

**Fall
2017**

UNIV 100

Instructor Resource Handbook



UNIVERSITY *of*
LOUISIANA
L A F A Y E T T E ®

**Office of First-Year
Experience**

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Introduction to UNIV 100 at UL

UNIV 100 (First-Year Seminar) is a 3 credit-hour, full semester, 15 week course designed to help first-year UL Lafayette students transition successfully from high school to university life and academic work.

Instructors propose a course based on a topic of their interest and expertise. Students from any major may enroll in any section and often choose topics outside of their major. Courses are advertised to students during summer orientation sessions based on themes to help them choose a topic they find engaging. A peer mentoring program is used with the course so students have access to a dedicated upper-class student who can serve as a resource both academically and outside of the course to foster engagement.

UNIV 100 has two segments: (1) **Cajun Connection**, a one day extended introduction for the students to UL Lafayette, the campus community, and to university-level work; and (2) the **First-Year Seminar**, which then continues the full remainder of the semester.

Effective Fall 2015, UNIV 100 became a *first-year seminar* focused on an academic topic chosen by the instructor. The course is problem-based or project-based, and engages students in meaningful inquiry and activities that develop core cognitive skills such as critical thinking, information literacy, and oral and written communication skills. Many UNIV 100 courses will culminate in a student-produced project. The best projects are then shown off in the UNIV 100 Showcase held in the university's Edith Garland Dupré Library.

Why Do We Have a First-Year Experience Program?

This program exists because the vast majority of students who do not stay in college leave in the first year. UL Lafayette has an approximately 74% 1st-to-2nd year persistence rate. Our goal is to help students not only persist but progress through college and give them the resources they need to be successful.

We know there are many reasons why students leave college:

- Not connected/engaged (feel that they do not belong)
- Un- or underprepared
- Family crisis
- Financial difficulties (insufficient resources)

The Office of First-Year Experience (OFYE) was developed from UL Lafayette's 2010 Quality Enhancement Plan. This program and the UNIV 100 course exist to help students transition to higher education and to succeed here. Retention is not the explicit aim of the program; rather, retention will follow if we meet our mission. Our job is two-fold. First, we introduce students to higher education, including the many formal and informal rules and norms. Second, we help students gain skills needed to stay and succeed.

In the Fall 2015 semester, UNIV 100 was restructured to a 3-credit hour course. This change allowed instructors to offer courses based on topics they are passionate about teaching. Though the topics varied widely, each course was based on a shared set of learning objectives including critical thinking, information literacy, and written and oral communication. UNIV 100 also focuses on helping students learn to navigate higher education by providing a safe space to learn the unspoken rules, what professors really want, how to write, read, and think at the college level, and how to address their instructors. Taught by student-centered faculty, these classes employ multiple pedagogical approaches to facilitate active learning.

This first component of the course, Cajun Connection, builds these connections between students and various resources on campus so they know where to go if they need assistance. The second component of the course, the first-year seminar, focuses on the academic content of the course. A University 100 Showcase is held to show off student projects. An awards ceremony is held to honor the best projects from the showcase and present the peer mentor of the year award.

The programming does not end with the fall semester, however. In the spring we work with Career Services to co-sponsor a career and major fair to help students plan for their futures. We also hold a freshman finale party to celebrate their accomplishments and transition to the next phase of college.

UNIV 100 – Course Information

This section provides an overview of the required components of the UNIV 100 course. It introduces the different themes each course fits within, a summary of the learning objectives, and various course expectations.

Course Description

UNIV 100 is the first course in the General Education Core Curriculum. The following course description is applied to all sections of the course:

Introduction to General Education through (often interdisciplinary) exploration of topics of contemporary interest and enduring importance. Increases knowledge and skills that improve academic success.

UNIV 100 Themes

UNIV 100 courses are organized into eight different themes to help students select from among the 100+ sections those which interest them the most. Instructors propose a specific topic within the theme.

- **Art & Music:** Are you interested in the way art or music shapes our culture and lives? How about the way they have defined history, influenced politics, and been connected with social movements? These classes will give you an introduction to the impact of the arts, the concept of beauty, and music.
- **Culture & Literature:** Are you interested in the big picture? Are you curious about how people have used religion, culture and literature to understand the world around them to create meaning? Courses in this theme will give you an introduction to the study of human experience through fashion, literature, philosophy, and world culture.
- **History & Politics:** Do you enjoy learning about politics and history? How about class simulations where you get an in-depth view of how institutions work and decisions are made? Are you interested in the official and unofficial ways that policy and norms influence our lives? These classes will give you a taste for the basics in the study of history and politics.
- **Leadership & Engagement:** Are you interested in being engaged in campus life and in your community? Would you like to learn how to be a more effective leader? These sections will help you learn more about yourself, engage with your peers, develop your own leadership style, and serve and improve your community.

