

1. General Information

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 1/28/2016

1b. Department/Division: Arts and Sciences

1c. Contact Person

Name: Lara Hillenberg

Email: l.hillenberg@uky.edu

Phone: 859-257-7922

Responsible Faculty ID (if different from Contact)

Name: Ruth Beattie

Email: rebeat1@uky.edu

Phone: 859-323-9925

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: A&S 140

2c. Full Title: FOCUS: Connect and Recover

2d. Transcript Title: FOCUS: Connect and Recover

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 2

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 2

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

RECEIVED

FEB 23 2016

OFFICE OF THE
SENATE COUNCIL

2j. **Course Description for Bulletin:** This course is designed to assist students in preparation for the continuing academic rigors of coursework in the College of Arts and Sciences majors. Through lectures, discussions, exercises, and out-of-class assignments, A&S 140: FOCUS: Connect and Recover will enable students to actively develop and maintain skill sets and study habits based on current educational practices and research linked to increased degree completion. Thematic activities will focus on personal and professional development; goal-setting; taking action; developing relationships with students, professors, and advisors; skill development; time management; and discovering and learning how to use college and university based support resources.

2k. **Prerequisites, if any:** Permission of Instructor

2l. **Supplementary Teaching Component:**

3. **Will this course taught off campus?** No

If YES, enter the off campus address:

4. **Frequency of Course Offering:** Spring,

Will the course be offered every year?: Yes

If No, explain:

5. **Are facilities and personnel necessary for the proposed new course available?:** Yes

If No, explain:

6. **What enrollment (per section per semester) may reasonably be expected?:** 4 sections of 25

7. **Anticipated Student Demand**

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: This course is designed for first semester probation students in the College of Arts and Sciences. Please see attached memo.

8. **Check the category most applicable to this course:** Relatively New – Now Being Widely Established,

If No, explain:

9. **Course Relationship to Program(s).**

a. **Is this course part of a proposed new program?:** No

If YES, name the proposed new program:

b. **Will this course be a new requirement for ANY program?:** No

If YES, list affected programs:

10. **Information to be Placed on Syllabus.**

a. **Is the course 400G or 500?:** No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|ACSI222|Anna C Harmon|A&S 140 NEW College Review|20151110

SIGNATURE|JMETT2|Joanie Ett-Mims|A&S 140 NEW Undergrad Council Review|20160226

New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate R

Attachments:

[Browse...](#) Upload File

	ID	Attachment
Delete	5537	A&S 140 justification memo.docx
Delete	5836	A&S 140 UGC Review Checklist.docx
Delete	6158	A&S 140 letter.pdf

First 1 2 Last

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: Submission Date:
- b. * Department/Division:
- c.
- * Contact Person Name: Email: Phone:
- * Responsible Faculty ID (if different from Contact): Email: Phone:
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year
- e. Should this course be a UK Core Course? Yes No
- If YES, check the areas that apply:
- Inquiry - Arts & Creativity Composition & Communications - II
- Inquiry - Humanities Quantitative Foundations
- Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
- Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
- Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes No
- b. * Prefix and Number:
- c. * Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed ² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours² for each meeting pattern type.
- | | | | |
|---|--|-------------------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> 2 Lecture | <input type="checkbox"/> Laboratory ¹ | <input type="checkbox"/> Recitation | <input type="checkbox"/> Discussion |
| <input type="checkbox"/> Indep. Study | <input type="checkbox"/> Clinical | <input type="checkbox"/> Colloquium | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Research | <input type="checkbox"/> Residency | <input type="checkbox"/> Seminar | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Other | If Other, Please explain: <input type="text"/> | | |
- g. * Identify a grading system:
- Letter (A, B, C, etc.)
- Pass/Fail
- Medicine Numeric Grade (Non-medical students will receive a letter grade)
- Graduate School Grade Scale
- h. * Number of credits:
- i. * Is this course repeatable for additional credit? Yes No
- If YES: Maximum number of credit hours:
- If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

This course is designed to assist students in preparation for the continuing academic rigors of coursework in the College of Arts and Sciences majors. Through lectures, discussions, exercises, and out-of-class assignments, A&S 140: FOCUS: Connect and Recover will enable students to actively develop and maintain skill sets and study habits based on current educational practices and research linked to increased degree completion. Thematic activities will focus on personal and professional development; goal-setting; taking action; developing relationships with students, professors, and advisors; skill development; time management; and discovering and learning how to use college and university based support resources.

k. Prerequisites, if any:

Permission of Instructor

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 4 sections of 25

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

This course is designed for first semester probation students in the College of Arts and Sciences. Please see attached memo.

