

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—NEW COURSE PROPOSAL¹

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: DEPARTMENT OF COUNSELOR EDUCATION

COLLEGE: EDUCATION

RECOMMENDED COURSE IDENTIFICATION:

PREFIX **MHS** COURSE NUMBER **5340** LAB CODE (L or C) _____

(TO OBTAIN A COURSE NUMBER, CONTACT NMALDONADO@FAU.EDU)

COMPLETE COURSE TITLE: COLLEGE READINESS, ENGAGEMENT, AND SUCCESS SKILLS

EFFECTIVE DATE

(first term course will be offered)

CREDITS²: **3**

TEXTBOOK INFORMATION: Quaye, S.J., Harper, S.R. (Eds.). (2014). *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations*. New York, NY: Routledge.

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN THREE LINES:

This course examines learning theories and an overview of research factors that enhance academic performance, including meta-cognitive and psychosocial variables, learning styles, and learning strategies. The course covers strategies for enhancing student academic performance and personal/social development.

PREREQUISITES*:

Permission of Instructor

COREQUISITES*:

REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)*:

* PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:

MEMBER OF THE GRADUATE FACULTY OF FAU AND HAS A TERMINAL DEGREE IN THE SUBJECT AREA (OR A CLOSELY RELATED FIELD)

Faculty contact, email and complete phone number:

Elizabeth Villares, Ph.D.

evillare@fau.edu

772-321-2220

Please consult and list departments that might be affected by the new course and attach

comments.³

Approved by:

Department Chair: Pat R. Pelaw

College Curriculum Chair: Pat R. Pelaw

College Dean: [Signature]

UGPC Chair: [Signature]

Graduate College Dean: [Signature]

UFS President: _____

Provost: _____

Date:

2/13/15

3/4/15

3/11/15

3/18/15

3/25/15

1. **Syllabus** must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf

2. Review **Provost Memorandum: Definition of a Credit Hour** www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf

3. **Consent** from affected departments (attach if necessary)

Email this form and syllabus to UGPC@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

**DEPARTMENT OF COUNSELOR EDUCATION
COLLEGE OF EDUCATION
FLORIDA ATLANTIC UNIVERSITY**

**MHS 5340
COLLEGE READINESS, ENGAGEMENT, AND SUCCESS SKILLS
Semester/year - 3 credits**

Instructor:
E-mail:

Phone:
Office Hours:

Class: Campus, Room, Day, and Time

COURSE DESCRIPTION

This course examines learning theories and an overview of research factors that enhance academic performance, including meta-cognitive and psychosocial variables, learning styles, and learning strategies. The course covers strategies for enhancing student academic performance and personal/social development.

Prerequisites: Permission of Instructor

REQUIRED READINGS & MATERIALS

Required textbook:

Quaye, S.J., Harper, S.R. (Eds.). (2014). *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations*. New York, NY: Routledge.

University Student Success Skills Manual

Readings as assigned

You are expected to access library and Internet resources to complement the textbooks.

REQUIRED RESOURCES: LIVETEXT

Students in this course are required by the College of Education to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account within: the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast track course. Students who do not have an active LiveText account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, <http://coe.fau.edu/livetext>.

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES

FAU Student Learning Outcome Assessments: Content Knowledge, Communication, and Critical Thinking
CACREP Postsecondary Counseling Standards: 2. Contextual Dimensions - J, N, P, and Q; 3. Practice – T, V, W, X, and Z

CONCEPTUAL FRAMEWORK

As a reflective decision-maker the candidate will demonstrate the ability to effectively engage and advocate for students from diverse backgrounds (race, ethnicity, gender, language and culture, exceptionalities, socioeconomic class, sexuality, religious diversity, ecological identity, and positionality) as reflected in class participation, discussion, and completion of assigned tasks and projects. The candidate will demonstrate their ability to: a) make informed decisions, b) exhibit ethical behavior, c) provide evidence of being an empathetic and d) capable professional by engaging in cross-cultural communication and collaboration. All candidates will receive written and verbal feedback on their work from their instructor and peers throughout the course.

COURSE OBJECTIVES

At the conclusion of the course students will be able to:

1. Understand the impact of learning theories and learning styles on academic success.
2. Understand how to facilitate student learning.
3. Mentor and assist college students in need of academic support and study skills assistance.
4. Understand the importance of goal setting and progress monitoring.

Developed by Elizabeth Villares, Ph.D.

