SPECIAL UNIVERSITY WIDE COURSE EXPECTATIONS DURING COVID-19

This is an unprecedented time for our Rockets community at the University of Toledo. In times of challenge, such as this, we come together to support each other and help keep the more vulnerable members of our community safe during the COVID-19 pandemic. If we all do our part, we will help to minimize the spread of infection and maintain engaging face to face class environments this fall. That is why we are asking all faculty, staff and students to adhere to the special course expectations described below. Please review these policies described below.

Course Attendance
In order to ensure that we self-quarantine if symptomatic, students, faculty and staff must perform a daily health assessment, based on based on CDC guidelines, before coming to campus each day, which includes taking your temperature. Students who are symptomatic/sick should not come to class and should contact the Main Campus Health Center at 419-530-3451. The University of Toledo has a missed class policy. It is important that you understand the attendance requirements for this course. Please engage with me if you have any questions about these requirements. Absences due to COVID-19 quarantine or isolation requirements are considered excused absences. You should notify me if you are in quarantine or isolation and these absences may not require written notice.

Face Coverings
To help keep each other safe, everyone must wear face coverings while on campus, except while eating, alone in an enclosed space, or outdoors practicing social distancing. Students will not be permitted in class without a face covering. If you have a medical reason that prevents you from wearing a face covering due to a health condition deemed high-risk for COVID-19 by the Centers for Disease Control and Prevention (CDC), you should submit a request for accommodation through the Student Disability Services Office (SDS) by completing this online application. You will need to provide documentation that verifies your health condition or disability and supports the need for accommodations. If you are already affiliated with SDS and would like to request additional accommodations due to the impact of COVID-19, please contact their accessibility specialist to discuss your specific needs.

Social Distancing
As further efforts to keep everyone safe, students should practice social distancing inside and outside the classroom, including when you enter and exit. Please maintain at least 6 feet of distance between yourself and others, follow posted signage, and pay attention to the seating arrangements in the classroom. It’s important that you do not remove stickers or tape from seats and/or tables, as they are there to provide guidance on the
appropriate classroom capacity based on recommended social distancing between individuals. Please be conscious of your personal space and respectful of the space of others in the class.

Desks and Work Spaces
An important part of keeping our classroom spaces safe involves keeping them sanitized. We ask all students to sanitize their desk and/or work space before class begins, with the sanitizing spray and paper towels provided in the classroom.

Special Note
Although we have developed a rigorous and evidence-based plan for keeping each other safe during COVID-19, it’s important to note that, based on the unpredictability of the virus, things can change at any time. So please be patient and understanding as we move through the semester. If at any point you have any concerns about class, completing course work/assignments, and/or health concerns related to COVID, please let me know.

Please also know that we recognize the COVID-19 situation has placed additional burdens on many of our students. If, at any point in the semester, you experience difficulties meeting your basic needs, managing your different responsibilities, or maintaining your physical or mental health, we have a variety of resources that can help. Please review and utilize our Student Success resources and let me know if you have any questions.

CATALOG/COURSE DESCRIPTION
THIS COURSE IS REQUIRED BY ALL UNDERGRADUATE PROGRAMS IN THE COLLEGE. Course will introduce new students to the University and college, provide information on requirements, regulations, campus resources and career exploration, and help students achieve their academic goals.

First Year Toledo
First Year Experience/Strategies for College Success is a part of First Year Toledo, a comprehensive first year program that incorporates multiple elements over the entire first year to help all new University of Toledo students achieve their college goals. Our goal for this course is to provide an open forum for discussion about college transition issues, and to promote greater self-awareness and a sense of belonging and purpose. Over the course of the semester, we will investigate the hidden curriculum—instructor expectations or campus norms that are not always spelled out in a syllabus or textbook, which will allow you to make informed decisions to maximize your potential.

COURSE OVERVIEW
This course has 4 basic goals:
- To help you navigate your university, college, and department
- To help you identify your career goals and path to get there
- To help you find campus resources to support you
- To help you make connections to your campus and community

STUDENT LEARNING OUTCOMES
The goals of this First Year Experience (FYE) course are to help you successfully navigate college and get the most from your college experience, by helping you to become a true agent in your education. To accomplish these goals, by the end of this course you will:

1. Identify personal fit with careers.
2. Identify academic pathways (majors) that are aligned with career goals.
3. Choose an academic pathway that meets their personal/academic goals.
5. Develop professional and interpersonal skills.
6. Develop financial literacy skills and apply them to financial decisions.
7. Connect to campus resources that support academic pathway navigation.
8. Develop connections to the community of scholars (e.g. in their field of endeavor).
9. Develop connections to the community both within and outside UT.
10. Demonstrate cultural competency including positive connections with others whose identity and culture is different from their own.

TEACHING METHODOLOGY

This is a blended online course, designed to stimulate student learning through the web-based delivery of readings, video, and assessments, paired with real-time collaborative activities and discussion during weekly class meetings.

PREREQUISITES AND COREQUISITES

None

TEXTS AND ANCILLARY MATERIALS

All course materials will be provided in class or via the Blackboard course site. There is no required textbook for this course.