8. * Check the category most applicable to this course:

- Traditional – Offered in Corresponding Departments at Universities Elsewhere
 Relatively New – Now Being Widely Established
 Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement⁵ for ANY program? Yes No

If YES⁵, list affected programs:

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable above) are attached.

⁵ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
⁶ The chair of the cross-listing department must sign off on the Signature Routing Log.

In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 5.2.1)

You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

In order to change a program, a program change form must also be submitted.

Rev 8/09

Memo re: A&S 140 Course Proposal

Course Description

This course is designed to assist students in preparation for the continuing academic rigors of coursework in the College of Arts and Sciences. Through lectures, discussions, exercises, and out-of-class assignments, A&S 140: FOCUS: Connect and Recover will enable students to actively develop and maintain skill sets and study habits based on current educational practices and research linked to increased degree completion. Thematic activities will focus on personal and professional development; goal-setting; taking action; developing relationships with students, professors, and advisors; skill development; time management; and discovering and learning how to use college and university based support resources.

Target Audience

This course is designed for first semester probation students in the College of Arts and Sciences. Additionally, the College has seen gains when using this course as a mid-semester course aimed at students who have demonstrated academic decline, but who are not yet on probation.

Critical Literature and Benchmarks

The importance of this offering being a credit-bearing course cannot be overstated.

According to a study by Fletcher and Tokmouline (2010), placing a first year student on probation without formal mediation leads to “probation shock” wherein students have “a short term ‘wake up call’” which correlates to a short term boost in academic performance, yet these students “do not have higher rates of persistence or graduation” beyond the “probation shock” semester. More to the point, a study conducted by McGrath and Burd (2012) found that a course offered for a traditional “letter” grade and was thus credit-bearing had far greater returns for

student success and retention, stating that when examining a probation response course over that of probation workshops:

49% of students who took the course, compared to only 9% who did not take the course were off of probation by the end of the first year. [...] The test showed that 60% of the students in the course persisted to their 2nd year compared to 22% who did not take the course. 47% of students who took the course persisted to their 3rd year compared to only 9% who did not take the course. [...] 25% of [first year] probation students who took the course graduated within 4 to 5 years while only 2% of those who did not take the course graduated.

Within the state, other colleges have implemented similar efforts. Berea College, for example, offers GST 101, which had 61% of students who completed the course still enrolled compared to 24% who opted not to enroll. Further, it is important that the course be credit-bearing to demonstrate the array of disciplines represented in helping students succeed – the course uses various educational theories, communication theories, and elements of psychology to address students' needs. As such, students actively complete assignments based on these fields, including a variety of personality and educational assessments. For the course to continue to offer a high level of academic returns and cover the fields of educational and communication theories with a focus on elements of positive psychology, it will need to maintain a for-credit, graded standard based on the research as shown.

Pilot Results

FOCUS: Connect and Recover has been piloted six times under the A&S 100 prefix, as both a beginning of term course and a late-starting course in every full semester since Spring 2014. Students in the beginning of term courses were recruited nearly entirely from the college probation list. The late-starting courses were used both as a preventative measure for students showing signs of academic decline, and as a secondary opportunity for probation students who had not enrolled at the beginning of the semester. Furthermore, in Spring 2015 A&S students on probation were informed they were required to take one of three actions, in which one action was to register for Connect and Recover.

Based on this population, the primary goal of this course has been a reduction in the number of students with a probation status by moving students into good standing, with a secondary goal of increasing student retention. Additionally, the student learning outcomes and course goals feature abilities essential to academic success, not necessarily retention. As such, the primary measure of success is that of GPA increases instead of retention numbers.

Based on these assumptions, this pilot has certainly been a success. In every section offered, the cumulative GPA of the cohort retained has increased in all subsequent semesters. This was measured for both beginning of term and part of term courses. Students who began the course in Spring 2014 had an average Fall 2013 GPA of 1.171. That spring, the cohort increased to a 1.613, with a term GPA of 2.144, a net gain of 0.442 GPA points. The following fall (2014), the gains continued, with an average GPA of a 2.371 and a spring 2015 GPA of a 2.514. This is a 1.343 point increase in GPA for the full cohort over the course of three semesters. The gains are even more significant when broken down to the section level. Section 016 started with an average GPA of 0.753 and posted an average of 2.622 through Spring 2015.

