

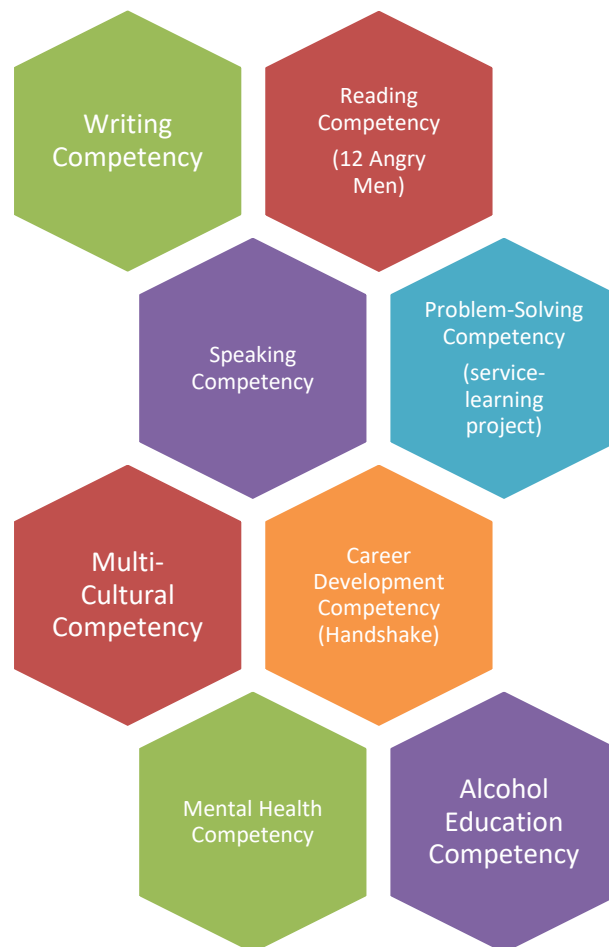
IDS 101: Averett 101 Syllabus

Fall 2021

Instructor(s):	Class Location and Time:
Office Location:	Instructor Office Hours:
Instructor phone:	Instructor Email:
Peer Mentor:	Peer Mentor Email Address:
	President's Dinner Date & Time:

Course Description

Averett 101 is a two credit course for incoming students and is mandatory for all new students who have no college experience (dual enrollment does not count as college experience). In addition to eight core competencies, students learn strategies for success, the academic resources available to them, and other information to maximize the student's potential for success at Averett. Students who fail the course may retake the course. The core competencies are:



Course Learning Outcomes and Objectives

General Outcomes and Objectives:

1. Gain the knowledge and tools to be successful students at Averett University.
2. Become contributing members to the greater Dan River Region.
3. Demonstrate knowledge of success strategies including study skills, knowledge of university resources, and university policies/procedures as it relates to students.
4. Enhance your sensitivity to diversity
 - Improve understanding of diversity
 - Increase students' knowledge of new communities
 - Respect and appreciate different perspectives within diverse populations
5. Critical Thinking
 - Improve students' ability to think, apply information to problem solving, and analyze information data and concepts
 - Increase problem-solving ability
6. Improve your ability to develop your own opinions and research others' opinions and express yourself through college-level writing.
7. Improve your public speaking skills through a range of oral presentations.
8. Start your career development journey by developing a resume and exploring your career interests.
9. Develop a set of strategies for mental health.
10. Develop a set of strategies to become a responsible consumer of alcohol.

Required Materials

1. Averett 101 Canvas shell
2. PDF of "12 Angry Men"
3. Your Averett student email account that you check ***DAILY***
4. Calendar/planner - either electronic or paper
5. A computer with internet access and word processing capabilities. Check schedule for dates to bring your computer to class.

Course Policies

1. *Attendance* - Attendance is expected and required! Students are expected to attend all Averett 101 classes and events. Students are allowed to miss up to 2 class periods. Excessive absences and tardies (more than 2) may affect your final grade. Inform your Averett 101 Instructor in advance if you will miss a class for any reason. Advanced notice for excused absences is *required*. Students are responsible for getting assignments and completing all make-up work. It is the student's responsibility to ask instructors for a make-up work timeline.
2. *Late Work*- Unless otherwise specified, work should be handed to your Averett 101 instructor during your individual class time or emailed before class time on the due date. Your Averett 101 instructor will not accept late work or provide extensions. It is your responsibility to manage your time.

