

Title: ***College Success Skills (EDUC 107, section 1; Fall 2016)***
A Leading Edge Transition to College Course
(PR-permission require for enrollment in course; enrollment made on 9/1/16)

Co-Instructors: Susie Rood, Marge Strong, Roxanne Schuster, and Sue Kissinger
Instructor of Record Susie Rood

Day and time: Leading Edge program (August 30 and 31, 2016)
Class held the first through fourth Thursday in October; from 2:00-4:00 PM

Location: 107 Learning Resource Center (see room assignment for each session)

Credit: 1-credit

Course Description: Leading Edge is a 2-day UWSP transition and orientation seminar for students qualifying for services through the Disability and Assistive Technology Center. The seminar involves introduction to services and accommodations; as well as individual planning sessions for students with disabilities. The Leading Edge Orientation to College course involves participation in the Leading Edge seminar and four consecutive two-hour weekly classes.... involving extended exploration into aspects of assistive technology, accommodations and self-advocacy training, academic skills development and tutoring services, academic advising and career planning.

Course Objectives:

Two-day orientation program

1. To provide an extended orientation session reinforcing information and assisting in transitioning to a university environment
2. To complete classroom and test accommodations plans, assistive technology plans (if applicable), and gain understanding of academic policies and procedures
3. To provide overview of D2L

Four week course

4. To provide hands on training in classroom skills of note taking, reading academic texts, study skills and of assistive technology skills.
5. To provide training on accessing tutoring and academic skills development services; and academic advising and career planning services

Course Outline:

Leading Edge 2-day Orientation seminar and a Four week course

- ***Session 1 (1st week; Oct 7; LRC 107) Academic Technology (Marge Strong)***

This session focuses on an in-depth look at academic technology, assistive technology and/or technology that can be used by persons with different learning styles. Let's look at iPads, iPods, Kindles, and other aps you can use on your phone plus other technology.

- ***Session 2 (2nd week; Oct 14; LRC 107) Accommodations, Accessibility and Self-Advocacy Skills Training (Roxanne Schuster and Susie Rood)***

This session looks at: 1) the difference between demanding support and effective self-advocacy; 2) understanding and describing my specific academic challenges; 3) developing a self-advocacy "statement;" and 4) assuring you know how to speak with your faculty in an appropriate manner.

- **Session 3 (3rd week; Oct 21, LRC 107) Tutoring and Skills Development for Success (Susie Rood)**

There are multiple ways to ensure academic success. It begins with self-knowledge, and continues as you learn to adopt academic success strategies that best fit your needs. After identifying strategies that fit your learning style, we will apply those strategies to your current courses and their content.

- **Session 4 (4th week; Oct 28, LRC 107) Academic Advising and Career Planning (Sue Kissinger)**

We will review the advising process at UWSP with tips on how to get the most out of the advising experience. We will discuss the relationship between a liberal arts education, one's own major/minor pathway, and the world of work.

Student Expectations and Grading:

Students are to complete the following requirements for this course:

- Attend and participate in the 2-day Leading Edge seminar
- Attend four sessions (with possibility of make-up for 25% of one missed class)
- Complete a 1-page type-written reflection paper (using D2L) for each of four sessions

The following is the grading system for this course:

A= Full participation in Leading Edge seminar; and completion of 4 reflection papers.

B= Full participation in Leading Edge seminar, and completion of 3 reflection papers

C= Full participation in Leading Edge seminar, and completion of 1 or 2 reflection papers

D= Not applicable

F= Partial to no participation in Leading Edge; and no reflection papers

Make-up of one missed class session is permitted. Missed sessions beyond one will result in a drop of one letter grade per session missed.

Student Learning Outcomes

- The student will document having completed the necessary steps in establishing their individual classroom and test accommodations needed for the fall semester.
- The student will understand the benefits of self-advocacy.
- The student will understand their specific academic needs and will be able to convey them to others.
- The student will demonstrate application of specific assistive technology tools relevant to their needs.
- The student will identify study strategies that fit their individual needs as well as apply them to course content.
- The student will be aware of resources for academic advising, career and life planning.

Instructor Contact Information:

Roxanne Schuster (rschuste@uwsp.edu); 715 346-3365; 609 LRC)

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Susie Rood (srood@uwsp.edu); 715 346-3365; 609 LRC)

Sue Kissinger (skissing@uwsp.edu); 715-346-3361; 101 SSC)

Disability Statement: Any student who anticipated they may need an accommodation based on the impact of a disability (including mental health, chronic or temporary medical conditions) should contact me privately to discuss your specific needs. Students are also encouraged to contact the Disability and Assistive Technology Center (DATC) at [715-346-3365](tel:715-346-3365) or at datctr@uwsp.edu to seek further assistance.

Students currently registered with the DATC may provide their Notice of Accommodation letter during office hours, electronically via email, or after class or all.