This is in strong contrast to the A&S probation students who did not take the course. The overall GPA of the Fall 2013 cohort started at 1.420. This is higher than the students who self-selected to take the course. However, students who did not take the course only inched their cohort GPA to a 1.731 in Spring 2014, a mere 0.311 gain for these students. Moreover, their term GPA was a 1.829. For Fall 2014, this cohort posted a 2.118 GPA, and a 2.238 GPA in the Spring 2015 for a total gain in GPA of 0.818. These gains put the students who did not take the course behind the course cohort by 0.525 GPA points over the course of two years.

Other cohorts have also fared well. The Fall 2014 cohort had an initial drop in GPA, dropping from a 1.961 to a 1.915 cumulative from Spring 2014 to Fall 2015, with an initial retention rate of 36.4%. However, this group has raised their GPAs as a cohort to a 2.160 after spring 2015 and has had 100% retention through Fall 2015.

Retention efforts are strong for the initial cohort. While one section had an initial retention rate of 28.6%, this section had the lowest starting GPA of any section. However, those students who were retained to Fall 2014 are still enrolled in courses as of Fall 2015. Thus, after the initial drop in retention, this cohort has been retained at 100%. The second section of the spring 2014 was initially retained at a rate of 75%. Of that 75%, 77.8% has been retained through Fall 2015. Similar gains have been demonstrated for Fall 2014 and Spring 2015 groups. Again, after an initial drop from Fall 14 to Spring 15, the retention rate is 100% for the Fall 2014 cohort, and the overall retention rate for Spring 2015 cohort is 64.5% to Fall 2015. This is to be somewhat expected as that first semester consistently has lower retention numbers. If the trend continues, retention rates for these students will be above 75% going forward.

Students in the late-starting sections seem to enroll for different reasons. Based on three semesters of data, the students in the late starting sections in the fall, generally, are not in their

first semester at the university. Since A&S has allowed students from other colleges to enroll in the late-starting course, there is some deviance in GPA. In each section, there is at least one GPA outlier of a 3.0 or higher.

Students in the late-starting sections have been retained at the highest levels initially. Students in the Spring 2014 late-starting cohort were retained at 70.6%. Their retention has fallen to 55.6% through Fall 2015. Students in the Fall 2014 late starting cohort were retained at 90.5% from Fall 2014 to Spring 2015. Of that 90.5%, 76.5% was retained to Fall 2015. The cohort that just finished in Spring 2015 has been retained at a rate of 78.6% for Fall 2015.

Again, gains have been made in GPA for each cohort. The Spring 2014 late-starting section posted a Fall 2014 GPA of a 1.843. Because this course started in March, the cohort posted a spring 2014 GPA of a 1.796. However, this cohort posted a 2.237 GPA in Fall 2014 and a 2.374 in Spring 2015.

This course has also proven effective qualitatively. In the initial sections, one student made strong connections with the advisor teaching the course. The advisor was then able to get the student connected with the DUS to help her graduate. Another student informed her instructor that she would be heading into the USAF after that spring. Instead, this student has been retained through Fall 2015, and has steadily increased her GPA from a 1.067 to a 2.37. A student from the Fall 2014 section most recently posted a perfect 4.0 GPA.

Conclusion

Through the development and use of this course, the College of Arts and Sciences has been able to serve students adjusting to the rigors of college life. As all students must meet the basic requirements for enrollment, this course provides an essential educational experience for students who are struggling with various transitional issues that affect their academic success. By

providing an academic course that merges positive psychological approaches with educational theory and study, students are better prepared to engage following the course. Thus, this course meets an essential academic need that has not previously been addressed by other courses.

Works Cited

Fletcher, J. and M. Tokmouline. 2010. "The Effects of Academic Probation on College Success: Lending Students a Hand or Kicking Them While They Are Down?" THEOP Working Paper

McGrath, S. M., & Burd, G. D. (June 06, 2012). A Success Course for Freshmen on Academic Probation: Persistence and Graduation Outcomes. NACADA Journal, 32, 1, 43-52.