5. Describe how to create a caring, supportive, and encouraging learning environment.
6. Identify and apply cognitive memory skills.
7. Discuss and apply strategies for performing under pressure, managing anxiety.
8. Understand the impact of building healthy optimism.
9. List and describe effective responses that facilitate communication.
10. Describe how communication skills are used in problem-solving strategies.
11. Describe how interpersonal conflicts can be managed and resolved through communication strategies.
12. Identify effective group leadership and facilitator strategies and skills.
13. Explain the current trends in higher education and the diversity of postsecondary education environments
14. Discuss the unique needs of diverse individuals in postsecondary educational settings, including residents, commuters, distance learners, individuals with disabilities, adult learners, and student athletes, as well as nontraditional, international, transfer, and first-generation students.
15. Identify postsecondary resources to improve student learning, development, mental health, and wellness
16. Describe strategies for collaborating with P-12 personnel to facilitate postsecondary transition.
17. Design, implementation, and evaluation of programs and services offered in postsecondary educational environments.
18. Discuss strategies to assist individuals in postsecondary educational settings with personal/social development.
19. Identify interventions related to a broad range of mental health issues for individuals in postsecondary educational settings.
20. Use of multiple data sources to inform programs and services in postsecondary educational settings.

COURSE REQUIREMENTS

1. Participation and professional conduct in online discussions/activities/training sessions.
2. Creation of an Advising Resource Collection.
3. Prepare and facilitate a group presentation.
4. Completion of a mid-term and final exam.

COURSE EVALUATION

Grades will be assigned based on points earned.

- | | |
|------------------------------------------------|------------|
| ▪ Online discussions/activities/class meetings | 100 points |
| ▪ Advising Resource Collection | 50 points |
| ▪ Facilitation of group presentation | 50 points |
| ▪ Mid-term and final exam | 100 points |

TOTAL: 300 Points

GRADING SCALE

A = 300-282 pts.	B+ = 268-260 pts.	C+ = 238-230 pts.	D+ = 208-200 pts.	F = 179 – 0 pts.
A - = 281-269 pts.	B = 259-248 pts.	C = 229-218 pts.	D = 199-188 pts.	
	B- = 247-239 pts.	C- = 217-209 pts.	D- = 187-180 pts.	

ATTENDANCE

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The instructor determines the effect of absences upon grades, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Because university-based professional programs are charged with the responsibility of preparing students for certification and/or licensure, attendance policies and other course requirements tend to be considerably more demanding than academic, non-professional programs. Accordingly, Counselor Education students are expected to attend every class meeting. Please

notify the University Professor/Instructor if you must miss a session. More than two absences may result in an incomplete or lower grade in the course. Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class.

CLASSROOM ETIQUETTE

The university expects students to demonstrate respect in class by not talking or interrupting when the instructor or another student has the floor, and by refraining from behavior that is disrespectful such as texting, phone calls, searching the internet, playing internet games, etc. The university policy on the use of electronic devices is quite clear. It states: *“In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions.”*

RELIGIOUS ACCOMMODATION

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments. Students who wish to be excused from course work, class activities or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University’s established grievance procedure regarding alleged discrimination.

INFORMATION FOR STUDENTS WITH DISABILITIES

In Compliance with The Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca – SU 133 (561-297-3880), in Davie – LA 203 (954-236-1222), or in Jupiter – SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office “is to provide reasonable accommodations to students with disabilities.” Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

CODE OF ACADEMIC INTEGRITY POLICY

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. The FAU Honor Code requires a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The instructor must pursue any reasonable allegation, taking action where appropriate. The following constitutes academic irregularities:

- (a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the instructor are defined as acts of cheating.
- (b) The presentation of words or ideas from any other source as one’s own are an act defined as plagiarism.
- (c) Other activities that interfere with the educational mission of the university.

For full details of the FAU Honor Code, see University Regulation 4.001 at <http://www.fau.edu/regulations/chapter4/4.001> Code of Academic Integrity.pdf

DEPARTMENT ACADEMIC INTEGRITY STATEMENT

Because of its gate keeping function in training counselors for professional certification and licensure, the faculty of the Department of Counselor Education expects all of its students to demonstrate the highest level of integrity in their personal and professional lives. Like faculty, students are expected to abide by the Ethics Code of the American Counseling Association and to know and observe both the Department’s and the University’s policies regarding, plagiarism, cheating, and other academic irregularities. In addition, any special requirements or permission regarding academic integrity in any course will be stated in the course syllabus and are binding. Failure to abide by these indicators of academic integrity will result in sanctions. In addition, students are expected to report cases of academic dishonesty to the instructor. The Counselor Education student handbook is available for download on the Department of Counselor Education website and includes specific policies regarding the Academic Integrity Statement, Policy on Plagiarism, Cheating, and Other Academic Irregularities. Students are encouraged to read and adhere to the outline policies.

