found here.

Diversity, Equity, and Inclusion

Please refer to the Senate's Syllabus Statement on Diversity, Equity, and Inclusivity Statement webpage for detailed information on the university's commitment to our core values of diversity and inclusion, mutual respect and human dignity, and a sense of community.

Resources

The University offers a variety of resources to students. Please visit the University Senate's Resources Available to Students to learn more.

UK 205-001

Fresh Opportunities for Creating Undergraduate Success II
Controlled Enrollment: Restricted to select students based on academic status.

Term: Fall 2025
Credit hours: 1
Meeting days/time/location: Wednesday, 4:00 pm to 4:50 pm (EST), Ag North N24B1

Instructor Information
Name: Christopher Crutchfield
Email: christopher.crutchfield@uky.edu
Office building and room number: Agricultural Science Center North, N24B1
Office phone: (859) 323-7680
Office hours: By appointment
Preferred method of communication: Teams or email

I will respond to emails and messages within 48 hours during the work week and within 72 hours on weekends.

Course Description
This course is designed to offer extended guidance and support to students as they navigate the academic rigors of coursework. Emphasis will be placed on enforcing academic success strategies.

Course Prerequisites
UK 105 or consent of instructor

Required Materials
None

Associated Expenses
None

Activities Outside of Regular Class Meetings
None.

Skill and Technology Requirements
Course materials are available on Canvas. Students must have access to an internet-enabled computer or tablet device. Students are expected to regularly check their official email and Canvas.

For technical assistance, contact ITS Customer Services 24/7 at 859-218-HELP (4357) for urgent needs. For non-urgent matters, choose the option that works best for you at
https://techhelpcenter.uky.edu/gethelp

Student Learning Outcomes

At the end of this course, students will be able to:
- Identify their personal learning style.
- Identify barriers, patterns, and values related to academic success.
- Develop personalized SMART goals.
- Construct an individualized action plan to achieve personalized SMART goals.
- Identify strategies for improving their academic success.

Course Details

Tentative Course Schedule

Students will be notified via Canvas of any changes. Please refer to Canvas for additional details on topics and assignments.

Insert schedule

Course Assignments

Attendance and Participation (20 points per class; 580 points total; 58% of total grade)
Students will be awarded 10 points per class for attendance (arriving on time, not leaving early) and 10 points for participation in class activities. Arriving late, leaving early, and/or not participating in class activities will result in point deductions.

Academic Progress Reports and Reflections (15 points each; 210 points total; 21% of total grade)
Students will be responsible for completing a weekly academic progress report that tracks progress in all their classes. Students will be responsible for reflecting on their weekly progress and responding to topical questions provided on Canvas. Specific topics may include study strategies, motivation, belongingness, note taking, test preparation, reading strategies, and persistence.

Homework Assignments (20 points each; 180 points total; 18% of total grade)
Homework assignments will be given throughout the semester to reinforce concepts covered in class. These assignments may include learning style assessments, campus resource scavenger hunts, presentations, and worksheets. All homework assignments will be posted on Canvas.

Transformative Learning (25 points each; 50 points total; 5% of total grade)
Students must utilize at least one service offered by Transformative Learning during the first half of semester (prior to Spring Break) and one service offered by Transformative Learning during the second half of semester (after Spring Break and before the last day of class).

Exams
The course has no midterm or final exam.

Grading Scale

All assignments will receive a numerical grade based on total points possible for a given assignment. These grades will be posted on Canvas, and students are expected to monitor their progress throughout the semester.

The total amount of points possible is **1,000.** Final grades will be awarded based on the following scale:

A: 1,000 – 900 points   B: 899 – 800 points   C: 799 - 700 points
D: 699 - 600 points   E: less than 600 points

Midterm Grades
For undergraduates, midterm grades will be posted in myUK by the deadline established by the University Senate and published in the Academic Calendar. (https://registrar.uky.edu/academic-calendars/university)

Attendance & Lateness
Attendance is an important part of your success in any course, especially this one. Students are required to attend ALL classes unless excused per University Senate Rules. Students are permitted **ONE** unexcused absence after which your final grade will be lowered by XX points per each subsequent unexcused absence. If you miss more than 20% of XX of the total class meetings, you will be asked to withdraw from the course.

Winter Weather Policy
Per Senate Rules, students enrolled in online courses (or hybrid courses in which the schedule for the day of closure or delay was to be virtual or online) would continue coursework and meetings virtually, regardless of an emergency closure, unless canceled at the discretion of the instructor.

When there is an unscheduled closing, all in-person activities during the closure time are cancelled. Asynchronous activities may be held; asynchronous activities may replace a schedule synchronous activity if they can be completed in the same amount of time. Synchronous activities may be held only withing the scheduled time slot and only in the instructor also provides an asynchronous option that can be completed in the same amount of time. Asynchronous activities may be attended or performed at a time of the student's choosing, subject to reasonable constraints.