General Course Information

- Full and accurate title of the course
- Departmental and college prefix
- Course prefix, number and section number
- Scheduled meeting day(s), time and place

Instructor Contact Information (if specific details are unknown, "TBA" is acceptable for one or more fields)

- Instructor name
- Contact information for teaching/graduate assistant, etc.
- Preferred method for reaching instructor
- Office phone number
- Office address
- UK email address
- Times of regularly scheduled office hours and if prior appointment is required

Course Description

- Reasonably detailed overview of the course
- Student learning outcomes
- Course goals/objectives
- Required materials (textbook, lab materials, etc.)
- Outline of the content, which must conform to the Bulletin description
- Summary description of the components that contribute to the determination of course grade
- Tentative course schedule that clarifies topics, specifies assignment due dates, examination date(s)
- Final examination information: date, time, duration and location
- For 100-, 200-, 300-, 400-, 400G- and 500-level courses, numerical grading scale and relationship to letter grades for undergraduate students
- For 400G-, 500-, 600- and 700-level courses, numerical grading scale and relationship to letter grades for graduate students. (Graduate students cannot receive a "D" grade.)
- Relative value given to each activity in the calculation of course grades (Midterm=30%; Term Project=20%, etc.)
- Note that undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in syllabus
- Policy on academic accommodations due to disability. Standard language is below:
 If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

Course Policies

- Attendance
- Excused absences
- Make-up opportunities
- Verification of absences
- Submission of assignments
- Academic integrity, cheating & plagiarism
- Classroom behavior, decorum and civility
- Professional preparations
- Group work & student collaboration

<p>UGE Review (Date)</p> <p>Add prerequisite to syllabus</p> <p>Update Excused Absences policy (religious liaison info)</p>
<p>Committee Review (Date)</p> <p>Comments</p>



College of Arts and Sciences

Office of the Dean
202 Patterson Office Tower
Lexington, KY 40506-0027

859 257-8354
fax 859 323-1073

January 28, 2016

Dear Undergraduate Council,

I am pleased to express the College's strongest support of the proposed A&S 141 FOCUS: ASPIRE. This course will positively impact student success and retention. The Dean's office is committed to providing funds needed to staff this course.

The College of Arts and Sciences fully supports the proposed A&S 141 ASPIRE.

Sincerely,

A handwritten signature in black ink, appearing to read "Anna Bosch".

Anna Bosch
Associate Dean for Undergraduate Programs

A&S 140-005: FOCUS Connect and Recover

Instructor

Name:

Office:

Email

Office Hours:

Class Time:

Class Dates: TBD; Please note this is a 10 week class

Location:

Course Description

This course is designed to assist students in preparation for the continuing academic rigors of coursework in the College of Arts and Sciences majors. Through lectures, discussions, exercises, and out-of-class assignments, A&S 140: FOCUS: Connect and Recover will enable students to actively develop and maintain skill sets and study habits based on current educational practices and research linked to increased degree completion. Thematic activities will focus on personal and professional development; goal-setting; taking action; developing relationships with students, professors, and advisors; skill development; time management; and discovering and learning how to use college and university based support resources.

Required Materials

- The planner you receive during the first day of class
- <http://www.16personalities.com/>

Student Learning Outcomes

Students will:

1. Complete an academic based behavioral evaluation and contract
2. Engage in personal development experience to better understand and develop their learning style in a manner to connect with their chosen field(s) of study, including the VARK Questionnaire on learning styles, reflection journals, etc.
3. Develop strategies for successful learning, including completing seminars on note taking, test anxiety management, and other academically related development elements.
4. Locate and select appropriate campus resources to encourage academic success and treatment for these issues.
5. Recognize personal and social issues (e.g., alcohol, diversity, stress) that at-risk students often face in a college environment
6. Understand and interpret the College of Arts and Sciences' policies, practices, and resources to assure the student has a more complete view of GPA calculation, academic standing and conduct requirements, student financial services, instructor responsibilities, ADA assistance, etc.

Course Requirements

1. Class participation is critical to the success of students, and it adds to the success of the course. Participation includes attending and being prepared for class, involving yourself in class discussions and activities, assuming responsibility for your own learning, and contributing to the learning of others.
2. Complete and submit, as directed (electronically or hard copy), all assignments by designated dates and times.