3. *Academic Integrity and Plagiarism* - Enrollment in this course means that you agree to abide by the expectations of Averett University regarding academic integrity as outlined in the Student Handbook. Your responsibilities in this area include but are not limited to: avoidance of plagiarism, avoidance of cheating, and improper and/or illegal use of technology. Plagiarism is the use of someone else's work, words, and/or ideas without giving credit and will NOT be tolerated in this course.
4. *Technology*- Your Averett 101 instructor will let you know when use of electronic devices, (cell phones, computers, etc.) is acceptable. Otherwise, you should turn off and store all electronic devices while in class. Failure to comply with this policy will negatively impact your participation grade.
5. *ADA STATEMENT*: The Office of ADA Accessibility coordinates and provides a variety of services for students with physical and learning disabilities. Students with a documented disability are eligible for reasonable accommodations under the Americans with Disabilities Act (ADA) and / or Section 504 of the Rehabilitation Act of 1973. Students who require accommodations should contact Ms. Holy Kilby, Assistant Director of Academic Support, at 434-791-5788 or hkilby@averett.edu. Ms. Kilby's office is located in the Galesi Family Student Success Center, where any of the staff there can point you in the right direction! All information is confidential. Students with special medical concerns or needs should inform their professors. Please let them know how to best assist you in case of emergency.
6. *Counseling Services* – Averett University offers free counseling services to all students. Any questions or requests for counseling may be scheduled by emailing counseling@averett.edu.
7. *Academic Help-Averett* University is dedicated to ensuring that students succeed academically. The Student Success Center offers academic support, success coaching, tutoring, study skills remediation, and writing assistance. Please visit the Galesi Student Success Center located on the second floor of Bishop Hall for more information.

Grading Policies

This course contains a variety of assignments designed to help you acclimate to Averett and college life, begin the process of career development within your major, and to strengthen your academic skills. Below is a breakdown of assignments and the weight of each assignment as well as an explanation of the grading scale for the course.

Mental Health Paper	5%
12 Angry Men Paper	10%
Averett Events (3)	9%
Intro Speech	1%
Media Analysis Paper	5%
Self-Care Plan	5%
Service-Learning Project	10%
Engaged Showcase	5%

Class Participation	10%
Code Switching Paper	5%
Dinner with the President	5%
Handshake & Resume Profile	10%
MBTI	5%
E-Checkup	5%
Persuasive Speech	10%

PAPERS

Mental Health Paper – In connection to the mental health awareness module, you will write a 2-3 pp. (Times New Roman, 12 pt font, double-spaced, normal margins) reflection paper that relates the W-Curve to your personal experience of transitioning to college from high school, from your family unit, from your church, and/or other major transitions you have experienced while moving to Danville. Incorporate any of the five phases that apply to your journey.

“12 Angry Men Paper” – Our common read is a warning about the fragility of justice and the forces of complacency, prejudice, racism, and lack of civic responsibility that threaten to undermine it. In 3-5 pp. (Times New Roman, 12 pt font, double-spaced, normal margins), use specific examples from the play that demonstrate the fragility of our justice system and discuss how the above-mentioned forces manifest and are overcome, if they are. In your essay, you should also include at least three secondary research sources that support your claims.

Media Analysis Paper – In the media section of the course, you will be required to find a news article from a credible source (CNN, FOX, BBC, Etc.) and examine the overall argument made by the author(s) and form a counterargument. You should use and cite at least two secondary sources to support your counterargument. This 2-3 pp. analysis will be graded for clarity, grammar, cogency of your counterargument, and your use of sources. (Times New Roman, 12 pt font, double-spaced, normal margins)

Code Switching Analysis Paper – After the code-switching module, you will write a 1-2 pp. reflection piece on how you code switch in your daily lives. How do you act differently around different groups of people? How do your language choices change among different groups of people? Do you dress differently? Explain... (Times New Roman, 12 pt font, double-spaced, normal margins)

BUILDING BLOCKS

Personal Learning Style Inventory – Knowing one’s strengths and weaknesses is vital for leadership. You will learn your personal MBTI leadership style.

