Rebound Proposal (pilot program)
Rebound Committee[1]
04/04/24

The purpose of this document is to propose 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.[2]

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.[3]
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.[4] These policies are also unaligned with peer-reviewed work.
5. *Disregarding research*: A plethora of peer-reviewed work (as footnoted) 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.[5] We envision two primary options.

University-wide, centralized option[6]

This will be a two-course sequence.[7] The spring term will include a 2-credit course that draws on best practices learned from academic research, peer institutions, and existing programming from M-G CAFE, Education, and A&S courses.[8] This course will be taught following the UK101 model for instructors, leaning towards instructors who have an interest in teaching first-year freshmen. It will also include support personnel, such as peer instructors, 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 prior term course.[9] This reinforcing course will rely primarily on a case-management approach for students and will include faculty mentorship, peer-accountability communities (PACs), and frequent advising touchpoints.[10]

College-specific option[11]

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, 7 and 10). Approval of college-specific options will recognize that college-specific variations provide opportunities to explore important variations in the pilot stage for potential institutionalization in the post-pilot stage.

We can also imagine hybrid scenarios, such as a college using the university-wide option for the first course and their own course for the second. We will consider these as special types of the college-specific option, and use the same processes described above for these sorts of scenarios.

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.[12] 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.[13]

Aside from deferring suspension from UK, all existing suspension policies remain, including colleges' rights to suspend students from their college as defined in the Senate Rules.[14]

Academic Fresh Start.[15] Students who successfully complete the 2-semester, 3-credit Rebound program with term GPAs of at least 2.0 will be able to retroactively withdrawal from all of 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 the 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 ranges from $1,623 (in-state) to $4,146 (out-of-state).
- Academic Fresh Start will replace all first-term grades in which the student retroactively withdraws, 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, including faculty, staff, and student representatives.[16] 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.

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 at least one online/asynchronous option for the Rebound courses. This will give online-only students an opportunity to participate.

Next Steps

We are asking for endorsement of the 3-year pilot Rebound Proposal, including processes to be developed consistent with the proposal. These include:
1. Process by which students will enter Rebound (Appendix 1)
2. Proposed pilot changes to the suspension rules (Appendix 5)
3. Proposed pilot changes to the RWA rules (Appendix 6)
4. Proposed faculty of record (Appendix 7)

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Notes

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[1] The AY24 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] Discussions/presentations that led to meaningful revisions have included numerous constituencies, including conversations with the Council of Associate Deans for Academic Affairs (multiple occasions), the Admissions and Academic Standards Committee (02/13/24), Advising Leads (02/14/24), the University Committee on Advising Leaders (02/21/24), Retroactive Withdrawal Committee Chair Amy Spriggs (02/27/24), Academic Ombud Alice Turkington (02/29/24), Executive Director of the Office of Student Financial Aid and Scholarships Kathy Bialk (03/07/24), College of Health Sciences Vice Dean Karen Badger (03/12/24), College of Design Associate Dean of Student Affairs Elizabeth Swanson (03/19/24), and the Senate Council (03/25/24).

[3] For supporting peer-reviewed literature, see (Liu et al. (2022) and Tovar & Simon (2006). 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).

[4] 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.

[5] See Appendix 1 for specific processes by which students will enter the Rebound program.

[6] See Appendix 2 and Appendix 3 for draft syllabi for the 2-cr spring and 1-cr fall courses, respectively.

[7] 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.

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

[9] 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.

[10] 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).

[11] See Appendix 4 for a description of how colleges will receive approval for the college-specific option.

[12] See Appendix 5 for specific language being proposed to senate rules regarding suspensions.

[13] 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. 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). 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).

[14] 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.

[15] See Appendix 6 for specific language being proposed to senate rules regarding Academic Fresh Start and Retroactive Withdrawals.

[16] See Appendix 7 for the proposed faculty of record (submitted for approval on 03/20/24).

Appendix 1: Process by which students will enter Rebound Program

Regarding suspensions and probations, below is the normal process using F23 as an example. Information highlighted in yellow indicates how Rebound would change the process.