Attendance Policy

Students are expected to attend **ALL** class sessions unless their absence is excused. ***Absences not documented as excused as per the official policy stated below will lead a deduction of 3% of the total grade per unexcused absence.*** Any student entering class after attendance has been taken will be counted as absent for that day's class.

Excused Absences

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found by the professor to fit "reasonable cause for nonattendance." Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the Ombud at 859-257-3737.

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused absences only) per University policy.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Documentation must be submitted within a week of the absence. Appropriate notification of absences due to University-related trips is required prior to the absence.

Late Assignments

Assignments turned in late, **without an excused absence**, will be accepted, but will automatically be deducted 10% per class period the assignment is late. After 10 missed calendar days, the assignment will not be accepted. Excused late work will be accepted with no penalty, and any exams missed with an excused absence will be rescheduled. Unexcused absences from exams cannot be made up and will result in a score of zero for the exam.

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on his or her record, more serious penalties, up to suspension from the University, may be imposed. Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (<http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of

the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes, while leaving the organization, content and phraseology intact, is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1). **Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Classroom Behavior, Decorum and Civility

The University of Kentucky is dedicated to respect the dignity of all and to value differences among members of our academic community. While argument and disagreement are part of healthy discourse, disrespect and incivility will not be tolerated. This includes attacks of a personal nature or statements denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other such irrelevant factions. Should such comments occur, the student making the offending comment will be asked to leave class.

Accommodations Due to Disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible. To receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Suite 407, Multidisciplinary Science Building, 257-2754, email David Beach at email dtbeac1@uky.edu or <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>) for coordination of campus disability services available to students with disabilities.

Grading Criteria

Grades for A&S 140 will be assigned based upon the successful completion of coursework that is high in quality (i.e. academically of value, grammatically correct, and in appropriate academic tones and structure, including proper format regarding citations and related methodologies).

Assignments

Assignment Name	Point Total:
Self-Assessment Survey	35
Personality / Learning Style Disclosures	15
Master Syllabus Assignment	50
Time Management Project	50
Notes Taking Project	50
Study Guide Creation Project	50
Group Presentation	150
Personal Plan for Success Paper	200
Personal Journal Project	300
Final Exam	100
TOTAL	1000 points

Grading Scale

A 900+ points

- B 800 – 899 points
- C 700 – 799 points
- D 600 – 699 points
- E 599 points and below

Mid-term Grade

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/registrar-academic-calendar>).

Final Exam

There will be a cumulative final examination.

Descriptions of Assignments:

Self-Assessment Survey (35 pts)

Complete the assessment. You will be graded on the full and thoughtful completion of the assessment. Details will be given in class.

Personality / Learning Style Disclosure (15 pts)

Complete and submit a brief paper (2 pages) revealing your learning style (VARK) and your 4 letter MBTI code. Answer the following questions – 1) Were you surprised by any of the results? 2) How can you see this information being relevant to how you approach your studies and major? 3) How do you anticipate knowing this information will benefit your future studies?

Myers-Briggs Type Indicator

<http://www.16personalities.com/>

Master Syllabus Assignment (50 pts)

On the first day of class, you will receive a chart to enter each due date, chronologically, for all of your assignments throughout the semester. You must also complete a snapshot sheet for each course you are taking this semester, including this course. A rubric will be made available to students.

Time Management System Project (50 pts)

Based on the information and handouts you receive in class, complete an “Ideal” weekly time management plan. You will spend the next week tracking how you spend your “Real” time. You will turn in a 2 page reflection of how well you executed your “Ideal” plan in your “Real” plan. You must turn in copies of both your Ideal plan and your Real plan. A rubric will be made available to students.

Notes Taking: (50 pts)

Utilizing both the information and the handouts you receive in class, you will bring notes from either a full lecture or a full chapter of an assigned text for one of your current classes. You must adapt these notes based on the same material, but in a format more advantageous to your learning style as indicated by your VARK assessment. Utilize one of the five general note taking methodologies as outlined in the course and handouts. You will then submit a copy of the original notes as completed and an updated, revised set of notes that show the application of the learning style and note taking methods. Include a 1 page reflection discussing the process you used. A rubric will be made available to students.

Study Guide: (50 pts)

You will develop a study guide for a midterm you will take. You must demonstrate the application of your learning style in the development and creation of this study guide. Include a 1 page reflection of why you organized your study guide the way you did. A rubric will be made available to students.

