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SESSIONS, TOPICS, FACILITATORS & DESCRIPTIONS:

Issues Facing College Success Course Directors

John N. Gardner, Policy Center for the First Year of College

Date: January 18, 2006

Time: 1 pm Eastern, 12 noon Central, 11 am Mountain, 10 am Pacific

This session is based on the assumption that the primary concerns of the participants (those who lead First-Year Seminar courses) will be administrative in nature. What are the concerns of Course leaders as they juggle the developing, improving, administering, assessing and managing of their First-Year Seminar course? Led by John Gardner, a host of concerns will be generated and then the group will work together to share effective strategies.

CSFI: Who, What, When, How and Why as it relates to Student Retention

Gary Williams, Long Beach CC

Date: February 3, 2006

Time: 1 pm Eastern, 12 noon Central, 11 am Mountain, 10 am Pacific

Welcome to an interactive session that will help you through the logistics of the College Success Factors Index (CSFI) but will also help you to use this tool to help identify students at-risk, so that you are able to provide intervention.

And They're, Like..."WOW!"...and We're, Like..."WHOA!"...What Today's Students Need and How First-Year Seminars Can Help Them Get It

Constance Staley, University of Colorado-Colorado Springs

Date: February 13, 2006

Time: 1 pm Eastern, 12 noon Central, 11 am Mountain, 10 am Pacific

In many ways, today's first-year students are unlike their predecessors. Recent literature uses disturbing descriptors: *psychologically-fragile*, *overconfident*, *unmotivated*, and *under-prepared* for the academic investment higher education requires. This session will discuss strategies to unlock students motivation and unleash creative ways of connecting in the classroom.

Study, Reading & Writing Skills: Making Connections

Ann Dillon, Austin Community College

Date: March 6, 2006

Time: 1 pm Eastern, 12 noon Central, 11 am Mountain, 10 am Pacific

Are study skills alone enough to help your students succeed in college? While learning about study skills certainly gives students an edge, integrating study skills with reading the reading and writing strategies they need to survive their course requirements increases their chances of success. This session will address incorporating college reading and writing skills into your study skills course to help students learn to read critically and write coherently as they focus on core study skills, such as time management, note taking, memory, and exam preparation. The discussion will include curriculum, activities, and assignments designed to help your students connect to learning.

Multiplicity: Understanding the Many Faces of the Community College Student

Thomas Hollins, J. Sargeant Reynolds Community College

Cynthia Jenkins, University of Texas at Dallas

Date: March 20, 2006

Time: 1 pm Eastern, 12 noon Central, 11 am Mountain, 10 am Pacific

With enrollment in community colleges on the rise, instructors are facing an ever-increasing diversity of students in their classroom. Differences in age, educational background, goals, and abilities (just to name a few) provide a daunting challenge unique to the community college environment. This interactive workshop will explore the many aspects of student diversity within the community college, and assist faculty and staff in developing effective approaches to instructing and serving these students.

Self-understanding and the First Year Experience

Phyllis Curtis Tweed, CUNY-Medgar Evers

Date: April 12, 2006

Time: 1 pm Eastern, 12 noon Central, 11 am Mountain, 10 am Pacific

As students transition into college life, it is important for them to put into perspective their life experiences, the demands of their current life context and the requirements of college life. All students, whether non-traditional or traditional, part-time or full-time, must understand themselves in the college context and develop realistic plans that will carry them toward the realization of the college degree. Instructors can enable students in this process by assisting students to maximize their personal agency and also providing students with the essential skills that will assist them in the attainment of their college degree and career goals. This workshop will present information on the development of self-understanding in first year students and provide strategies for instructors to promote positive self-development.

Building Your Peer Leadership Program

Suzanne Hamid, Lee University

Date: April 24, 2006

Time: 1 pm Eastern, 12 noon Central, 11 am Mountain, 10 am Pacific

Are students listening to students? This interactive session will encourage participants to explore some of the building blocks of peer leading such as: recruitment of student mentors/leaders; selecting, training and motivating peer leaders and discussing the benefits and challenges of using peer leaders in first-year seminars. Come with your questions or submit them in advance to shamid@leeuniversity.edu

Effective Instructor Training: Engaging Those Who Teach FYE

John N. Gardner, Policy Center for the First Year of College

Date: April 27, 2006

Time: 1 pm Eastern, 12 noon Central, 11 am Mountain, 10 am Pacific

First-year seminar instructor training is provided by 75% of all the campuses which offer such courses, and is a requirement for teaching at 50% of the campuses where such courses are found. Instructor training is critical to success, no matter who is teaching: new instructors, continuing veteran instructors, full-time employees, adjuncts, faculty, and/or staff. This E-seminar will be hosted by a course leader who led his institution's training for 25 years. We will explore some of the critical questions a course leader must address in order to offer effective instructor training. And come with your questions (and/or submit them in advance to gardner@fyifoundations.org).

****Please be teaching or considering teaching a First-Year Experience course when participating in Wadsworth's E-Seminar program.*