End-of-fall-term processing using fall 2023 as an example:
1. 12/18: Grades submitted by instructors
2. 12/20: End-of term (EOT) reports sent from registrar to colleges. The EOT lists all probation- and suspension-eligible students.
3. 12/21: Colleges return EOT decisions (probation or suspend) to registrar. Registrar updates academic status. Colleges notify students of academic status.
   a. Rebound update:
      i. Current EOTs ask colleges to choose between suspend and probation. Rebound will add two more options:
         1. Suspend with Rebound option: This will be for all first-term students who have a GPA <0.6.
         2. Probation with Rebound option: This will be for all first-term students with GPAs between 0.6 and 2.0.
      ii. College notifications will add two new letters: (1) Suspend with Rebound option' (<0.6) and (2) 'Probation with Rebound option' (0.6-2.0). Students can choose between the normal suspension/probation paths, or they may opt into Rebound by completing a short application focusing on (1) what issues caused them to receive a weak GPA and (2) what they will do to improve moving forward. The notification will clearly explain the benefits and costs associated with Rebound as outlined in this document.
4. 12/22: Registrar sends text to students for a second notification of academic status.
   a. Rebound update: as above, texts from the registrar will go from 2 different notifications to 4 different possible notifications.
5. 01/02: Student deadline to submit appeals. Colleges begin reviewing appeals.
   a. Rebound update: In addition to appeals, we will use the same date to review applications to Rebound. The bar to be accepted into Rebound should be very low, accepting any excuse for low grades in the first term. Likewise, given that the purpose of Rebound programming is to impart information and skills to students that they do not know already, we will accept even the most minimal explanation of what they will improve moving forward.
6. 01/04: College deadline to send any suspension/probation changes based on student appeals to registrar.
   a. Rebound update: In addition to suspension/probation changes, colleges will notify registrar of any student who should be enrolled in Rebound. All Rebound students will also be on probation.

Appendix 2: Syllabus for first, 2-cr, spring course

Note: Syllabus truncated (boilerplate language omitted) for easy review purposes. Syllabus will undergo normal course review process.

UK 105-001

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

Term: Spring 2025
Credit hours: 2
Meeting days/time/location: Monday/Wednesday 3:00 – 3:50 pm (EST) in Ag North N24B

Instructor Information
Name: Christopher Crutchfield
Email: christopher.crutchfield@uky.edu
Office building and room number: N24C Agricultural Science Center North
Office phone: (859) 323-7680
Office hours: by appointment
Preferred method of communication: Teams or email

I will respond to emails within 24 hours during the work week and within 48 hours on the weekend.

Course Description
This course is designed to support students in preparation for the continuing academic rigors of coursework. This course will assist students with getting back on track by setting and evaluating personal and academic goals. UK 105 will enable students to develop personalized skill sets and study habits based on current educational practices and research linked to increased degree completion. Throughout this course, students will engage in reflective modes of learning based on past experiences related to educational attainment. Assignments and class activities will focus on personal, professional, and academic development. This course is about guidance and support, two variables essential to overall success.

Course Prerequisites
None

Required Materials
All readings for this course can be accessed via the course Canvas site. The syllabus, course schedule, and assignment information will also be available on Canvas (in other words, make sure you can access Canvas and turn on notifications so that you receive announcements in a timely manner).

Students should have access to and regularly check their official UK email and Canvas. You should plan to bring your iPad or laptop computer to class every day for in-class activities.

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 UK 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

Through engagement with readings, discussion, inquiry, and conversations with faculty, graduate students, peer instructors, and staff, students will:

1. Define successful learning strategies proven to improve academic performance.
2. Analyze their current study habits and determine barriers for academic success.
3. Select campus resources and services aligned with their academic goals.
4. Create an individual academic action plan to achieve their academic goals.
5. Perform their individual academic action plan.

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 Due
Jan. 13	Course Kickoff: Syllabus and Expectations	
Jan. 15	Goal Setting: Your Roadmap to Success	Roadmap to Success Draft
Jan. 20	MLK Holiday – No Class	
Jan. 22	Digital Literacy	
Jan. 27	Time Management	Time Management
Jan. 29	Syllabi Study	Study Cycle Plan
Feb. 3	Syllabi as a Contract	Syllabus Analysis 1x1 Get to Know You meeting sign-up
Feb. 5	1x1 Meetings – Roadmap to Success Review	Roadmap to Success Final; 1x1Meeting
Feb. 10	1x1 Meetings – Roadmap to Success Review	Roadmap to Success Final; 1x1Meeting
Feb. 12	Belongingness and UK Invests	
Feb. 17	Belongingness and Barrier to Success	Journal Reflection
Feb. 19	Student Resources	
Feb. 24	Guest Speaker: Transformative Learning Group Coaching	Journal Reflection
Feb. 26	Student Campus Resource Presentations	Campus Resource Presentations