- **Mastering the First Year:** You've decided to come to college, but you aren't exactly sure what comes next. Maybe you need help figuring out which major or career is best for you. Do you need to work on getting better at time management, study skills, or goal setting? Do you want to work on your leadership skills? Courses in this theme will help you learn how to master college and become a leader on your campus and in your community.
- **Popular Culture:** Do you love not only watching your favorite TV shows but also dissecting the cultural and political influences that drive the stories? Are you interested in the way social media is transforming our culture, our businesses, and the way we interact? This theme will give you an in-depth perspective on the driving forces behind popular culture.
- **Science:** Are you interested in knowing more about your environment? Do you want to learn about how science impacts your daily life – from climate change to the internet? Interested in knowing more about the biological and psychological foundations of health and wellness? These courses will introduce you to the basics of science in a way that is applicable in your daily life.
- **The World of Business:** Want to get a taste of business? Perhaps you're interested in being an entrepreneur or would like to learn more about branding and marketing. These classes will introduce you to the basic ideas and skills that are necessary to be successful in the business world.

Special Sections and Themes

Some themes and sections of UNIV 100 are directed toward specific populations of students, have special requirements, or are restricted to certain populations.

Mastering the First Year: Approximately 20 sections of this themed course will be offered in the fall. Though mostly taught by full-time staff from the Office of First-Year Experience and Academic Success Center, a very small number of sections may be taught by other instructors. Sections in this theme are based on a common syllabus that focuses on personal development, goal-setting, time-management, leadership, and career planning. For students who are unsure about their major or career plans, we especially urge them to take sections in Mastering the First Year to help them develop essential academic skills and engage in academic exploration. However, some students who are already sure of their major or are academically well-prepared may choose to take these sections as well.

Honors: Some sections are designated as Honors by the UNIV 100 Coordinator, and their section numbers begin with an H (e.g. H01, H20). These sections are open to all students, but students in the Honors Program may count any one of these sections of UNIV 100 towards their Honors curriculum. These sections are distinguished by being student-led with a heavy emphasis on active learning, critical thinking, and presentations.

Living Learning Communities (LLCs): Students in LLCs live together in the residence halls based on their interests. These students have already been added to the relevant UNIV 100 section. They may not change their schedule without dropping out of the Living Learning Community (which will change their housing assignment). Students in the Engineering, Nursing, and Business LLCs also have one or two additional courses on their schedules – they are in a cohort program and will need to stay in all of the courses already scheduled for them. One exception to this rule is for members of the Honors LLC, who are free to take any Honors UNIV 100 course.

Experiencing College for Adult Learners: This section is specifically for non-traditional students, including veterans, parents, those caring for a dependent, or over the age of 22.

Online Section: We are offering the course fully online (section X01). First-time freshmen in fully online degree programs are required to take this section. There is an additional course fee associated with registering for online courses. Students who will be attending classes on campus may sign up for the online section if they have a full schedule of classes and have difficulty finding an open section of UNIV 100. The student will need to contact OFYE to register. However, students who are attending classes on campus should plan to attend the Cajun Connection (August 17, 2017) and all students registering for the online section should ensure that they are ready to succeed in an online environment.

Student Learning Outcomes

The First-Year Seminar is designed to ensure that first-time freshmen at UL Lafayette succeed in making the transition to college and career readiness, fully prepared to succeed in their academic courses and aware of the multitude of resources available to them on campus. There are three Student Learning Outcomes (SLOs) shared across all UNIV 100 first-year seminars. SLOs include:

1. **Critical thinking and problem solving:** the course will focus on a central theme or topic that asks the students to engage in University-level inquiry that challenges them to formulate appropriate questions, investigate potential answers, and arrive (at least tentatively) at solutions.
2. **Oral and Written Communication Skills:** students will state clearly and defend orally and in writing their ideas, arguments, and research questions.
3. **Information Literacy:** students will independently investigate answers to questions posed in the course, learn to find information and critically assess the relevance and value of that information vis-à-vis the questions posed, as well as formulate new questions based on the initial inquiry.