METHODS OF INSTRUCTION

This course uses a variety of teaching methods including PowerPoint presentations, readings, email, Internet resources and Web-based instruction through Blackboard. Students will receive ongoing feedback from the course instruction throughout the semester.

LEARNING SUPPORT SERVICES

Information on university resources available to support student learning is available on Blackboard. Specific links and resources for the (a) Library Services, (b) Center for Learning and Student Success (CLASS), (c) Office for Students with Disabilities, (d) Center for Teaching and Learning, (e) FAU Institutional Review Board (IRB), and (f) the University Writing Center are provided by selecting the Learning Support Services link on the course menu.

MAKE UP POLICY

Late assignments will result in a daily point deduction as outlined in the assignment descriptions. Assignments more than five days late will not be accepted. Students must complete all assignments and meet expectations on all evaluations in order to earn a grade in the course.

DISTANCE LEARNING REQUIREMENTS

1. Students will access Blackboard for course PowerPoint presentations, materials, discussion forums, syllabus, grading book, and/or exams.
2. Students are encouraged to use a broadband (cable or DSL) connection.
3. Students may use Windows or Mac operating systems.
4. Students may use Internet Explorer, Firefox, and Safari browsers.
5. Student assignments must be completed using the Microsoft Office suite (Word, PowerPoint, Excel etc.) for Windows or Mac.
6. Student assignments should be **emailed** to the instructor on the **scheduled due date** (see course content and outline).
7. When scheduled, students are expected to make their initial posts on the discussion board by **TIME and DAY** and fulfill their discussion board responsibilities by **TIME and DAY**.
8. Unless otherwise noted, all written assignments should follow APA style, including but not limited to: Title page, page numbers, running head, reference page, 12 pt. font, 1 in. margins etc.
9. Students are expected to adhere to all department, college, and university policies of Academic Integrity. This includes but is not limited to:
 - a. Cheating
 - b. Plagiarism
 - c. Misrepresenting information or failing to give proper credit for citations used
 - d. Participating or facilitating acts of academic dishonesty by others
 - e. Unauthorized prior possession or sharing of examinations
 - f. Submitting the work or tampering with the work of another person
10. Students will receive feedback on assignments from the instructor via **email and Livetext.com**. Comments, suggestions, recommendations are provided in PDF format. If necessary, students can download the free Adobe Reader from <http://www.adobe.com/products/acrobat/readstep2.html>
11. Students should contact the instructor if they experience technical difficulty accessing course materials and activities on Blackboard. Students should contact the IRM helpdesk at http://blackboard.fau.edu/webapps/portal/frameset.jsp?tab_id= 107 1 if you experience login or connection issues.
12. In order to minimize technological issues, prior to taking this course, students should be able to send and receive email, send attachments with emails, be familiar with Blackboard, navigating and conducting research on the Internet.

TECHNICAL RESOLUTION POLICY

In the online environment, there is always a possibility of technical issues (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait to the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. Should a problem occur, it is essential you take immediate action to document the issue so your instructors can verify and take appropriate action regarding a resolution. Please take the following steps should a problem occur:

1. If you can, make a Print Screen of the monitor when the problem occurred. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, click the appropriate links below.
 - For PC users ([video](#) or [script](#))
 - For MAC users

2. Complete a Help Desk ticket at <http://www.fau.edu/helpdesk>. Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes:
 - Select “Blackboard (Student)” for the Ticket Type.
 - Input the Course ID.
 - In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
 - Attach the Print Screen file, if available.
3. Send an email within Blackboard to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2b-d above).
4. If you do not have access to Blackboard, send an email to your instructor with all pertinent information of the incident (2b-d above).
5. If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message.
6. If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until a resolution is obtained.