Mar. 3	Student Campus Resource Presentations	Campus Resource Presentations
Mar. 5	Guest Speaker/Visit: Physical Wellness (Johnson Center)	
Mar. 10	Study Strategies: Metacognition and the Study Cycle	Journal Reflection
Mar. 12	Study Strategies: Notetaking	
Mar. 17	UK Spring Break – No Class	
Mar. 19	UK Spring Break – No Class	
Date	**Topic**	**Assignment Due**
Mar. 24	Study Strategies: Test Anxiety and Test Prep	Journal Reflection
Mar. 26	Student Wellness: Financial Health	
Mar. 31	Student Wellness: Mental Health	Journal Reflection
Apr. 2	Guest Speaker/Visit: Stuckert Career Center	
Apr. 7	Career/Major Exploration	Journal Reflection
Apr. 9	Social Interaction	
Apr. 14	Guest Speaker: Transformative Learning Group Coaching	Journal Reflection
Apr. 16	Motivation and Identity Development: Building Self-Efficacy	
Apr. 21	Leadership Development	Journal Reflection
Apr. 23	Persistence and Grit!	
Apr. 28	Roadmap to Success: Revisit and Forward Thinking	1x1 meeting Exit sign-up
Apr. 30	1x1 Exit Meetings	1x1 Exit Meeting
Finals Week	1x1 Exit Meetings	1x1 Exit Meeting

Course Assignments

Attendance and Participation (270 points possible, 27% of final grade)
You will be awarded 5 points per class for attendance and 5 points for participation in class activities. Arriving late, leaving early, and/or not participating in class activities will result in point deductions. Class meetings in which students are participating in 1x1 meetings are not part of the attendance and participation grade.

Roadmap to Success (150 points possible, 15% of final grade)
Utilizing research and handouts from Canvas, you will map out each of the courses in which you are enrolled this semester. These mapped out plans will coincide with the goals set for the current semester, as well as planning for the future. You will submit a draft, meet 1x1 to review during class time to discuss, and will submit a revised final version.

Time Management (100 points possible, 10% of final grade)
For this assignment, using handouts from Canvas, you will develop a daily schedule so that you can analyze how you are spending your time. You will focus on academic responsibilities both inside and outside of the classroom (i.e., time studying outside of class) and time for social interactions. Upon completion of this schedule, we will discuss how to improve your time management and adjust your plan accordingly.

Study Cycle Plan (50 points possible, 5% of final grade)

Do you have trouble finding time to study? Or put off studying for an exam until the night before? Students will develop a Study Cycle plan, a framework to guide them through the learning process. Students will develop a detailed 5-step study plan to utilize throughout the semester (Further details and examples on Canvas).

Syllabus Analysis (100 points possible, 10% of final grade)
For this assignment, you will review syllabi for all classes in which they are enrolled, including UK 105. You will note due dates for assignments in a digital calendar while also understanding the importance of the syllabus as an academic contract.

1x1 Get to Know You Meeting / Exit Meeting (100 points possible, 10% of final grade)
Each student will set up a 1x1 meeting with the course instructor. The initial meeting will take place within the first three weeks of the semester. During this meeting you will discuss the barriers to success you have experienced thus far in your collegiate journey and develop a plan on how to overcome obstacles and find the path back to success. You will finish up the semester with a second 1x1 Exit Meeting with the instructor.

Journal Reflections (80 points possible, 8% of final grade)
Throughout the semester, you will complete a series of journal entries. Questions will be provided via Canvas for you to reflect upon and discuss. Specific topics for reflection include study strategies, motivation, belongingness, note taking, test prep, reading strategies, growing persistence, etc. As part of the reflections, you will also include a GPA calculation to stay on track with grades in all classes, details for the calculation will be provided via Canvas.

Campus Resource Presentation (150 points possible, 15% of final grade)
For this assignment students will work in pairs. Each group of partners will research and decide on a campus resource that they would like to visit and utilize. Each pair will visit and present on a different campus resource; the sign-up will be first come, first serve. After visiting/utilizing the campus resource, student partners will give a brief presentation to the class based on guiding questions provided via Canvas.

Exams
The course has no midterm or final exams.