Averett Events- You are required to attend three Averett Events throughout this course. Events may include, but are not limited to: Arts@Averett events, athletic games (in which you are NOT on the team), career development workshops, student success workshops, clubs and orgs events, and more! This assignment is designed to get you involved on campus and to expose you to new things.

Mental Health Self-Care Plan – In connection to the mental health awareness module, you will complete the self-care assessment and describe a minimum of three things that you can do personally to manage your stress.

E-Checkup Debrief – After we complete the alcohol awareness module, you will take the E-Checkup tool and debrief about your personal report with your peer mentor.

Service-Learning Project – Each section is engaged in a service-learning project with a local community partner to 1) become acquainted with the needs of our Danville community, 2) learn how serving your community enhances your marketability and Averett experience, and 3) providing our community partners with valuable services they would not otherwise receive.

Class Participation – This course included group readings of our common text, class discussions, and activities during each class meeting. You are expected to participate at a high level in these discussions and activities. You are encouraged to speak up, share personal opinions/ideas, and agree/disagree in a respectful manner. Class participation counts for 10% of your final grade.

Handshake and Resume Development – Averett uses the Handshake career development platform. In class, you will complete your Handshake profile and upload a resume that you will continue to edit and add to over the course of your tenure at Averett. Your profile and resume are worth 10% of your final grade.

Dinner with the President – Averett 101 classes are invited to Dr. Franks' house for dinner and conversation. During these dinners, Dr. Franks listens to your concerns and ideas. Your instructor already has a date and time. Business casual dress is required and you are expected to arrive on time. Instructions will be provided in class. Students needing assistance with attire may visit the CCECC's Foundation Cougar Cares Resources Center (the SHED) between the hours of 9 a.m. to 4 p.m. Dinner with the President counts for 5% of your final grade.

SPEECHES

Speech of Introduction – In pairs, you will interview someone in class and give a one-minute speech of introduction of that classmate based on your peer interview.

Persuasive Speech – Choose a controversial topic on which you have a strong opinion (abortion rights, animal testing, COVID vaccinations, the death penalty, trust in science, term limits for U.S. Senators, etc.) and develop a 3-5 minute speech using the provided formal outline structure. Your goal is to persuade others to believe in your argument while providing cogent proof. Secondary research is required.

Engaged Showcase – As part of your service-learning project, each team should take photographs and/or videos of your work so that you can present that work to the campus community during Averett's Engaged Showcase. More details will be coming.

Grading Scale

Grade	Percentage Points
A	90-100
B	80-89
C	70-79
D	60-69
Not Yet	Below 60

Career-Readiness Competencies

At Averett, *your* career development begins day 1 of your first semester. Everything you participate in from now until graduation is geared toward helping you to be career ready. As a result, this course incorporates eight career competencies defined by the National Association of Colleges and Employers, or NACE (<https://www.nacweb.org/career-readiness/competencies/career-readiness-defined>) Each module of this course develops at least one of the competencies. The competencies are:

1. *Critical Thinking/Problem Solving*: Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.
2. *Oral/Written Communications*: Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.
3. *Teamwork/Collaboration*: Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.
4. *Digital Technology*: Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.
5. *Leadership*: Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.

6. *Professionalism/Work Ethic*: Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.
7. *Career Management*: Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.
8. *Global/Intercultural Fluency*: Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.

