I. COURSE: EDHE 203 Fundamentals of Academic Success. Learning and problem-solving strategies through a College Life Coaching framework designed to enhance student development and success. (1 credit)

INSTRUCTOR:
Office:
Phone:
E-mail Address:
Office Hours: By Appointment.

II. SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK:
A. Vision Statement
   The vision of the School of Education at The University of Mississippi is to prepare reflective professional educators, create and disseminate new knowledge, and provide service to the state and nation to meet the educational challenges of the 21st century. Undergraduate and graduate programs in the unit are conceptualized to prepare graduates who can positively impact students to be productive and caring citizens who will exhibit the five qualities outlined in the conceptual framework.

B. Unit Major (M) and Minor (m) Themes / Outcomes
1. **Lifelong learners** who take responsibility for their own learning and continuously foster their professional renewal. (M)
2. **Problem solvers** who develop solutions to improve the educational environment for all students. (M)
3. **Effective communicators** who effectively use verbal, non-verbal, electronic, and print modes of communication to establish a positive school environment and promote student thinking and learning.
4. **Users of technology** who integrate multimedia in learning environments as instructional and management tools to enhance student learning. (M)
5. **Advocates for diverse learners** who appreciate, promote, and model the values of diversity. (m)

III. KNOWLEDGE BASE MAJOR (M) AND MINOR (m) THEMES:

   Teacher Education
   1. Thinking and Problem Solving (M)
   2. Equality and Respect for Diversity (m)
   3. Appropriate Teaching Strategies (m)
   4. Communication and Cooperation (M)
   5. Human Development and Curriculum (M)
   6. Esteem, Autonomy, and Lifelong Learning (m)
   7. Relevance: Social and Global (m)
   8. Supervision, Management, and Guidance (m)

   Educational Leadership
   1. Theoretical and Research Foundations (m)
   2. Leadership Skills (M)
   3. Management Skills (M)
   4. Professionalism (m)

   Counselor Education
   1. Professional Identity (m)
   2. Social and Cultural Diversity (m)
   3. Human Growth and Development (M)
   4. Career Development (M)
   5. Helping Relationships (m)
   6. Group Work (m)
   7. Assessment (m)
   8. Research and Program Evaluation (m)
IV. REFERENCES
A. Required Texts


B. Recommended Texts


C. Assigned Readings

Students are expected to read the material assigned for each module (see course outline). Students are also expected to maintain access to and use all course materials provided through Blackboard. Additional readings may be assigned and/or posted to Blackboard throughout the semester. The course readings are in a variety of formats designed to cover an array of interests.

V. PURPOSE & STRUCTURE OF THE COURSE

The purpose of this course is to help students grow in their abilities to achieve their academic and personal goals within the context of college development. Students will work with a designated college life coach once a week for 45 minutes. These meetings are designed to: (1) enhance students’ ability to adjust to the rigors of college coursework; (2) help students engage in self-discovery and growth surrounding their college experience; and (3) help students develop crucial habits for career and life success that they can utilize during their college experience and as working professionals after graduation.

VI. COURSE OBJECTIVES

In fulfilling the requirements of this course, students should develop the knowledge and skills to:

- Broaden their understanding of themselves as unique individuals within the college environment – their identity, strengths, and areas for growth as college students.
- Create a vision for the academic and personal goals they wish to pursue over the course of their college experience.
- Acquire a greater level of confidence to manage the stressors college life may sometimes provide.
- Acquire knowledge of key study skills and life strategies that will facilitate successful adjustment to college life.
- Gain a broader understanding of the campus resources available to them, which can aid in students’ accomplishing both their academic and personal goals.
VII. COURSE OUTLINE *(includes readings and assignments)*