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**

Graded Items	Points
Attendance and Participation	270
Roadmap to Success (Draft and Final)	150
Time Management	100
Study Cycle Plan	50
Syllabus Analysis	100
1x1 Get to Know You Meeting	50
Journal Reflections	80
Campus Resource Presentation	150
1x1 Exit Meeting	50
Total	**1000**

Appendix 3: Syllabus for second, 1-cr, fall course

Note: Syllabus truncated (boilerplate language omitted) for easy review purposes. Syllabus will undergo normal course review process.

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UK 205 (Title, 1.0 credit hours)
Fall 2025, Class is Hybrid
In person meetings will be held: Location TBD

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A land acknowledgement statement is an expression of appreciation and gratitude to those on whose territory we occupy and recognize and respects Native peoples as the traditional guardians of the land. Kentucky, which became the fifteenth state in 1792, is on the dispossessed territory of many First Nations/Native American peoples, including the Adena, Cherokee-East, Hopewell, Osage, Shawnee, & Yuchi people. The University of Kentucky is built on these dispossessed lands.
*A labor acknowledgment statement identifies and honors the crucial role of enslaved people who helped to build the University of Kentucky on these dispossessed lands. We acknowledge and give thanks to the enslaved people who built UK and their descendants. May we continue our mission to create a community of belonging and commitment to excellence as the University **of** Kentucky in honor of those who walked and labored here before us.*

Instructor Information

Name: **Email**:   **Office building and room number**:   **Office phone**:   **Preferred method of communication**:

Course Description

This course is designed to continue supporting students in their academic work. This course will assist students with maintaining their personal and academic goals. Throughout this course, students will engage in reflective modes of learning based on past experiences related to educational attainment. Assignments and class activities will focus on personal, professional, and academic development. This course is about guidance and support, two variables essential to overall success.

Course pre-requisite: UK 105 or consent of instructor

Course Overview

This is a course intended to extend support after students take the first support class. Students will engage in coaching sessions and participate in activities geared towards continuing applicable strategies used for persistent academic success. The class is hybrid, with some sessions in person, some synchronous online, and some asynchronous.

Student Learning Objectives

Through engagement with readings, discussion, inquiry, and conversation with college faculty, graduate students, and staff, students will:

1. Set attainable goals geared towards both academic and personal outcomes.
2. Construct a continuing individual academic action plan to achieve previously outlined goals.
3. Utilize resources to meet personal and academic goals.

      4.   Utilize study strategies best suited for their personal needs.

Required Materials & Technology

All readings for this course can be accessed via the course Canvas site. The syllabus, course schedule and assignment information will also be available on Canvas (In other words, make sure you can access Canvas and turn on notifications so that you receive announcements in a timely manner).

Students should have access to and regularly check their official UK email and Canvas. You should plan to bring your iPad or laptop computer to class every day for in-class activities. For technical/account help, students can contact Information Technology Services by phone 859-218-HELP (4357) and via the ITS Customer Services page. (https://www.uky.edu/its/customer-support-student-it-enablement/customer-services)

Course Requirements

1. **Come to class!** Attendance is an important part of your success in any course, especially a student success course focusing on support. Students are expected to attend ALL classes unless their absence is excused (see policy below). Students are permitted **ONE** unexcused absence during the semester.

2. **Be Respectful.** Our class space offers a safe and non-judgmental environment to cultivate engagement through thoughtful and respectful discourse. While thoughts and opinions are welcome, it is important to also respect the ideas and opinions of others. Those who are hostile, disruptive, or otherwise disrespectful toward classmates will be asked to leave for the remainder of the period.

3. **Please keep cell phones and other devices turned down or off during class**, if you have an emergency, please excuse yourself from class and take care of your business.

4. **Be cool.** Respect is important in this world, and as a responsible adult, I ask you to please give your full attention to the instructor, guest speakers, and classmates at all times during class.

5. **Do the work.** This course is designed to support your college experience and provide you with the skillset necessary to be successful. Your participation and engagement are vital to your own success and overall class experience.