MWF SCHEDULE for Fall 2021 Averett 101

<i>Date</i>	<i>Topic</i>	<i>Homework</i>
F AUG 20	Module 1: Welcome! Syllabus and Course Review	Outline for Speech of Introduction – Use the format provided (yours needs to match that format)
M AUG 23	Module 2: “12 Angry Men” 1 minute Intro Speeches Due Outlines Due 8 p.m. Movie Showing in Pritchett Auditorium	8 p.m. Movie Showing in Pritchett Auditorium
W AUG 25	Module 3: “12 Angry Men Cont...”	
F AUG 27	Module 3 Cont...	
M AUG 30	Module 4: Community Engagement	
W SEP 1	Module 5: Service-Learning & Engage Transcript Overview	
F SEP 3	Module 6: Mental Health Awareness Bring Computer	Self-Care Plan
M SEP 6	Module 6 Cont... Self-Care Plan Due Bring Computer	
W SEP 8	Module 7: Alcohol Education Bring Computer	E-Checkup Report
F SEP 10	Module 7 Cont... E-Checkup Report Due	
M SEP 13	Module 8: Code-Switching; Multiculturalism “12 Angry Men” Paper Due	
W SEP 15	Service-Learning Check-In Day Mental Health Paper Due	
F SEP 17	Module 9: Growth Mindset Module 10: PERTS Module Bring Computer	
M SEP 20	Module 11: Time Management Module 12: MBTI Assessment Code-Switching Paper Due Bring Computer	
W SEP 22	Module 13: Health Education Module	
F SEP 24	Module 14: Social Readjustment	
M SEP 27	Module 15: Support Cabinet	
W SEP 29	Module 16: Media Competency	
F OCT 1	Module 16 Cont... Bring Computer	
M OCT 4	Module 17: Plagiarism	

W OCT 6	Module 18: Financial Literacy Bring Computer	
F OCT 8	FALL BREAK NO CLASS	
M OCT 11	Module 19: What Not To Wear	
W OCT 13	Module 20: Career Preparation	
F OCT 15	Module 20 Cont... Media Analysis Paper Due	
M OCT 18	Module 21: Career Interest Inventory Bring your Computer	
W OCT 20	Module 22: Advising & Registration	Outline for Persuasive Speech – Use the format provided (yours needs to match that format)
F OCT 22	Persuasive Speech Speech Outline Due	Outline for Persuasive Speech – Use the format provided (yours needs to match that format)
M OCT 25	Persuasive Speech Speech Outline Due	Outline for Persuasive Speech – Use the format provided (yours needs to match that format)
W OCT 27	Persuasive Speech Speech Outline Due	
T NOV 16	ENGAGE SHOWCASE FOR SERVICE-LEARNING – 5:30-7 p.m. in Pritchett Auditorium Lobby	

T&TH SCHEDULE for Fall 2021 Averett 101

<i>Date</i>	<i>Topic</i>	<i>Homework</i>
TH AUG 19	Module 1: Welcome! Syllabus and Course Review	Outline for Speech of Introduction – Use the format provided (yours needs to match that format)
M AUG 23	Module 2: “12 Angry Men” 1 minute Intro Speeches Due Outlines Due 8 p.m. Movie Showing in Pritchett Auditorium	8 p.m. Movie Showing in Pritchett Auditorium
T AUG 24	Module 3: “12 Angry Men Cont...”	
TH AUG 26	Module 3 Cont...	
T AUG 31	Module 4: Community Engagement Module 5: Service-Learning & Engage Transcript Overview	
TH SEP 2	Module 6: Mental Health Awareness Bring Computer	Self-Care Plan
T SEP 7	Module 6 Cont... Self-Care Plan Due Bring Computer	
TH SEP 9	Module 7: Alcohol Education Bring Computer	E-Checkup Report
T SEP 14	Module 8: Code-Switching; Multiculturalism E-Checkup Report Due “12 Angry Men” Paper Due	
TH SEP 16	Module 9: Growth Mindset Module 10: PERTS Module Bring Computer Mental Health Paper Due	
T SEP 21	Module 11: Time Management Module 12: MBTI Assessment Code-Switching Paper Due Bring Computer	
TH SEP 23	Module 13: Health Education Module Module 14: Social Readjustment	
T SEP 28	Module 15: Support Cabinet Module 16: Media Competency Bring Computer	
TH SEP 30	Module 17: Plagiarism Module 19: What Not To Wear	
T OCT 5	Module 20: Career Preparation	
TH OCT 7	FALL BREAK – NO CLASS	