TECHNOLOGY REQUIREMENTS

Students need to have access to a properly functioning computer throughout the semester. The Browser Check Page will enable you to perform a systems check on your browser, and to ensure that your browser settings are compatible with Blackboard, the learning management system that hosts this course.

Other information you may find useful can be found at http://www.utoledo.edu/dl/students/required-info-online-learners.html.

ACADEMIC POLICIES

Academic Policies for Undergraduate Students: All students at the University of Toledo are expected to read, understand, and follow the academic policies that govern their attendance at the University. These policies include, but are not limited to, academic dishonesty, academic forgiveness, adding and dropping a course, grades and grading, and the missed class policy. Please use the following URL to read a comprehensive list of academic policies that pertain to you in this class and throughout your academic journey: http://www.utoledo.edu/policies/academic/undergraduate/. If you have any questions after reading through the policies, please let me know.

COURSE EXPECTATIONS

We will abide by the following Agreements for Learning Communities:

- You may pass (you do not have to share if you choose not to)
- Allow others to finish; do not interrupt
- Share airtime
- Speak from personal experience
- Conversations are confidential

OVERVIEW OF COURSE GRADE ASSIGNMENT

It is a very high priority of mine to ensure fairness and equity in all grading aspects of the course. There is nothing about this class that requires a certain number of students to get a certain grade. We don’t use a curve, so every one of you can achieve the grade that you are willing to earn!
Midterm Grading
Midterm grades will be assigned by the beginning of the 10th week of classes and are used to assist students with determining their academic standing. Attendance is also recorded during the 8th week to meet state and federal laws regarding financial aid disbursement. Please note, if you are not attending class it could affect your financial aid (scholarships, grants, loans or Federal Work Study).

If you decide you are not going to attend this class (or any other class you have registered for), you must formally withdraw (drop) from the course. You can do this by logging onto the myUT portal, clicking on the “Student” tab, and then under “My Toolkit” click on Register/Drop/Withdraw.

Final Grading
Your overall grade will be calculated based on your total earned points divided by 20.

You have 21 total points that you can receive:

- There is one point available for each assignment. (21 total points)
  - Assignments will be evaluated on a quarter point scale based on effort.
  - You are REQUIRED to complete the Diversity module.
  - Please reach out if you miss more than 2 classes. Each unexcused absence after 2 will drop your grade by a letter.

The grading scale for this course is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
</tr>
<tr>
<td>NC</td>
<td></td>
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UNIVERSITY POLICIES
Your safely and well-being as a University of Toledo student is important to the faculty, staff, and administration; as such please take a minute to review the following university policies that apply to you as a student of the University:

- https://www.utoledo.edu/title-ix/policies.html
- The University of Toledo’s Title IX (Sexual Misconduct) Policy - 3364-50-01
- Nondiscrimination 3364-50-02
- Nondiscrimination on the basis of disability - Americans with Disability Act compliance 3354-50-03
- Consensual romantic and/or sexual relationships - Policy 3364-25-65
- Student Code of Conduct 3364-30-04

Please use this URL to view a more comprehensive list of student policies: https://www.utoledo.edu/policies/audience.html/#students

Policy Statement on Non-Discrimination on the Basis of Disability (ADA)
The University is an equal opportunity educational institution. Please read The University’s Policy Statement on Nondiscrimination on the Basis of Disability Americans with Disability Act Compliance.

Students can find this policy along with other university policies listed by audience on the University Policy webpage (http://www.utoledo.edu/policies/audience.html/#students).

Academic Accommodations
The University of Toledo embraces the inclusion of students with disabilities. We are committed to ensuring equal opportunity and seamless access for full participation in all courses. For students who have an accommodations memo from Student Disability Services, I invite you to correspond with me as soon as possible so that we can communicate confidentially about implementing accommodations in this course. For students who have not established affiliation with Student Disability Services and are experiencing disability access barriers or are interested in a referral to healthcare resources for a potential disability or would like information regarding eligibility for academic accommodations, please contact the Student Disability Services.
Office (http://www.utoledo.edu/offices/student-disability-services/) by calling 419.530.4981 or sending an email to StudentDisability@utoledo.edu.

**ACADEMIC AND SUPPORT SERVICES**
Please follow this link to view a comprehensive list of Student Academic and Support Services (http://www.utoledo.edu/studentaffairs/departments.html) available to you as a student.

**SAFETY AND HEALTH SERVICES FOR UT STUDENTS**
Please use the following link to view a comprehensive list Campus Health and Safety Services available to you as a student.