Additional SLOs may be added as is appropriate for the particular course.

In meeting these learning outcomes, instructors should use problem-based or project-based pedagogies to engage students in meaningful inquiry and activities that develop core cognitive skills. Many UNIV 100 courses will culminate in a student-produced project. The best projects are then shown off in the UNIV 100 Showcase.

Please note that the OFYE will offer professional development, teaching materials, and support for all instructors to assist in facilitating student learning of the above-mentioned outcomes.

Course Expectations

Each course is expected to provide assignments and activities that are challenging but appropriate for first-year students. At a minimum, assignment expectations include:

- Writing – 5-10 pages of writing during the semester (1250-2000 words)
- Reading – 5-15 pages of reading per week for most weeks of the semester (20-30 minutes)
- Presentations – At least one individual or group presentation
- Research – At least one project that involves gathering, using, and critically evaluating appropriate sources in the development of a project, paper, or presentation.
- Opportunities for formative feedback/drafts/revisions – First-year students often do not have a clear understanding of expectations for University-level work. Provide opportunities for them to learn about the course expectations in low-stake settings.

Required UNIV 100 Instructor Schedule

All UNIV 100 instructors are required to attend all of the following as part of training and preparation for the course:

- Attend one required seminar training workshop, May 9, 10, or 11, 2017
- Attend a lunch meeting hosted by OFYE with your Peer Mentor, Wed. Aug. 16, 2017, 11:30 a.m.-1:00 p.m.
- Attend Cajun Connection, first meeting of UNIV 100 – Thurs. Aug. 17, 2017 (8:30 a.m. – 12:00 noon)
- UNIV 100 First-Year Seminar (Aug. 21/22 – Dec. 1/2, 2017).

Cajun Connection

Cajun Connection is a one-day, academic orientation for first-time freshmen. This program gives freshmen early access to UL Lafayette before the arrival of the university's remaining 14,000+ students to help them become more comfortable and connected with the university. On Thursday, Aug. 17, 2017, students attend the first session of their UNIV 100 course, meet their professor, peer mentor, and classmates, and learn about the course expectations.

Cajun Connection is **mandatory** in order to successfully pass the UNIV 100 course. Peer mentors will keep attendance records during Cajun Connection. If students do not successfully complete Cajun Connection, they may be given the opportunity to complete an online version of the program with the permission of OFYE. Some students have already been given permission to complete the online version of Cajun Connection (some NCAA athletes, band members, and cheerleaders). If they fail to complete either the in-person sessions or the online sessions, the students will earn an F in the UNIV 100 course regardless of their performance in the First-Year Seminar up to that point.

Instructor Role in Cajun Connection

Instructors are required to be present for the morning session of Cajun Connection, from 8:30 a.m. to 12:00 noon. This time functions as your first class meeting. You will have time to introduce yourself, your peer mentor, do ice breakers, and review your syllabus and course expectations. It is important that you be there during this time period to build the foundation that this day serves as an academic orientation to the university. For instructors who are teaching multiple sections of the same seminar, all your sections will meet in the same room.

Peer Mentors

The UNIV 100 course utilizes a Peer Mentor program to aid in the successful transition of new students by connecting them with upper-division students who serve as role models, mentors, and resources. Peer Mentors are chosen via a competitive selection process. They receive training to help them prepare for their roles as mentors. We make every effort to match peer mentors and instructors based on interest in the course material and schedule availability. Peer Mentors participate fully in Cajun Connection as well as participating in the seminar. Peer Mentors serve as resources, not as teaching assistants. They should not be used to grade assignments. However, you can use them to help take attendance, make announcements about upcoming campus events and opportunities, and to co-lead presentations or discussions. Instructors and Peer Mentors are strongly encouraged to meet with one another prior to the start of the semester to talk about expectations.

What Do Peer Mentors Do?

Peer mentors help the instructor by being a class facilitator and role model. The peer mentors' goal is to support first-year students and ease their transition into the university. Peer Mentors also have the opportunity to enroll in a one-credit hour class to learn more about leadership and mentoring.

Often Peer Mentors do the following:

- Contribute personal experiences to the class
- Lead discussions
- Help students with challenges in their first semester
- Develop relationships with students in the class
- Help students to get involved at UL

Responsibilities of Peer Mentor and Instructor

Please review the list of responsibilities and discuss mutual expectations and commitments.

