**SE 101: Freshman Success at Southeastern**

**Fall 2018**

*Refer to Moodle for Instructor Information*

Get Focused.

This is a two-hour credit graded success course which aims to provide you with the tools needed to manage the emotional, social, and academic transition to the university. It is designed to help you cultivate effective and adaptable behaviors, develop successful academic strategies, and to connect with professional advisors to explore career options, academic plans, and target the skills needed to be a successful college student.

Get focusedon **YOU** and your transition to college.

During this course, you will have the opportunity to:

* Learn about the psychological and emotional readiness needed as prerequisites for academic success in college: mindfulness, mindset, resilience, maturity, emotional intelligence, intrinsic motivation, accountability, and responsibility.
* Cultivate effective and adaptable behaviors needed to navigate in higher education.
* Identify and address the emotional, social, and academic barriers that can interfere with progression.
* Connect with resources to help with the mental, physical, and social transition to the university.

Get focused on **YOUR** **ACADEMICS** and developing the skills needed to be a successful college student.

During this course, you will have the opportunity to:

* Recognize college-level reading, writing, and critical thinking skills required to be a successful university student.
* Identify the academic skills necessary to be a successful college student: learning style, preferred learning environment, test-taking strategies, learning strategies, memory techniques, and on-line learning strategies.
* Learn about balancing college academic demands utilizing time management strategies and avoiding distractions, time wasters, and procrastination.
* Manage your academic status: grade tracking, calculating GPA, academic standing, degree progression, and the impact on financial aid, scholarships, and other resources and programs.
* Cultivate relationships with faculty, advisors, and other academic partners with effective communication and ethical decision making.
* Connect with resources to help with the academic transition to the university: CSE, tutoring, writing lab, foreign language lab, disability services, math lab, and honors program.

Get focused on **YOUR PLAN** with academic advising and career coaching.

During this course, you will have the opportunity to:

* Explore, investigate and confirm academic majors and career options through self-assessments (e.g., personality, interest, values and skills), as well as through in-class discussion and reflection.
* Connect with other students within similar career and academic focus areas to discover other options and to create parallel plans.
* Learn about and understand: academic plans, curriculum and/or program requirements, general education requirements, prerequisites, and course selection.
* Meet individually with a professional advisor throughout the semester to discuss academic and career goals, grade progress, obstacles, and other concerns.
* Create a 4-year academic plan in Leonet and learn to navigate the registration process with information about advising dates, deadlines, and registration holds.
* Connect with resources to help with academic and career planning: Career Planning 104 elective, Career Services, ONET, OOH, and SIGI.

**Course Format:** Class will meet twice weekly during the semester for approximately an hour, with the remainder of class time dedicated to individual student’s needs. At the midpoint of the semester, students will be required to attend individual or small group academic advising/coaching sessions in lieu of group class meetings.

**Required Text:**

Staley, Constance Courtney. *Focus on College Success*. Boston, MA: Cengage Learning, 2018. Print.

**Attendance and Make-up Work Policy:**

Class attendance is regarded as an obligation as well as a privilege, and students are expected to attend regularly and punctually to all classes in which they are enrolled. Failure to do so will jeopardize scholastic standing in the class. Students with a valid reason for missing class are responsible for obtaining information covered during class from other students and discussing with the class instructor the feasibility of making up any missed activities and/or assignments. The class instructor will determine the validity of a student's reason for an absence and will work with students who have an excused absence. Please note, however, that it is not possible to make up in-class participation points. Also, keep in mind that excessive absences, even though they might be excused, will impact the student's ability to meet the learning objectives of the course and can impact other students.

Valid reasons for absences include:

1. Documented personal illness or injury
2. Documented illness of a family member for whose welfare the student is responsible (e.g., dependent child, elderly or seriously ill parent)
3. Documented death of an immediate family member
4. Documented emergency (e.g., automobile crash, serious family emergency)
5. Documented court-imposed legal obligations (subpoenas, jury duty)
6. Documented military obligations
7. Religious holidays
8. Authorized trips from the University or special duties or activities at the University (may be excused by the Provost and Vice President for Academic Affairs only; see “Attendance Procedures" in the General Catalogue)

The student is responsible for providing documentation of the reason for the absence no later than **2 class periods** following the absence. The student will have **1 week** to complete the assignment or activity after the instructor has approved the absence as excused.