REFERENCES

- Brigman, G. & Webb, L. (2010). *Student Success Skills classroom manual* (3rd ed.). Boca Raton, FL: Atlantic Education Consultants.
- Brigman, G., Campbell, C., & Webb, L. (2007). *Student Success Skills small group manual* (2nd ed.). Boca Raton, FL: Atlantic Education Consultants.
- Colvin, J.W., & Ashman, M. (2010). Roles, risks, and benefits of peer mentoring relationships in higher education. *Mentoring and Tutoring: Partnership in Learning*, 18(2), 121-134.
- Crisp, G., & Cruz, I. (2009). Mentoring college students: A critical review of the literature between 1990 – 2007. *Research in Higher Education*, 50(6), 525-545.
- Eby, L.T., Allen, T.D., Evans, S.C., Ng, T., & DuBois, D.L. (2008). Does mentoring matter? A multidisciplinary meta-analysis comparing mentored and non-mentored individuals. *Journal of Vocational Behavior*, 72(2), 254-267.
- Engle, J., & Tinto, V. (2008). *Moving beyond access: College success for low-income, first generation students*. St. Paul, MN: Pell Institute for the Study of Opportunity in Higher Education.
- Hemwall, M., & Trachte, K. (2005). Academic advising as learning: Ten organizing principles. *NACADA Journal*, 25 (2), 74-83. – Retrieved from <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Learning-theory-in-academic-advising.aspx#sthash.LqPFOqAZ.dpuf>
- Kuh, G.D., Cruce, T.M, Shoup, R., Kinzie, J. & Gonyea, R.M. (2008). Unmasking the effects of student engagement in first-year college grades and persistence. *Journal of Higher Education*, 79(5), 540-563.
- Pitman, L.D., Richmond, A. (2008). University belonging, friendship quality, and psychological adjustment during the transition to college. *The Journal of Experimental Education*, 76(4), 343-362.
- Yazedjian, A. & Toews, M. L. & Sevin, T. & Purswell, K. E. (2008). It’s a whole new world: A qualitative exploration of college students’ definitions of and strategies for college success. *Journal of College Student Development*, 49(2), 141-154.

COURSE CONTENT & OUTLINE

The content and/or activities for each week are described below.

Meeting	TOPICS	READINGS	ASSIGNMENTS
1	Course Orientation and Introduction	Chapter 1	Orientation Assessment
2	Learning theory in academic advising	Web-based readings	Discussion Board
3	Learning styles	Web-based readings	Discussion Board
4	College readiness and fundamental learning skills	Web-based readings	Discussion Board

	research Collaboration with P-12 personnel to facilitate postsecondary transition		
5	USSS Classroom Program	USSS manual – Part I	Discussion Board
6	USSS Small Group Program	USSS manual – Part II	Discussion Board
7	Mid-term		Blackboard Exam
8	International students and students with disabilities Needs, issues, and strategies, removing barriers to academic and social engagement	Chapters 3 - 4	Discussion Board
9	Lesbian, Gay, Bisexual, Transgender students Fostering safe and engaging campus Students from minority religious groups	Chapter 4 - 5	Discussion Board
10	Identity development of undergraduate men and women Supporting women's success in STEM fields	Chapters 6 – 7	Discussion Board
11	Black male student engagement Engaging racial/ethnic minorities in and outside of the classroom	Chapter 8 - 10	Discussion Board
12	Engaging white students on multicultural campuses Meeting the needs of non-traditional students: Commuters, part-time, transfer, returning Engaging low-income, first generation students	Chapter 11 - 13	Discussion Board
13	Meeting the needs of first year, first generation, minority community college transfer students Engaging the student-athlete Developmental approaches to engage emerging populations	Chapters 14 - 16	Advising Resource Collection
14	Group Presentations		
15	Final Exam		Blackboard Exam

ASSIGNMENT: DISCUSSION BOARD/ACTIVITIES/TRAINING SESSIONS

Description: The student will participate on Blackboard site as indicated on the *Course Content and Outline*. Participation is designed for students to be able to demonstrate their critical thinking skills and to develop understanding of learning theories, learning styles, fundamental learning skills, research on college readiness and effective college transitions. Learners will explore the unique needs, issues, and strategies for increase the engagement of a variety of postsecondary populations.

Procedures and Evaluation: Students are required to attend all class meetings, view PowerPoint presentations, complete lesson activities, respond to prompts on the discussion board and provide feedback to classmates. Students will earn up to 100 points for their participation and completion of all assigned activities.

ASSIGNMENT: ADVISING RESOURCE COLLECTION AND GROUP PRESENTATION

Description: Students will explore resources within a given content area. Students will work in small groups for this assignment. These resources will include professional books and/or journals, materials available for academic advisors, undergraduate students, local referral sources, and Internet sites. The resource collections should be submitted electronically and students will present their findings as a group presentation to their peers online.

Procedures and Evaluation: Students will submit the advising resource collection by 11 pm on the designated due dates as listed on the course outline. Students will earn up to 50 points for the Advising Resource Collection and up to 50 points for the Group Presentation.

ASSIGNMENT: COURSE EXAMS

Description and Evaluation: Students will demonstrate their mastery of content knowledge of the course material by completing a mid-term and final exam. Questions will stem from the course materials, assigned readings, and course discussions. Students will earn up to 50 points for each exam.