Grading Criteria and Assignments

Graded Items	Points
Participation/Engagement	20
Sharing Your Story Presentation	30
1x1 meetings (2)	20
Roadmap to Success Assignment	20
Reflection Journals (6)	10
Total	**100**

Grading Scale

A   90% +

B   80-89%

C   70-79%

D   60-69%

E   <60%

Midterm Grades

Midterm grades will be posted in myUK by the deadline established by the University Senate and published in the Academic Calendar. (http://www.uky.edu/registrar/content/academic-calendar)

Course Calendar

Week	Topic	Assignment Due
1	Syllabus/Course Expectations	
2	Goal Setting – Revisit the Roadmap	
3	Growing Your Grit	Journal Reflection
4	1x1 Meetings	Bring Roadmap to Success
5	1x1 Meetings	Bring Roadmap to Success
6	Understanding Your Values	Journal Reflection
7	Transformative Learning: Peer Accountability Communities	
8	Self-Authorship and Critical Thinking	Journal Reflection
9	Midterm	Midterm Journal Reflection
10	TRACS Presentation	Journal Reflection
11	Sharing Your Story	Journal Reflection
12	Sharing Your Story: Student Sharing	
13	Sharing Your Story: Student Sharing	
14	1x1 Meetings	Bring Roadmap to Success
15	1x1 Meetings	Bring Roadmap to Success
16	Finals Week	Wrap Up Journal Reflections

Descriptions of Assignments:

1x1 Get to Know You Meeting / Exit Meeting
Each student will set up a 1x1 meeting with the course instructor. The initial meeting will take place within the first 3 weeks of the semester. During this meeting you will discuss the barriers to success you have experienced thus far in your collegiate journey and develop a plan on how to overcome obstacles

and find the path back to success. You will finish up the semester with a second 1x1 Exit Meeting with the instructor.

Roadmap to Success
Utilizing research and handouts from Canvas, you will map out each of the courses in which you are enrolled this semester. These mapped out plans will coincide with the goals set for the current semester, as well as planning for the future.

Sharing Your Story
You will use the information learned in specific assignments throughout this course to create a presentation.

Prompt:
- Summarize who you are, where you're from, major and why? why UK?
- Please highlight three people who have or are supporting or helping you in any way while you're in college
  o Include their name, relationship to you, and how they are helping
- Which classes you have taken including any you've dropped, who were the instructors? What were they like? What have been positive experiences with these classe? What is a negative challenge you've faced with these classes?
- What threats to your GPA have arisen from this semester?
- What academic goals did you set? How have these gone? How have you managed the challenges and who helped?
- Summarize your values and tell us why these are important
- Explain your imaginary values and how these might have contributed to obstacles
- What is your moral to the story? What is your ultimate take away from this experience? What have you learned? What do you think is important to share with everyone about this?

Journal Reflections
Throughout the semester, you will complete a journal entry on a weekly basis. Questions will be provided via Canvas for you to reflect upon and discuss. Specific topics for reflection include study strategies, motivation, belongingness, note taking, test prep, reading strategies, growing persistence, etc. As part of the reflections, you will also include a GPA calculation to stay on track with grades in all classes, details for the calculation will be provided via Canvas.

Transformative Learning Utilization (optional)
Each student is encouraged but not required to utilize Transformative Learning twice this semester: once before and once after midterm.
For most assignments, additional details will be provided via instructional videos and/or an assignment handout that will walk you through the process in more details as needed. If you have additional questions outside of those materials or instructions, please email or speak with your instructor.

Appendix 4: Process for college-specific option approval

Colleges wishing to provide their own Rebound program, either in isolation with the centralized version or in some form of hybrid, will submit applications to the Rebound Faculty Body. The Faculty Body will provide the "Dean" with a recommendation to approve/disapprove. The "Dean" will have the final determination as to whether a college option is approved.

In making recommendations/determinations, the Faculty Body and "Dean" will prioritize the following considerations that have strong support from peer-reviewed literature:
1. Though the number of credit hours may vary, Rebound courses must be credit-bearing.
2. There must be at least two courses: one in the spring and one in the fall.
3. At least one of the Rebound courses must integrate elements of both faculty engagement and coaching.

Appendix 5: Proposed changes to suspensions rule

We propose a three-year addition to option 3 below (<mark>highlighted</mark>).