**TENTATIVE COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activities (SLO’s)</th>
<th>Assignments (points) - deadline</th>
</tr>
</thead>
</table>
| Week 1 T   | Introduction (4)                    | Read ‘Start Here’ on Bb – *due before class*  
Read Syllabus Module on Bb – *due before class*  
Read Syllabus – *due before class*               |
| R          | Student Panel (3,5,7,9)             | Discussion Board post (1) – *due before class*                                                  |
| Week 2 T   | Technology (4,5)                    | Read Technology Module on Bb – *due before class*  
Outlook Assignment (1) – due Sunday Week 2                                                       |
| R          | Release Day (9)                     | attend a Welcome Week activity (1)                                                             |
| Week 3 T   | How to College (4)                  | Read Time Man. Module on Bb – *due before class*  
Weekly Schedule (1) – due Sunday Week 3  
Semester Schedule (1) – due Sunday Week 3                                                      |
| R          | Settling in? (4)                    | Read Stud. Involv. Module on Bb – *due before class*                                           |
| Week 4 T   | No Class - Labor Day (M)            | Sci Method Reflection (1) – *due before class*  
Group Project (1) – due Sunday Week 6  
Discussion Board post (1) – due Sunday Week 6                                                   |
| R          | Scientific Method (5)               | Sci Method Reflection (1) – *due before class*  
Group Project (1) – due Sunday Week 6  
Discussion Board post (1) – due Sunday Week 6                                                   |
| Week 5 T   | UG Research (3,5,8,9)               | Read Academic Planning Module on Bb – *due before class*  
Two-Year Plan (1) – due before you register                                                     |
| R          | UG Research (3,5,8,9)               | Route Goals Module on Bb – *due before class*                                                  |
| Week 6 T   | Academic Planning (2,3,7)           | Honors Project (only required for Honors students)  
Part 1 – due Sunday Week 8  
Part 2 – due Sunday Week 15                                                                      |
| R          | Academic Planning (2,3,7)           | GPA and Grade Calculation (4) – due Sunday Week 7                                               |
| Week 7 T   | Honors Day - everyone should come (3,7) | Honors Project (only required for Honors students)  
Part 1 – due Sunday Week 8  
Part 2 – due Sunday Week 15                                                                      |
| R          | GPA and Grade Calculation (4)       | Calculate Midterm Grades(1) – due Sunday Week 7                                                |
| Week 8 T   | The Roots of Success (3,4,5)        | Roots of Success (1) – due Sunday Week 8                                                         |
| R          | Grit (3,4,5)                        |                                                                                                 |


<table>
<thead>
<tr>
<th>Week 9 T</th>
<th>Myth of Multi-tasking (3,4,5)</th>
<th>Read article on Discussion Board – <em>due before class</em>&lt;br&gt;Discussion Board post (1) – <em>due before class</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>How to Study for Science Classes (3,4,5)</td>
<td>Read the three Learning Strategies Modules on Bb:&lt;br&gt;Reading – <em>due before class</em>&lt;br&gt;Exams – <em>due before class</em>&lt;br&gt;Note-taking – <em>due before class</em>&lt;br&gt;Note-taking (1) – due Sunday Week 10</td>
</tr>
<tr>
<td>Week 10 T</td>
<td>Registration Tips and Tricks (2,3,4,7)</td>
<td>Read Registration Module on Bb – <em>due before class</em></td>
</tr>
<tr>
<td>R</td>
<td>College-Level Writing (4,5)</td>
<td>Read College-Level Writing Module on Bb – <em>due before class</em></td>
</tr>
<tr>
<td>Week 11 T</td>
<td>Careers in Chemistry (1,2)</td>
<td>Read Goals Module on Bb – <em>due before class</em></td>
</tr>
<tr>
<td>R</td>
<td>Career Project (1,2,5)</td>
<td>Career Group Project (1) – due Sunday Week 11&lt;br&gt;Discussion Board post (1) – due Sunday Week 12</td>
</tr>
<tr>
<td>Week 12 T</td>
<td>Budget (6)</td>
<td>Read Financial Lit Module on Bb – <em>due before class</em>&lt;br&gt;Budget (1) – due Sunday Week 12</td>
</tr>
<tr>
<td>R</td>
<td>Release Day (6)</td>
<td>Budget Reflection (1) – due Sunday Week 12</td>
</tr>
<tr>
<td>Week 13 T</td>
<td>Diversity (5,10)</td>
<td>Read Diversity Module on Bb – <em>due before class</em>&lt;br&gt;Diversity Reflection (1) – due Sunday Week 13</td>
</tr>
<tr>
<td>R</td>
<td>No Class - Veteran's Day (W)</td>
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</tr>
<tr>
<td>Week 14 T</td>
<td>Resume Workshop (5)</td>
<td>Draft Resume – <em>due before class</em>&lt;br&gt;Resume (1) – due Sunday Week 14</td>
</tr>
<tr>
<td>R</td>
<td>Release Day (5)</td>
<td>Cover Letter (1) – due Sunday Week 14</td>
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<tr>
<td>Week 15 T</td>
<td>Wrap Up (5)</td>
<td>Reflection (1) – due Sunday Week 15</td>
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<tr>
<td>R</td>
<td>No Class - Thanksgiving (WR)</td>
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<tr>
<td></td>
<td>Student Involvement (9)</td>
<td>Up to (3) points including Welcome Week Activity</td>
</tr>
</tbody>
</table>