Rows with no "X" may be the responsibility of either the instructor, the peer mentor, or shared.

Responsibilities	Instructor	Peer Mentor
Attend class	X	X
Develop course syllabus	X	
Prepare for class	X	X
Make announcements at beginning or end of each class		X
Take attendance; create and ask attendance questions; enter into a spreadsheet		
Send emails to students about campus activities and cultural events		
Lead class discussions		
Read and respond to reflection entries		
Grade assignments (e.g., quiz, essay, activity, etc.)	X	
Enter grades on spreadsheet	X	
Make arrangement for technology as needed		
Maintain Moodle	X	
Make arrangements for guest speakers		
Assign final grade for the semester	X	
Meet one-on-one with students		
Help lead discussions or present material		
Make copies and prepare materials for class		
Correspond with students		
Has the final say on class issues and decisions	X	

Feel free to discuss other duties and responsibilities as it pertains to your team's particular class and syllabus.

UNIV 100 Showcase

At the conclusion of the semester, instructors have the opportunity to submit the best projects from their classes for entry in the UNIV 100 Showcase. Entries should be submitted to OFYE **by Fri. Dec. 8, 2017**. The Showcase is displayed in the Edith Garland Dupré Library from *Jan. 20 to Feb. 14, 2018*. As you plan your class, consider projects you might incorporate that could be displayed as part of the showcase and how you will select the best ones to enter. You may submit up to three projects from each section of your courses. This will be a juried show, so not every nominated project will be displayed in the showcase. The best projects will be clearly tied to the course learning outcomes: critical thinking, communication, and information literacy.

An awards ceremony will be held on Tues. Feb. 6, 2018. In addition to presenting awards for Peer Mentor and Instructor of the Year, student project entries will be judged in six categories, and certificates will be awarded to winners in each category as well as Best in Show.

Categories include:

- Creative / Arts
- Creative Written Work
- Humanities / Social Science
- Leadership / Service
- Research Paper
- Science / Technical

Our office has a poster printer that can be used for student posters to display in the showcase. We will offer workshops in the fall for poster design (both students and faculty will be invited).

More information for instructors about the showcase can be found at:

<http://firstyear.louisiana.edu/node/365>.

Section

3

Syllabus Preparation

Your syllabus sets the tone for the seminar. It lays out your expectations, goals, and enthusiasm for the semester. The syllabus is your public statement of purpose, and students should refer back to the syllabus frequently throughout the semester. Every student should receive a copy of the syllabus on the first day of class. You will also be required to submit a copy of your course syllabus to OFYE by Wednesday, August 16, 2017. Standard practice and university requirements specify a number of required components in your syllabus.

Syllabus Template

A syllabus template is included on the OFYE Instructor web page and **UNIV 100 Resources for Instructors** Moodle page along with calendar templates. The Fall 2017 semester for UNIV 100 begins with Cajun Connection on Thurs., Aug. 17, 2017. The Seminar begins Aug. 21/22, 2017 and it ends during the final week of classes on Nov. 30/Dec. 1, 2017.

Syllabus Checklist

General Information

- Course Specific Title/UNIV 100 – Section ##
- Instructor Name, Office Hours, and Contact Information
- Semester, Class Location, and Meeting Days/Times
- Course Description
- Required Books or Materials and Locations for Purchasing
- Peer Mentor Name and Contact Information

Common Course Expectations

- SLO 1: Written and Oral Communication
- SLO 2: Critical Thinking and/or Problem Solving
- SLO 3: Information Literacy
- Other SLOs Appropriate for the Course
- Description of Course Pedagogies or Teaching Strategies

Assessment and Grading

- Detailed Description of Course Assignments
- Letter Grade Scale
- Assignment Weighting or Points
- Course Calendar/Due Dates

Common Course Work Expectations, minimums (Incorporated in assignments)

- Writing – 5-10 pages of formal writing during the semester (1350-2000 words)
- Reading – 5-15 pages of reading per week for most weeks of the semester
- Presentations Assignment – Either individual or group
- Research Project (may be included as part of a class presentation)
- Opportunities for formative feedback/drafts/revisions

Course Policies

- Process for Nominating Student Work for the UNIV 100 Showcase
- Course Attendance Policy
- Late Work and Make-Up Policy
- Technology Policy
- Recording Devices Policy
- Disability Services Statement
- Academic Honesty Policy
- Withdrawing from a Course

University Resources

- Counseling and Testing Center
- The Learning Center
- The Writing Center
- IT Support