5.4.1.2 Academic Suspension Policies

[US: 3/20/95; US: 4/23/2001; US: 4/8/2002]

Students are academically suspended if:

1. They fail to earn a 2.0 <u>term</u> GPA for any <u>term</u> while on academic probation;

2. They have three consecutive UK terms in which their cumulative GPA remains below 2.0; or

3. Their GPA is below 0.6 after their first term, if the semester's GPA is based on at least 9 hours of grades A, B, C, D or E. <mark>During the three-year Rebound pilot (AYs 2025, 2026, and 2027), this excludes students who enroll in Rebound. Rebound students will have suspension deferred, meaning that they cannot be suspended for grades received during their first term provided that they receive at least a C grade in each Rebound course.</mark>

Appendix 6: Proposed changes to RWA rule

We propose a three-year addition of the following (==highlighted==):

5.1.7.5.1 [Retroactive Withdrawal] Requirements

…Retroactive withdrawals may be granted only when the student has demonstrated satisfactory evidence that the student has incurred:

1. a serious injury or illness;

2. serious personal or family problems;

3. serious financial difficulties; or

4. permanent disability verified by the Disability Resource Center and diagnosed after the semester for which the withdrawal is requested.

==The SRWAC chair shall grant without the need for further review retroactive withdrawals to any student who completes a Senate-approved Rebound Program in accordance with the terms and conditions set forth in the approved program description (e.g., RWA for first term only; minimum C grade in Rebound courses).==

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*Note: Students who are approved for RWAs under current policies receive communication from the Office of Student Financial Aid and Scholarships regarding potential reimbursement for costs incurred during the RWA term. Rebound students will **not** receive this communication and will **not** be reimbursed for costs incurred during their first term.*

Appendix 7: Proposed faculty of record

Please fill out the fields below. Note the instructions/guidance scattered throughout the form.

A faculty body homed outside a college shall:
1. Be a majority of faculty, with not more than 50% of those faculty at or above the title of department chair; and

2. Include a student representative or other mechanism of student input to the committee on matters of proposals about the course content; and

3. Only permit the members who are regular full-time faculty employees (HRP&P 4.0) to vote on the educational policy items (GRVII.E.3-5); and

4. Be approved by the University Senate to fulfill this function.

1. Basic Information

1.a.	Does this request pertain to a faculty body for a course prefix only, a badge only, or course prefix and associated badge?	☒ Course Prefix Only ☐ Badge Only ☐ Both Course Prefix <u>and</u> Badge
1.b	Name of course prefix/badge:	*UK ### (2cr spring) and ### (1cr fall) for Rebound Proposal*
1.c.	Name of proposer:	*Clayton Thyne*
1.d.	Has the proposer spoken with the Provost's office about the establishment of this new faculty body?	☒ Yes ☐ No
	If "No," ensure the Provost's office is aware of this proposal prior to submission to the Senate Council office.	
1.e.	What is the name of the educational program that the faculty body will oversee?	
	Rebound Program (pilot)	
1.f.	Describe the educational program that the faculty body will oversee.	
	The Rebound Program is a 3-year pilot geared towards providing an avenue for first-term students to remain at UK instead of facing suspension. Please see attached for a working draft of the proposal.	
1.g.	Has the proposer consulted with any faculty who oversee or teach related or overlapping content?	☒ Yes ☐ No

	If "Yes," describe who was consulted. If "No," describe why such consultation is not necessary.
	Since its inception, the proposal has been developed with representatives from all parties, who have kept their consituencies informed along the way. This includes faculty, ADs, and student success (see faculty of record for most recent list). Several bodies have seen drafts of the proposal and provided input, including Associate Deans of Academic Affairs, advisors, and senate committees. Consultation has been thorough over the years and we continue to seek input. Units that provide obvious overlapping content include Ed, MG-CAFE, and A&S. ADs from these college are on the Rebound Committee and have kept relevant constituencies well informed.

2. Responsible Dean

2.a.	Provide the name of the person that the Provost has identified who will act as "dean," for purposes of student academic offenses and for educational policy.	Katie Cardarelli; new hire once that search is completed

3. Responsible Faculty Body

3.a.	Provide the name of the faculty body overseeing the educational policy (e.g. "ABC faculty advisory committee" or "badge council").	*Rebound Faculty Body*

