APPLYING THE SEVEN PRINCIPLES FOR GOOD PRACTICE IN UNDERGRADUATE EDUCATION
From a book written by Arthur W. Chickering and Zelda F. Gamson
The following is a brief summary of the Seven Principles for Good Practice in Undergraduate Education as compiled in a study supported by the American Association of Higher education, the Education Commission of States, and The Johnson Foundation These Seven Principles are also presented in Chickering and Gamson's book entitled Applying the Seven Principles for Good Practice in Undergraduate Education (1991).

1. GOOD PRACTICE ENCOURAGES STUDENT -- FACULTY CONTACT
   • Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvementFaculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.
   • I make a point to talk with my students on a personal level and learn about their educational and career goals.
   • I seek out my students who seem to be having problems with the course or miss class frequently.
   • I advise my students about career opportunities in their major field.
   • I share my past experiences, attitudes, and values with students.
   • I know my students by name.
   • I make special efforts to be available to students of a culture or race different from my own.
   • I serve as a mentor and informal advisor to students.

2. GOOD PRACTICE ENCOURAGES COOPERATION AMONG STUDENTS
   • Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions improves thinking and deepens understanding.
   • Beginning with the first class, I have students participate in activities that encourages them to get to know each other.
   • I use collaborative teaching and learning techniques.
   • I encourage students to participate in groups when preparing for exams and working on assignments.
   • I encourage students from different races and cultures to share their viewpoints on topics discussed in class.
   • I create "learning communities," study groups, and project teams within my courses.
   • I encourage students to join at least one organization on campus.
   • I distribute performance criteria to students so that each person's grade is independent of those achieved by others.

3. GOOD PRACTICE ENCOURAGES ACTIVE LEARNING
   • Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing pre-packaged assignments and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.
   • I ask students to present their work to the class.
   • I ask my students to relate outside events or activities to the subjects covered in my courses.
   • I encourage students to challenge my ideas, the ideas of other students, or those presented in readings or other course materials.
   • I give my students concrete, real-life situations to analyze.
   • I encourage students to suggest new readings, projects, or course activities.

4. GOOD PRACTICE GIVES PROMPT FEEDBACK
   • Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. In getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.
   • I give students immediate feedback on class activities.
   • I return exams and papers within one week.