

## ED 100 DESIGN TEAM RECOMMENDATIONS

### **Course Description**

This course provides students with the opportunity to develop the skills necessary to be successful in college. Students will learn the importance of the student/faculty-advisor/advisee relationship, develop time management strategies, apply effective study skill techniques, recognize the implication of living in a diverse society, utilize college resources, and meaningfully explore career and transfer requirements. Collaborative projects are included. Co-requisite: This course must be taken in the first term of study.

### **Course Administration**

- Coordinator position- We believe it would be useful to have a coordinator/facilitator to oversee the course. This person would help recruit, train and support instructors; share new research; plan and coordinate common, shared experiences; and communicate with administrators in the various centers with regard to needs and goals
- Utilization of peer mentors- We believe that the use of peer mentors, when possible, would provide an effective means of support for students enrolled in ED 100. These peer mentors might come from Honors Program students, referrals from instructors similar to the staffing of tutoring positions, and other populations as applicable.

### **Format of Course**

- 2 credit course for students- this would ensure adequate time to address topics and would give more weight to ED 100 as a course
- 3 credit course for students in 2+ developmental courses
- OR, if the above are not possible: A term 1 credit courses
- Eliminate the one week pre-semester option to more accurately reflect the college
- Experience and have all services available
- Specialized sections for selected populations:
- Have all-major, generic sections, but also offer sections for specialized demographics, e.g.,
- Veterans, international students, etc.

### **Enrollment Management**

- Make ED 100 a co-requisite with common first semester course to encourage taking ED 100 in the student's first term
- Make the course a requirement for certificate programs
- Clarify the policies for exemption of students from ED 100

### **Content**

- Incorporate Strengths Quest as a core component
- A coordinated common outline of topics so all students experience the same topics at the same time thus allowing professors in other courses to reference the topics
- Recruit, train and support instructors who are interested in specifically teaching this course

### **Instructors**

- Continually offer training programs for ED 100 instructors as part of Employee Enhancement Programs such as Summer Institute
- Faculty and student affairs employees would both be encouraged (and recruited) to teach the course with the understanding that staffing a 2-credit course would provide some additional challenges

### **List of Course Topics**

- Understanding strengths (with Strengths Quest)
- Career and transfer plans including creating a resume
- Possible requirement for attendance at a Learning Center workshop
- Library resources and information technology literacy

- Time management
- Goal setting
- Advising and Degree Works
- Financial literacy
- Campus and website resources
- Study strategies
  - Understanding the learning cycle
  - Test-taking
  - Reading techniques
  - Note taking
  - Learning preference/styles
  - Managing anxiety
  - Critical thinking
  - Appreciating diversity
  - Health and wellness
  - College policies (academic to civility)
  - The importance of developing resilience

### **Concluding Remarks**

The ED 100 Design Team has spent a considerable amount of time on this task. Some of us have been involved in such endeavors previously, but this Design Team has created the most progressive, far-reaching set of recommendations in memory. We feel that ED 100, College Seminar, should be an integral part of student experience at Mohawk Valley Community College and should help to set the tone for successful integration into the college community. It is our hope that these recommendations be given thoughtful, serious consideration.

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Respectfully Submitted,

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