Statement on Cajun Connection and Course Grade

The following statement should be included on your syllabus:

Cajun Connection is a required component of UNIV 100. If you did not attend Cajun Connection on August 17, 2017, you must complete the online version of Cajun Connection on Moodle. In order to enroll in the online version of Cajun Connection, you must have prior approval from the Office of First-Year Experience. The course is broken up into small sections, so you don't have to complete all of the activities at one time. However, you must have completed all sections of the online Cajun Connection by Wed. Aug. 30, 2017 by 12:00 Noon to receive credit for UNIV 100. If you do not complete Cajun Connection by this date, you will automatically fail UNIV 100, regardless of work you have already completed or your current grade in the seminar. As with all of your classes, failure of UNIV 100 will affect your cumulative GPA, which could impact your eligibility for Financial Aid, including TOPS, in future semesters, and your ability to compete in collegiate athletics or participate in other university sponsored programs.

Attendance

Instructors will keep a permanent attendance record for each class. From the 2016-2017 Undergraduate Catalog regarding attendance:

The Faculty members shall develop and implement their own absence policies which will include guidelines for what are construed as excused, unexcused, and excessive absences. The determination of what constitutes "excessive absences" rests with the instructor alone, with the exception that students who miss class because of

required participation in authorized and approved University-sponsored events are not considered absent for purposes of calculating excessive absences in an attendance policy. University-sponsored events include, for example, necessary academic field trips, debate tournaments, and intercollegiate athletic team travel. Students who participate in such University-sponsored events should notify their instructors of their scheduled absences as far in advance as possible, so that the students may complete work that might otherwise be missed. Instructors should not penalize such students for missing class.

Faculty members are required to state in writing and explain to their students their expectations in regard to both class attendance and makeup work due to all absences prior to the close of the first week of classes during a regular semester and the third day of classes during a summer session.

According to the Undergraduate Catalog, instructors cannot penalize students when there is written justification of the absence for “authorized and approved University sponsored events such as necessary academic field trips or debate, judging, and intercollegiate athletic team travel.”

Instructors need to detail their own attendance policy for the seminar on their syllabus. The following statement regarding attendance is suggested language for inclusion on your syllabus:

Attendance in class is very important and is mandatory. Attendance will be taken for every class period. Unexcused student absences in excess of the number of class meetings per week (e.g. 3 absences for a class that meets 3 times a week) will result in at least a one letter grade reduction from the student’s final seminar grade. Unexcused absences less than or equal to the number of class meetings per week will not incur a penalty. Any absences that are to be excused must be accompanied by official documentation to be considered.

Academic Honesty

Every course syllabus must include a statement regarding the Academic Honesty policy. The 2016-2017 Undergraduate Catalog offers the following definitions of cheating and plagiarism:

Cheating, in the context of academic matters, is the term broadly used to describe all acts of dishonesty committed in taking tests or examinations and in preparing assignments. Cheating includes but is not limited to such practices as gaining help from another person or using unauthorized notes when taking a test, relying on a calculator if such an aid has been forbidden, and preparing an assignment in consultation with another person when the instructor expects the work to be done independently. In other words, cheating occurs when a student makes use of any unauthorized aids or materials. Furthermore, any student who provides unauthorized assistance in academic work is also guilty of cheating.

Plagiarism is a specific type of cheating. It occurs when a student claims originality for the ideas or words of another person, when the student presents as a new and original idea or product anything which in fact is derived from an existing work, or when the student makes use of any work or production already created by someone else without giving credit to the source. In short, plagiarism is the use of unacknowledged materials in the preparation of assignments. The student must take care to avoid plagiarism in research or term papers, musical compositions, science reports, laboratory experiments, and theses and dissertations.

Academic dishonesty is a serious offence. However, first-year students often do not understand proper citation methods. Students may submit work that is technically plagiarized (e.g. incorrectly paraphrasing or leaving out quotation marks), but not with the intention of cheating. Therefore, our job is to give students the opportunity to practice proper citation methods. Very few first-year students will successfully master proper citation after one lecture or reading assignment. To deal with unintentional plagiarism, instructors should explain proper citation techniques, not penalize the student.