T OCT 12	Module 21: Career Interest Inventory Bring your Computer	Outline for Persuasive Speech – Use the format provided (yours needs to match that format)
TH OCT 15	Persuasive Speeches Speech Outline Due Media Analysis Paper Due	
T OCT 20	Module 22: Advising & Registration	Outline for Persuasive Speech – Use the format provided (yours needs to match that format)
TH OCT 21	ADVISING DAY - NO CLASS	
T OCT 26	Persuasive Speeches Speech Outline Due	
T NOV 16	ENGAGE SHOWCASE FOR SERVICE_LEARNING – 5:30-7 in Pritchett Auditorium Lobby	

FALL 2021 TRADITIONAL ACADEMIC CALENDAR

08-17-21	Tuesday	Opening Convocation
08-18-21	Wednesday	Classes Begin
08-25-21	Wednesday	Last Day Add, Drop, Declare P/F
09-17-21	Friday	Last Day to Withdraw "W"
10-01-21	Friday	Homecoming
10-02-21	Saturday	Homecoming
10-03-21	Sunday	Homecoming
10-07-21	Thursday	Fall Break (Trad)
10-08-21	Friday	Fall Break (Trad)
10-11-21	Monday	Trad Classes Resume/Trad Mid-term grades due
10-21-21	Thursday	Advising Day, No Trad Classes, University Open
11-23-21	Tuesday	Residence Halls Close
11-24-21	Wednesday	Thanksgiving Break (Trad) No Classes
11-25-21	Thursday	Thanksgiving Break, University Closed
11-26-21	Friday	Thanksgiving Break, University Closed
11-29-21	Monday	Classes Resume
11-30-21	Tuesday	Last day to Withdraw "WP/WF Last day of classes
12-01-21	Wednesday	Reading Day (Trad)
12-02-21	Thursday	Exams (Trad)
12-03-21	Friday	Exams (Trad)
12-06-21	Monday	Exams (Trad)
12-07-21	Tuesday	Exams (Trad)
12-08-21	Wednesday	Make up Exams (Trad) Halls Close



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CCECC Events



Fall 2021

August 2021

Bonner Leader Orientation Week - August 10th - 12th

Cougar Business Fest - Student Lawn & Patio, August 17th, 12:30 pm - 3 pm

Averett 101 Movie Showing - Pritchett Auditorium, August 23rd, 8 pm - 10 pm

September 2021

First Gen Celebration - CAF Table, September 7th, 11am - 1 pm

First Responders Celebration - September 10th, American Legion Hall, 11 am -1 pm

Career Development Workshop - TBD, September 14th, 11:15 am - 12 noon

T.R.U.T.H. Talk - Blount Chapel, September 20th, 5:30 pm - 7 pm

Harvest Pack - Carrington Gym, September 23rd, 8 am -4 pm

Career Development Workshop - TBD, September 27th, 6:30 pm - 7:30 pm

October 2021

Career Fair - MPR, October 1st, 10 am - 12 noon

Career Development Workshop - TBD, October 7th, 11:15 am - 12 noon

Voter Registration Week - CAF Table, October 4 - October 8 - 11am -1 pm, each day

Play to Engage - North Campus, October 18th, 3 pm - 6 pm

Career Development Workshop - TBD, October 20th, 7 pm - 8 pm

Take Back the Night - Student Center Patio, October 26th, 6:30 pm -8 pm

November 2021

T.R.U.T.H. Talk - Blount Chapel, November 1st, 5:30 pm - 7 pm

Career Development Workshop - TBD, November 2nd, 11:15 am - 12 noon

Grad School Fair - MPR, November 9th, 11-1 pm

Career Development Workshop - TBD, November 15th, 7 - 8 pm

Engage Showcase Fall - Pritchett Lobby, November 16th, 5:30-7 pm

Angel Tree - November 29th, CAF 5 - 6 pm, Carrington Gym 6 - 7pm

Fall 2021

January 2022

- MLK Week January 17th - January 20th
 - Monday the 17th - CCECC Staff to Volunteer - TBD
 - Tuesday the 18th - TBD Off Campus Volunteerism, 11 am -3 pm
 - Wednesday the 19th- CAF & MPR, 11 am - 1 pm
 - Thursday the 20th - CAF & MPR, 11 am - 1 pm
- Career Development Workshop - TBD, January 25th, 11:15 am - 12 noon