Classroom Behavior Policies
It is your responsibility to know what is expected of you and to ask questions when you are unsure.
Be respectful. Our class is a safe, non-judgmental space for engaging in thoughtful and respectful discussions. We will maintain a respectful environment where challenging opinions does not mean attacking or belittling one another. Any display of identity-based prejudice will not be tolerated. Those who are hostile, disruptive, or otherwise disrespectful will be asked to leave class for the remainder of the period and will be marked as absent (unexcused).

Cell phones and other electronic devices. Please silence cell phones and electronic devices and refrain from using them unless instructed to do so.

Participate. Attendance and participation are important parts of your success in any course. Come to class and give your full attention to the instructor, guest speakers, and your classmates.

Please review the Student Code of Conduct, Article II. Paragraph 7 Standards for Classroom Behavior.

Assignment Policies

Assignment Submissions

All assignments shall be submitted on Canvas unless otherwise noted by the instructor.

Returning Assignments to Students

Graded assignments will be returned within one week of submission.

Late Assignments

Late assignments will be accepted without penalty **only for excused absences**. For unexcused absences, late penalties of 25% will be applied to assignments submitted up to 24 hours page and 50% for assignments between 24 and 48 hours late. Assignments more than 48 hours late will not be accepted. It is the student's responsibility to inform the instructor of any absence, preferably in advance, but no later than one week after the absence. The instructor will make every effort to accommodate the need for make-up work for excused absences.

Assignments Due during Prep Week

[If applicable, describe what assignments will be due during Prep Week. No project, lab practical, paper, presentation deadline or oral/listening examination can be scheduled during Prep Week unless it was scheduled in the syllabus AND the course has no final examination (or assignment that acts as a final examination) scheduled during finals week. A course with a lab component may schedule the lab practical of the course during Prep Week if the lab portion does not also require a final examination during finals week. For the fall and spring semesters only, the final exam period is preceded by two Reading Days and a weekend. During that time period, instructors cannot schedule any required interactions (required class meeting or event attendance, due date, etc.), unless it is a weekend class.]

Course Recordings

The University of Kentucky Code of Student Conduct defines Invasion of Privacy as using electronic or other devices to make a photographic, audio, or video record of any person without their prior knowledge or consent when such a recording is likely to cause injury or distress.

Meetings of this course may be recorded. All video and audio recordings of lecturers and class meetings, provided by the instructors, are for educational use by students in this class only. They are available only through the Canvas shell for this course and are not to be copied, shared, or redistributed.

As addressed in the Code of Student Conduct, students are expected to follow appropriate university policies and maintain the security of linkblue accounts used to access recorded class materials. Recordings may not be reproduced, shared with those not enrolled in the class, or uploaded to other online environments.

If the instructor or a University of Kentucky office plans any other uses for the recordings, beyond this class, students identifiable in the recordings will be notified to request consent prior to such use. In anticipation of such cases, students may be asked to complete an "authorization of use" form by a faculty member.

Video and audio recordings by students are not permitted during the class unless the student has received prior permission from the instructor. Any sharing, distribution, and or uploading of these recordings outside of the parameters of the class is prohibited. Students with specific recording accommodations approved by the Disability Resource Center should present their official documentation to the instructor.

Course Copyright

All original instructor-provided content for this course, which may include handouts, assignments, and lectures, is the intellectual property of the instructor(s). Students enrolled in the course this academic term may use the original instructor-provided content for their learning and completion of course requirements this term, but such content must not be reproduced or sold. Students enrolled in the course this academic term are hereby granted permission to use original instructor-provided content for reasonable educational and professional purposes extending beyond this course and term, such as studying for a comprehensive or qualifying examination in a degree program, preparing for a professional or certification examination, or to assist in fulfilling responsibilities at a job or internship; other uses of original instructor-provided content require written permission from the instructor(s) in advance.

Academic Policy Statements

Please refer to the Senate's Academic Policy Statements webpage for detailed information on excused absences and acceptable excuses, religious observances, verification of absences, make-up work, excused absences for military duties, unexcused absences, Prep Week and Reading Days, accommodations due to disability, and non-discrimination statement and Title IX information.

Rules Regarding Academic Offenses

Please refer to the Senate's Rules Regarding Academic Offenses webpage for detailed information on plagiarism, cheating, and misuse of academic records.

Artificial Intelligence Use Statement

Diversity, Equity, and Inclusion

Please refer to the Senate's Syllabus Statement on Diversity, Equity, and Inclusivity Statement webpage for detailed information on the university's commitment to our core values of diversity and inclusion, mutual respect and human dignity, and a sense of community.

Resources

The University offers a variety of resources to students. Please visit the University Senate's Resources Available to Students to learn more.