Of course, some plagiarism and cheating is intentional. These are serious academic offenses and should not be treated lightly. If you suspect intentional cheating, you should consult with Dr. Christie Maloyed in OFYE. Depending on the severity of the case, penalties can range from receiving a “0” for the assignment, to failing the course, to being dismissed from the university. If you assign a grade penalty, you must report the incident to the Department of Student Rights and Responsibilities. Reporting the case enables the student to use his or her right to due process to appeal the penalty, if desired. The form for reporting such cases can be found at <http://studentaffairs.louisiana.edu/sites/studentaffairs/files/ACADEMIC%20DISHONESTY%20REPORT.pdf>.

The following statement regarding academic honesty is suggested language for inclusion on your syllabus:

The University of Louisiana at Lafayette policy on academic dishonesty is outlined in the 2016-2017 Undergraduate Catalog, which can be found on ULINK. Failure to adhere to academic honesty policies may lead to academic penalties, up to and including failure of the course. If you have any questions about this policy or you aren't sure how to appropriately cite others' work (such as information you found on the internet), ask [me/your instructor] or visit The Writing Center.

Technology Policy

First-time freshmen routinely struggle with appropriate use of technology in the classroom. Research shows that technology is often more of a distraction than a tool for enhanced learning, at least when students are left with free rein to use their devices any way they choose. Moreover, students better remember course material and perform better on course assessments when they take hand-written notes rather than taking notes on their electronic devices. As a UNIV 100 instructor, you are encouraged to limit students to use technology on specific assignments that require their devices rather than allowing them to use technology at any time. Here is sample language for inclusion in your syllabus:

In our classroom, technology is only allowed when you are expressly instructed to use it for a specific assignment or project. If you are found using technology at any other time, or if you are found using it to work on something other than a class assignment, you will be recorded as absent that day. You should plan on taking notes the old fashioned way, by hand. Your cell phone should be kept in your book sack, purse, or pocket. Do not keep it on the desk or table.

Late Work Policy

Each instructor should have a clear policy statement regarding late work. This is left to the discretion of each instructor. If you choose, you may deny any credit for assignments submitted after the deadline. However, if you choose to allow late work for reduced credit, here is sample language you could include in your syllabus:

After the due date for an assignment has passed, students will have one week in which to submit the assignment for half credit. After one week, the assignment grade will be recorded as a zero.

Students with Disabilities

Students who have a disability *and* have registered with the Office of Disability Services may be given an accommodation plan. Students may or may not decide to share that accommodation plan with their instructors. If you are presented with an accommodation plan, you are required to follow it from the date you receive it. However, you are not required to apply an accommodation plan retroactively. For instance, if a student presents you with an accommodation plan following a midterm exam, you are not required to retroactively apply any accommodations to previous

assignments or assessments. You would be required to make accommodations for the remainder of the semester. Students may also only request that some of the accommodations listed on their plan be followed. If you have any questions on how to implement a particular accommodation, contact the Office of Disability Services.

Also, you must include the following statement in your syllabus:

Disability Accommodations: Students needing academic accommodations for a disability must first be registered with the Office of Disability Services (ODS) to verify the disability and to establish eligibility for accommodations. Students may call 337-482-5252 or visit the ODS office in the Conference Center, room 126. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements.

Section

4

UNIV 100 and UL Policies

There are a number of policies regarding grades related to the class. As a UNIV 100 instructor you are required to participate in the Grades First early warning system to alert students if they are not on track to pass your class. Also, you will find information regarding office hours, incompletes, final grade submission, and course evaluations.

Attendance and Grade Checks

The university uses an early warning system for students to let them know they are at risk in a course. There will be an attendance check early in the semester and three semester grade checks. All UNIV 100 instructors are expected to participate in these checks. You will receive notice for the check via e-mail along with instructions for completion. The student will be sent an email informing them of the at-risk status. It is worthwhile to inform your class when the Grade Checks are happening to let them to be on the lookout for e-mails regarding their status.

Office Hours

Instructors are expected to post and keep office hours or be available to students by appointment. Instructor contact information should be included on the syllabus. The OFYE has an adjunct office in Lee Hall 203M that is available for keeping regular office hours or for holding ad hoc meetings with students. This office should be scheduled through the OFYE Instructional Support Program Manager, Michelle Fournet, michellef@louisiana.edu.

Missed Classes

Instructors are expected to hold and attend class meetings for all scheduled classes. Instructors who miss classes due to official university travel should give advanced notice to students. If for any reason you will not be able to attend your class, please contact OFYE and let us know ahead of time if at all possible so that we can inform students of your absence.