Campus Resources Group Presentation (150 pts)

For this assignment, you and your group are required to create a PowerPoint presentation after visiting five campus resources. You should include a group picture of your team at the location on the slide in which you discuss the resource. Each group will then give a 7 minute presentation in class that will describe why you chose this resource, what it does and why you feel it's helpful to students. You should also be sure to include its hours of operations and location. Finally, all presentations must include an introduction and a closing! A rubric will be made available to students.

Personal Plan for Success: (200 pts)

Complete the VARK and MBTI assessments to discover your learning style and personality type. Use the VARK Help sheets to understand how each of these can be used to enhance your personal learning.

Write a three page Personality Plan of Attack. You must disclose your MBTI and VARK results. Include **three specific study strategies** you will employ this semester. *Justify* why the major you are pursuing and your long term goals are a good match for your personality and learning types. Describe how your personality meshes with your major and long term goals. Are there any parts of your personality that will be a detriment to your chosen field? How will you overcome this obstacle? Be sure to cite the text appropriately. A rubric will be made available to students.

Longevity Reflection Project

Personal Journal (300 pts)

Throughout the semester, you will complete a journal entry daily in which you will reflect on questions that will be supplied to you in class. Please be sure that your handwriting is legible. The purpose of this project is not for us to dig into your business, but for YOU to dig into your business and approach your life with a critical, focused view. You will be graded on the length and thoughtfulness of each entry.

Each journal will be worth 20 points. You may only earn points for each journal entry if you attend class the day the question is given except in the case of an excused absence.

Final Examination (100 pts)

This will be a cumulative final examination.

Course Calendar

Day	Date	Topic	Assignment Due
R	8/27	Syllabus and Course Expectations; Master Syllabus Assignment	<i>Bring Planner/syllabi</i>
T	9/1	Time Management	Self-Assessment Survey;
R	9/3	Learning Assessment	Master Syllabus
T	9/8	Active Reading / Participatory Reading	Time Management System
R	9/10	Note Taking	
T	9/15	Reworking Notes	
R	9/17	Building a Study Guide	
T	9/22	Test Anxiety and Test Preparation	Exam Prep: Original/Reworked Notes
R	9/24	Emotional Intelligence	Campus Resource Project
T	9/29	Emotional Intelligence	
R	10/1	Personality Assessment	MBTI / Learning Style Disclosures
T	10/6	Group Work	Exam Prep: Study Guide Creation
R	10/8	Group Presentations	
T	10/13	Personal Support	
R	10/15	Educational Finances	
T	10/20	Financial Decisions	
R	10/22	Academic Decision Making Strategies,	
T	10/27	Navigating Policies	
R	10/29	Goal Setting	Personal Plan for Success
T	11/3	Personal Values and Personal motivation	
R	11/5	Final Examination	