<table>
<thead>
<tr>
<th>SEMESTER TIMELINE</th>
<th>READINGS from Required Text(s) *Additional readings may also be assigned. See Blackboard.</th>
<th>WEEKLY ASSIGNMENTS *All assignments are due weekly on Friday / 5pm CT.</th>
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</thead>
<tbody>
<tr>
<td>WEEK 1</td>
<td>Introduction to the Course, Campus Resources, pp. 1-5, 74-77</td>
<td>Journal 1</td>
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<tr>
<td>WEEK 2</td>
<td>Academic Standing, Study Tips, and Why Students Leave College, pp. 6-11</td>
<td>Journal 2</td>
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<td>Dr. Carol Dweck’s video on Growth Mindset:</td>
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<td><a href="https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve/discussion">https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve/discussion</a></td>
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<td>WEEK 3</td>
<td>Time Management, Intro to Note Taking, pp. 12 -14, 16-19</td>
<td>Assessment 1 (ASI) &amp; Journal 3</td>
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<td>Pomodoro Technique (Video):</td>
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<td><a href="https://www.youtube.com/watch?v=mNBmG24djoY">https://www.youtube.com/watch?v=mNBmG24djoY</a></td>
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<td>WEEK 4</td>
<td>Importance of Mentorship/Coaching, Communication pp. 16-19, 48-51</td>
<td>Assessment 2 (LASSI) &amp; Journal 4</td>
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<td>WEEK 5</td>
<td>Active Listening, Study Skills, pp. 20-35</td>
<td>Assessment 3 (SII) &amp; Journal 5</td>
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<td>WEEK 6</td>
<td>Exam Prep, pp. 38-43</td>
<td>Journal 6</td>
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<td>Test Taking Strategies – Study Tips &amp; Test Anxiety (Video):</td>
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<td><a href="https://www.youtube.com/watch?v=6w8CH1eYdi4">https://www.youtube.com/watch?v=6w8CH1eYdi4</a></td>
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<td>WEEK 7</td>
<td>Memory, pp. 62-66</td>
<td>Journal 7</td>
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<td>10 Influential Memory Theories (Article):</td>
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<td><a href="https://www.psychologistworld.com/memory/influential-memory-psychology-studies-experiments">https://www.psychologistworld.com/memory/influential-memory-psychology-studies-experiments</a></td>
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<td>WEEK 8</td>
<td>Test Analysis, pp. 44-45</td>
<td>Journal 8</td>
</tr>
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</table>
### WEEK 9
Motivation, pp. 68-70
15 Ways to Motivate Yourself and Others (Article):

### WEEK 10
Mental Health, pp. 71-73
Building Better Mental Health (Article):
[https://www.helpguide.org/articles/mental-health/building-better-mental-health.htm](https://www.helpguide.org/articles/mental-health/building-better-mental-health.htm)

### WEEK 11
Study Sanctuaries, pp. 36-37

### WEEK 12
Academic Entitlement, pp. 52-55

### WEEK 13
Special Populations of Students, pp. 19 & 57

### WEEK 14
Closure & Reflection on the Semester

## VIII. COURSE REQUIREMENTS, POLICIES & EVALUATION PROCEDURES

### A. Course Requirements
Your course grade will be based on the following:

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Course Points</th>
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<tbody>
<tr>
<td>Assessments (x3; 50 points each)</td>
<td>150 Points</td>
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<tr>
<td>Attendance &amp; Participation</td>
<td>140 Points</td>
</tr>
<tr>
<td>Journals</td>
<td>140 Points</td>
</tr>
<tr>
<td>Discussion</td>
<td>70 Points</td>
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<tr>
<td>Final Paper</td>
<td>50 Points</td>
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**TOTAL 550 Points**

Submission deadlines for all projects and assignments are listed in the course outline. Late assignments will not be accepted for credit without instructor’s approval. This includes late submissions due to absenteeism. All assignments should be uploaded to the appropriate assignment area in Blackboard. The various course requirements are as follows:
Assessments (150 Points)

- Students are responsible for taking several assessments (50 points each). These assessments (i.e., the Academic Success Inventory (ASI), the Learning and Study Strategies Inventory (LASSI), and the Strong Interest Inventory (SII)) will help students learn more about their interests, skills, and personality. Assessment results will be discussed during the coaching meetings. NOTE: The ASI and the LASSI are administered through the Center for Student Success and First-Year Experience (CSSFYE), while the SII is administered through the Career Center. The student is responsible for scheduling times to take these assessments with each department. The CSSFYE can be contacted at asp_cssfye@olemiss.edu, and the Career Center can be reached at 662-915-7174.