Final Grade Submission

You will submit final grades in accordance with UL's final grade submission time frame. The final grades must be submitted by Mon, Dec. 11, 2017 by 12:00 noon. Grades are submitted via ULINK. As a reminder, UL does not use a plus or minus system. We may only assign the following final grades:

A, B, C, D, F, FS, FN, I

I = Incomplete

FS = Student stopped attending (including date of last attendance)

FN = Student never attended

Please check your rosters often during the first two weeks of class. You may find one of two situations:

- (1) Students who are attending your class but are not on the roster. Please let the student know as soon as possible. They may have been dropped by the registrar's office due to issues related to tuition payment, immunization records, etc. If they are not on your roster, you will not be able to submit a final grade.
- (2) Students who are not attending class but who are on the roster. Keep attendance records. You will receive an email before the 14th class day requesting the completing of an early attendance check through the Academic Success Center. Students who are not attending class will be contacted by an advisor.

Incompletes

As the course nears the end, students may ask you for an incomplete in your class. This often happens when the student is doing poorly in the course. Incompletes should be reserved for emergency situations that arise near the end of the semester. If a student asks for an incomplete before the end of the semester, please reply that they are expected to do passing level work in the course until the final week at which point you will make a determination. Before agreeing to give an incomplete, consult with Dr. Christie Maloyed in OFYE.

Guidelines for Appealing Unfair and/or Capricious Final Grades

If a student feels the he or she was given a grade that was unfair, you will usually receive either a visit or email from that student. This is usually the beginning of a possible grade appeals procedure. To officially start a grade appeal case, the student must initiate the appeals process within twenty class days of receiving the grade. After that time, the student is no longer eligible for a change of grade. The grade appeals process is extensively covered in the Undergraduate Catalog. According to the catalog, only final grades in a course may be appealed. Individual test/essay/assignment scores are not subject to the appeals procedure.

To file an official appeal, the student must first initiate the process with the University Ombudsman. Then,

the student meets, talks, and presents her or his written complaint in a meeting with the instructor, the department head, and the appropriate academic dean (dean in charge of area in which course is offered-not necessarily the student's academic dean or if the grade in question is in a graduate course, the Graduate Dean) in an attempt to resolve the final grade problem. The dean will actively try to resolve the issue at this meeting. If a solution that is acceptable to all parties concerned is reached, the appeal case is considered closed with no further action required. Fifteen (15) school days are allowed for this portion of the grade appeal.

If the student meets the deadlines and provides the documentation required by the University Ombudsman, the appeal can proceed further to the Grade Appeals Committee and the Committee on Academic Affairs and Standards.

One common reason for grade appeals is excessive absence. Assuming that you have kept attendance records throughout the semester, the Undergraduate Catalog is very clear that grades given based on attendance policy stated in the course syllabus are not eligible for appeal:

When a student accumulates justified or unjustified class absences which are considered excessive (except absences incurred due to authorized and approved University sponsored events such as necessary academic field trips or debate, judging, and intercollegiate athletic team travel), the instructor may recommend to the student that s/he withdraw from the course prior to the deadline printed in the schedule of classes. If a student chooses not to withdraw from the course, the instructor will award a grade to the student at the end of the semester or session which is in keeping with the class policy on attendance which was distributed at the beginning of the semester or session (refer to IV.B.3 above.)

Course Evaluations

Final course evaluations are administered electronically to students via email by the Office of Academic Affairs. Students will receive notice that the evaluations have opened a couple of weeks before the end of the course. All evaluations are anonymous. The completed evaluations are usually returned to the Office of the First-Year Experience and also directly to instructors via e-mail during February.

Section

5

Course Resources

There are numerous campus resources to help you and your students. Below is a list of some of the most frequently used resources. If you need any help finding a resource, do not hesitate to contact the OFYE.

Instructor Resources - Moodle Page

All instructors have access to the UNIV 100 Resources for Instructors Moodle page. When you log into Moodle, <https://moodle.louisiana.edu/>, it should appear as one of your courses. This page includes the syllabus and calendar templates, information from professional development workshops, as well as resources to help with teaching the course. These include resources for the course learning objectives and various other modules you may find helpful for your class. We strongly encourage you to explore these resources as you develop your syllabus and throughout the semester as needed.

For instructors who are teaching under the theme Mastering the First Year, there is an additional Moodle page, UNIV 100: Mastering the First Year for Instructors. This page has suggested topics, grading schemes, and resources for each of the suggested units. Each instructor who teaches the course will adapt the material to fit their own style and points of emphasis. However, this provides a starting point and common foundation for these sections.