CAMPUS RESOURCES AND SERVICES

The Study The Study North	3 rd floor of Commons Champions Court 1	www.uky.edu/AE
Provides free tutoring and other services; tutoring schedule on website.		
The Hub	Basement of Young Library	www.uky.edu/Libraries/Hub
Comfortable place to study; helpful reference librarians; technology support; computer labs; vending food.		
Writing Center	W.T. Young Library, Room B108B, in the Hub (lower level)	http://wrđ.as.uky.edu/writing-center/
Receive free writing help; make appointments online or call 257-1368.		
Mathskeller	63 Classroom Building (Basement)	www.mathskeller.com/
Open 9 a.m. to 5 p.m., Monday – Friday. Offers free tutoring and help with 100-level math classes.		
Chemistry Help Center	25 Chemistry-Physics (Basement)	
Open 8 a.m. to 5 p.m. Monday-Thursday, and 8 a.m. to 4 p.m. Friday; receive help from Chemistry graduate students.		
Center for Academic Resources and Enrichment Services (CARES)	104 McVey Hall	www.uky.edu/diversity/cares
Offers academic support services and enrichment opportunities that enhance the student's undergraduate experience. The overall program goals are to increase the retention and graduation rates of students traditionally underrepresented in post-secondary education, including African American, Latino, and Native American students. Services include tutoring, study groups, academic planning/monitoring, career exploration and networking opportunities, personal development workshops, graduate school information and preparation and the Freshman Summer Program (FSP), a six-week academic enrichment program. For additional information, call (859) 323-6347; follow us on Twitter @UK_CARES, or Like Us on Facebook.		
Student Support Services	443 Multidisciplinary Science Building	www.uky.edu/Diversity/SSS/
Provides a holistic approach to working with students who are first generation, low income, or have a documented disability. Services include but are not limited to the following: tutoring, mentoring and limited computer use. You must come in and complete an application to receive services.		
Financial Ombud Services	6 Funkhouser Building	www.uky.edu/financialaid/financial-ombud-services
Resolves financial problems; contact Holly Sandlin, Financial Ombud, at 218-1360 or financialombud@lsv.uky.edu		
University Health Service	830 South Limestone	http://ukhealthcare.uky.edu/uhs
When you are sick, this is the place to go. To make an appointment, call 323-2778 (APPT).		
Counseling Center	201 Frazee Hall	www.uky.edu/StudentAffairs/Counseling
Provides academic, personal, and career counseling; free and confidential; call 257-8701 to schedule an appointment. Open 8 a.m. to 4:30 p.m. Monday-Friday.		
King Cultural Center	313 Blazer Hall	www.uky.edu/MLKCC
Serves campus by exposing students, faculty, and staff to cultural, educational, and social activities.		
Undergraduate Research	211 Funkhouser	www.uky.edu/UGResearch
Connects students to undergraduate research, scholarship, and creative opportunities; call 257-6322 for information.		
Student Employment Office	103 Scovell Hall	www.uky.edu/HR/studentjobs
Helps students find jobs on and off campus; visit website to get started.		
Academic Scholarships		www.uky.edu/AcademicScholarships
Information and applications for University and departmental scholarships available on this site.		

Campus Calendar		http://uknow.uky.edu/calendar
Visit this website to find out about everything happening across campus.		
"Multiple Final Exams" Information		www.uky.edu/Faculty/Senate/rules_regulations/
<i>University Senate Rule 5.2.4.7. "Any student with more than two final examinations scheduled on any one date shall be entitled to have the examination for the class with the highest catalog number rescheduled at another time during the final examination period. In case this highest number is shared by more than one course, the one whose departmental prefix is first alphabetically will be rescheduled. The option to reschedule must be exercised in writing to the appropriate Instructor of Record or his/her designee two weeks prior to the last class meeting."</i>		
National Student Exchange Program	109 Miller Hall	http://www.uky.edu/US/nse.html
Attend one of nearly 170 colleges and universities around the USA and pay only UK tuition; call 257-3044 to learn more.		
SAFECATS and After-Hours On-Demand Bus Service		www.uky.edu/Police/escort.html
SAFECATS provides free safety escort service on campus from 8:30 p.m.–1:30 a.m. Sun – Thurs.; after-hours on-demand bus service provides on call bus services at varying hours Sunday-Thursday. Call 257-SAFE (7233) for both services.		
VIP Center	1 Frazee Hall (Basement)	www.uky.edu/StudentAffairs/VIPCenter/
Works with the campus to help fight acts of sexual assault, partner violence, and stalking. Home of the Green Dot.		
Stuckert Career Center	408 Rose Street	www.uky.edu/CareerCenter/
Receive help with career exploration, resumes, internships, and job search.		
APEX Degree Audit		www.uky.edu/degreeaudit/
Online tool where you can evaluate your progress toward degree attainment; allows you to explore different majors.		
Academic Ombud	109 Bradley Hall	www.uky.edu/Ombud/
Helps students work through and resolve academic problems and conflicts; stop by Bradley Hall, call 257-3737, or email Ombud@uky.edu with questions.		
Education Abroad	310 Bradley Hall	www.uky.edu/international/educationabroad
There are hundreds of programs to match every academic interest and budget; make an appointment, and they'll tell you everything you need to know.		
OUTsource	CSI – 3 rd Floor, Blazer Hall	http://www.uky.edu/Diversity/resources.html
The gay, lesbian, bisexual, transgender, queer, questioning, and ally resource center. Email: outsourcuky@gmail.com Phone: 323-3312.		
Campus Recreation	Johnson Center	www.uky.edu/StudentAffairs/CampusRec/
Offers numerous workout opportunities; coordinates intramural competitions; offers over 60 group fitness classes. Need Student ID to enter.		