Attendance & Participation (140 Points)

- Students must commit to attending each and every meeting. Students must show their weekly assignments that are due for the week during their coaching session (140 points).

Journals (140 Points)

- Students must complete journals, on average 1 per week, that illustrate the ability to reflect on their coaching and/or college experiences over the course of the semester (140 points).

Discussion (70 Points)

- Students will discuss a given topic each week related to student success and college development. Coaches will research relevant topics and introduce topics to students during meetings. Students will be graded only on their level of participation, not on the content of what is discussed. Students will not be required to discuss personal information, just the topic at hand.

Final Paper (50 Points)

- Students are required to turn in a final paper about their reflections on the semester.

B. Assessment Procedure

As noted, your course grade will be based on the following: assessments (150 points; 50 points each); attendance and participation (140 points); journals (140 points); discussion (70 points); and final paper (50 points). Total points obtained on each of the listed areas will be converted based on the indicated percentage, and your final grade will be computed based on the following scale:

- A 495-550
- B+ 494-473
- B 440-493
- C+ 418-439
- C 385-417
- D 330-384
- F 0-329
C. Field Experience and Clinical Practice

None.

D. Instructional Strategies

The course will include presentations, reflective learning activities, discussions, and meetings with student success coaches.

E. Attendance Policy

Active participation and attendance is expected. Communication with the instructor regarding a course absence is required in advance, with the exception of emergencies. This course is designed with weekly mechanisms in place to encourage active participation and student engagement. The formal weeks are listed on the course outline presented within this syllabus. As the student, you are solely responsible for checking updates related to the course outline and ensuring full participation and attendance. Unapproved absences and/or non-participation in course activities may result in a student being dropped from the course or a failing grade. See the University of Mississippi’s policy on Credits and Grades for more information: http://catalog.olemiss.edu/academics/regulations/credit. In case of an anticipated absence, such as military deployment, contact the instructor in advance (to the extent possible).

F. Policies Related to Students with Disabilities

It is the responsibility of any student with a disability, who requests a reasonable accommodation, to contact the Office of Student Disability Services (915-7128). Once a student contacts the Office of Student Disability Services, someone from that office will contact the instructor of this class. The instructor will then work with the student so that reasonable accommodations of any disability can be made.

IX. SPECIAL CONSIDERATIONS

A. Recommended Reading List

None.

B. Required Reading List

None.

C. Academic Integrity and Honesty

Students are expected to follow the honor code as outlined in the current University policies: https://catalog.olemiss.edu/academics/regulations/conduct.

Plagiarism will not be tolerated.

As indicated in The Creed, every member of the University community is charged with upholding high standards of honesty and fairness in all academic matters. Any action that is contrary to these standards is
subject to academic discipline, as are actions that are harmful to the facilities that support the academic environment. Mutual respect and fairness are the basis of the instructor-candidate relationship at The University of Mississippi. The Creed may be found at the following website:  
http://www.olemiss.edu/info/creed.html.

Honesty and fairness are essential elements of the academic environment of The University of Mississippi. If either principle is diminished, the academic experience is devalued. In addition, it is important to recognize that applications for graduate and professional school, and applications for employment and professional licenses, frequently require the applicant to state whether he or she has been found guilty of academic dishonesty. Accordingly, academic dishonesty is taken seriously at The University of Mississippi.

The complete University Academic Discipline Policy (ACA.AR.600.001 Student Academic Conduct and Discipline) may be found in the University’s online policy directory through the following link on the University’s website:
https://policies.olemiss.edu/ShowDetails.jsp?istatPara=1&policyObjidPara=10817696.

Academic misconduct is grounds for failing the particular assignment(s) involved and/or the course and will be reported through the Academic Discipline System.

D.  Flexibility Clause

The aforementioned requirements, assignments, policies, evaluation procedures, etc., are subject to change. Students’ experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.