Mini-Grant

Additional funding is available to individual sections of UNIV 100 in order for students to partake in special projects or field trips. In order to request such funding, please complete the Mini Grant Request form: <https://univ100.wufoo.com/forms/s1yy9fj40wbqrcg/>.

Career Services

Career Services offers sessions to help UNIV 100 students with major and career options:

- A two-day session in the Career Services computer lab. Students will be guided by the associate director of Career Services in the importance of career planning as well as completing a major and career assessment called Focus 2. Students will learn how to use the assessment and analyze their results. In the past, students have reported that they found these sessions very helpful. Although any UNIV 100 instructor may use this service, instructors of Mastering the First-Year are especially encouraged to participate.
- A career services representative comes to your class and discusses career planning.
- A half-class period session on career planning.

To schedule a session, please contact the Office of Career Services at (337) 482-1444. If you have 25 or more students in your class, please let them know so they can set up extra computers in the lab.

Library Session

UNIV 100 sections are invited to bring their students to Dupré Library for an informational session on library resources. Sessions can be general or specifically tailored to the content of your course or a specific assignment. Librarian Jennifer Hamilton, the UNIV 100 instructional liaison, will help develop a session that fits your course needs. To schedule a session, contact Jennifer in her office (153 Dupré), at (337) 482-1160, or jen@louisiana.edu.

The Learning Center

Services offered by The Learning Center include FREE individual (one-on-one) tutoring, study group tutoring, supplemental instruction (SI), computer lab assistance, and a wide variety of on-line resources, most of which are offered in coordination with various academic and administrative departments on campus. Tutors are available at The Learning Center for almost all 100- and 200-level math and science courses as well as for ACCT, BSAT, ECON, EECE, ENGR, ESOL, FREN, PSYC, SPAN, and STAT. The center is located on the second floor of Lee Hall and can be contacted at 337-482-6583 or tlc@louisiana.edu for information or assistance, or visit their website: <http://studentsuccess.louisiana.edu/tutoring>.

Writing Center

The Writing Center is a free service located on the first floor of Griffin Hall in room 107. Writing Center consultants are experienced writers and students who pride themselves on creating a comfortable environment for every phase of a writing project. From thesis statements, to research planning, document design, to just getting started, the Writing Center staff works with students to help them become more focused, organized, and confident with their work. In addition to providing the latest style manuals and handbooks, the Writing Center also operates a computer lab, located next door in Griffin Hall, room 108. Both of these services are free, student-operated, and devoted to helping students be more successful and productive. Walk-ins are accepted, but scheduling an appointment in advance (337) 482-5224 is recommended. Students who are more than ten minutes late to an appointment must reschedule. You can find more information here: <http://english.louisiana.edu/node/19>.

Instructors may also schedule a tour of the writing center for their class. Tours usually last 5-10 minutes. To schedule a tour, contact the Writing Center director Denise Rogers in her office (Griffin 340), by phone (337) 482-5497, or email, dmr2899@louisiana.edu.

Counseling

FREE counseling services are available at the Counseling and Testing Center (<http://counselingandtesting.louisiana.edu>), located in the Saucier Wellness Center in O.K. Allen Hall. Reasons for going to counseling include anxiety, depression, relationship difficulties, substance abuse, and more. Contact the center by calling (337) 482-6480 or sending an email to counseling@louisiana.edu.

IT Support

Students can access technical assistance by contacting the IT Help Desk (<http://helpdesk.louisiana.edu/>) at (337) 482-4357 or email at ithelp@louisiana.edu. The IT Help Desk is in Stephens Hall 110.

IT also has a helpful guide for accessing email on a mobile device: <http://helpdesk.louisiana.edu/get-help/catalog-services/email-zimbra/accessing-your-email/access-mobile-device>. You can share this with students at the beginning of the semester to encourage them to check their UL email regularly.

Computer Lab

The OFYE has two computer labs, FGM 105 and HLG 504, which can be utilized by instructors. To check availability, contact Stacy Matthews, (337) 482-6599, stacy.matthews@louisiana.edu.

Office of First-Year Experience

Lee Hall 106
P.O. Box 43695
Lafayette, LA 70504-3695
Phone: 337-482-6599
Fax: 337-482-1494

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See more at: <http://firstyear.louisiana.edu/instructors>