3.b.	<u>Nature of membership on the faculty body</u>: Provide the composition of the faculty body. What is the number of faculty, staff, and student members (or other mechanism for student policy educational input)? Which members have administrative titles at/above the level of department chair? Which member is the chair? How will future chairs be identified? Which members have voting rights?
	1. Abbey McNely. Undergraduate Junior. Double major in Environmental & Sustainability Studies and Pre-Communication. *2. Jennifer Osterhage. Associate Professor. Biology. A&S.* *3. Sy Bridenbaugh. Lecturer. Education.* *4. Kristine Urschel. Assnt Prof. Assnt Dean for Instruction. MG-CAFE.* *5. Molly Reynolds. Executive Director of Transformative Learning. Student Success.* **Faculty = 3 (Osterhage, Bridenbaugh, Urschel); students = 1 (McNely); staff = 1 (Reynolds); admin titles > chair = 1 (Urschel)* **Chair: Jennifer Osterhage* **Voting rights: all members with equal voting rights; voting rules to follow Roberts Rules of Order* **Identification of future chairs: Appointed by "dean" from 2.a upon consultation of members of the faculty body membership.*

3.c.	<u>Selection/Appointment of the members of the faculty body</u>. How are individuals selected, solicited, nominated, etc. for the faculty body? Describe how the current

	membership of the faculty body will be considered regarding the appointment of new members. Who makes the final decision for an appointment?
	Existing faculty body may vote to expand membership. Dean (2.a) will solicit nominations, including self nominations, using provost newsletter and other common outlets (e.g., listserves). Announcements will also go out to ADs of Academic Affairs. SGA leaders will be consulted for recommendations and advertisements if student membership is needed. Membership will follow rules at top of this document. Final decision for appointment made by dean upon advice from faculty body.
3.d.	Terms of membership. How long is the membership term for each category of member (faculty, staff, and students)? What are conditions are there, if any, on reappointment to consecutive terms? Described staggered memberships, if any.
	As this is a three-year pilot, membership term will be non-renewable, three-year terms. Each member has agreed to a three-year commitment, excluding the McNely who will graduate.
3.e.	Functions and responsibilities of the regular full-time faculty employees (i.e. "faculty membership") of the body. Describe the function and responsibilities of the faculty membership of the body as it relates to matters of educational policy. (The faculty membership of the body will serve in the same way that a department or college faculty is responsible for matters of educational policy.) The description must document the authority of the faculty membership of the body to initiate, as well as disapprove and stop, proposals involving educational content and related educational policy.
	The faculty body will have the same authority as any other faculty of record in determining education policy. At the outset, this include proposing new courses and revisions to senate language for the pilot to proceed. Once the pilot is underway, the faculty body will have the authority to initiate new courses, revise existing courses, and disapprove/stop any proposals.
3.f.	Relationship of "dean" to faculty body. Describe the process/relationship of the faculty body and the official who will act as "dean" as it relates to proposals. How do these entities communicate and interact effectively?
	The faculty body is expected to meet at least once/term with the dean, and may meet more often as warranted. Provost Cardarelli has been an engaged partner from the beginning, attending all Rebound meetings and meeting bi-weekly with the proposer. We expect this sort of tight-knit relationship to continue.
3.g.	Relationship of faculty body to others. If the faculty body works in close alignment with a center or with another faculty body, include a description of that alignment, including how the alignment does not abrogate the authority of *this* faculty body to initiate, as well as disapprove and stop, proposals related to the educational content.[1]

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[1] This provision does not preclude the "dean" from utilizing input from other administrators or committees in developing the dean's administrative opinion about an educational policy proposal related to the badge.

	The current Rebound Proposal is the work of several administrators and faculty. Only one person, Molly Reynolds, is on both the Rebound Proposal Committee and the faculty body proposed here. Upon approval of the Rebound Proposal, the Rebound Proposal Committee will cease to exist and the Faculty Body will have authority to initiate, disapprove/stop proposals, etc.
3.h.	<u>Procedures for meetings of the faculty body</u>. Include information on the scheduling, notice, frequency, agenda, voting (including voting/nonvoting status of the faculty membership on educational policy matters), and minutes. How will members be notified of meetings?
	The Faculty Body chair will propose meetings. Staff support from the provost office will assist in finding suitable meeting times and recording minutes. The Faculty Body should meet at least once/term. Notice of meetings and the agenda should be sent to the Faculty Body at least one week prior to the meeting. Minutes will be recorded on the existing Teams site for the Rebound Proposal. Members will be notified of meetings via email.

4. MISCELLANEOUS	
4.a.	Is there anything else to explain about this proposal for a new faculty body?
	We have intentially kept the faculty body proposed here small in numbers to promote efficiency and easy interactions during the pilot stage. If the Rebound Program goes beyond the pilot stage, our hope is that the faculty body would expand greatly (touching each college that serves undergraduates)