**Grading:** This course is based on 650 points.

 A 90%-100% (585-650 points)

B 80%-89% (520-584 points)

C 70%-79% (455-519 points)

D 60%-69% (390-454 points)

 F 59%-0% (389 points and below)

* **Participation/Active Learning: 340 Points**

Since SE 101 stresses application of material, extensive participation in class discussions is an essential element of students’ learning. Active involvement in learning increases what is remembered, how well it is assimilated, and how the learning is used in new situations. In making statements to peers about their own thoughts on a class topic, students must articulate those thoughts and also submit them to examination by others. In listening to their peers, students hear many different ways of interpreting and applying class material, and thus are able to integrate many examples of how to use the information.

* + 17 classes, 20 points each (varied topics)
* **Freshman Seminars: 75 Points**
	+ **Cool, Calm, and Connected: 25 Points**
		- Learn about the different ways to get involved and get connected on campus. You will have the opportunity to meet and talk to other students from the over 100 campus organizations on campus.
	+ **Major & Minor Fair: 25 Points**
		- At this semester you will have the opportunity to meet faculty, staff, and students the different departments on campus. Here you will be able learn more about your major, as well as other majors and minors of interest.
	+ **Wellness/Sexual Assault Prevention: 25 Points**
* **Assignments: 235 Points**

Students are graded on written assignments based on the completeness of their answer. Students should refrain from yes/no answers on these assignments and points will be deducted for incomplete answers. Please see assignment instruction, description, and point breakdown for each individual question. If points are deducted, instructor will post a comment explaining. Students can find both grades and comments in Moodle. Assignments will be graded and posted within 7 days of the due date with the exception of school holidays and closures.

* + **Course Syllabus and No Late Work Policy Validation Quiz: 10 Points**

To be completed in Moodle during the first week of class. Grade is given on completion.

* + **College Success Factors Index (CSFI) 2.0 Pre Test: 25 Points**

The College Success Factors Index (CSFI) contains 100 self-scoring statements designed to determine college students’ readiness to successfully complete their early years in higher education. Many factors indicate potential success in higher education however, other factors often go unmeasured. CSFI 2.0’s approach uncovers these often “hidden” factors.

* + **College Success Factors Index (CSFI) 2.0 Post Test: 25 Points**

The College Success Factors Index (CSFI) contains 100 self-scoring statements designed to determine college students’ readiness to successfully complete their early years in higher education. Many factors indicate potential success in higher education however, other factors often go unmeasured. CSFI 2.0’s approach uncovers these often “hidden” factors.

* + **Academic Checkpoint # 1 Assignment: 20 Points**

Students will report their current grades and class attendance during two strategic weeks of the semester. This reporting will help students monitor their progress in each

course as the semester goes along.

* + **Academic Checkpoint #2 Assignment: 20 Points**

Students will report their current grades and class attendance during two strategic

weeks of the semester. This reporting will help students monitor their progress in each

course as the semester goes along.

* + **Academic Coaching Appointment 25 Points**

Students will have the opportunity to meet with their instructor/advisor individually to discuss their academic plan, academic and career goals, obstacles, and other concerns. Students will also be advised for the upcoming semester during this meeting.

* + **LeoNet Planner: 40 Points**

The Leonet Planner is a tool that allows students to create an online four-year academic plan. The Leonet Planner allows the students to learn about their curriculum by exploring prerequisites, course descriptions, and course semester offerings. Students are able to organize and assign classes by semester. This will help guide advising discussions, personal planning, and will give the academic departments the opportunity to better predict class counts.

* + **Reflection Assignment: 40 Points**

The reflection activity is a culmination of what freshmen students have learned about themselves and their place at the university. Students will answer reflection questions pertaining to their life, career, and academic goals, and will synthesize that information to reflect on their first semester and plan for the rest of their college journey.

* + **End of the Semester Questionnaire: 10 Points**

The end of the semester questionnaire is an assessment tool used by the department to help evaluate the course and course objectives. Your input is anonymous and you are given points based on completion.

* + **Cool, Calm, and Connected Preparation Assignment: 10 Points**
	+ **Major and Minor Fair Preparation Assignment: 10 Points**