February 2022

- Career Development Workshop - TBD, February 10th, 11:15 am - 12 noon
- Career Development Workshop - TBD, February 21st, 7 pm - 8 pm
- Career Week - TBD, February 21st - 25th
- Spring Career Fair - TBD, February 24th, 11 am - 1 pm
- T.R.U.T.H. Talk - Blount Chapel, February 28th, 5:30 pm - 7 pm

March 2022

- Career Development Workshop, TBD, March 16th, 7 pm - 8 pm
- T.R.U.T.H. Talk - Blount Chapel, March 28th, 5:30 pm - 7 pm
- Career Development Workshop, TBD, March 24th, 11:15 am - 12 noon

April 2022

- Career Development Workshop, TBD, April 4th, 7pm - 8 pm
- Day to Engage - TBD Off campus, April 12th, 8 am - 4 pm
- Career Development Workshop, TBD, April 19th, 11:15 am - 12 noon
- Engage Spring Showcase - Pritchett Lobby, April 19th, 5:30 pm - 7 pm

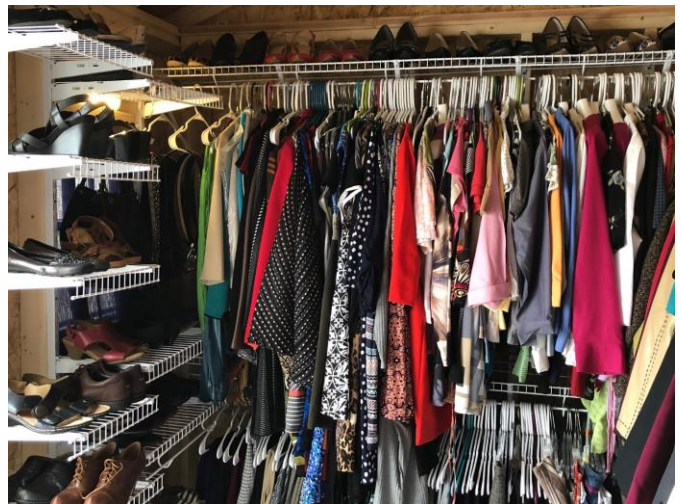




THE CENTER FOR COMMUNITY ENGAGEMENT & CAREER COMPETITIVENESS

The Foundation Student Resources Center at the CCECC

The center (The Shed) is part of Averett University's Cougar Cares program and provides students with professional business clothing for career development opportunities as well as emergency food and hygiene items. Students may access the resource center by visiting the CCECC between 9 a.m. and 4 p.m. Monday-Friday. All visits are confidential. We only ask students to complete a one-question form on an iPad to let us know whether they need clothing, food, and/or hygiene products so that we can keep a record of the inventory.





Averett University Counseling Center

Walk-ins are not allowed at this time due to COVID-19. Appointments must be made via email or phone prior to visiting the Counseling Center.

To make an appointment, please contact:

counseling@averett.edu

Hours:

Monday-Friday
9AM - 4PM

Location: Galesi
Student Success
Center

Note: Same-day appointments may be scheduled depending on availability.



When you meet with a counselor, you have TWO options:

Our Services:

- Individual Counseling
- Group Counseling
- Relationship Counseling
- Psycho-educational Groups



Telehealth

*If you choose to meet online on your phone or computer, please make sure you have a secure WiFi connection and a quiet space.



In-person with face covering

*If you choose to meet in-person, please take the health screening on the LiveSafe app before your appointment.

Typical Topics:

- Adjustment to college life
- Depression
- Stress and anxiety
- Grief/loss
- Substance misuse
- Conflict resolution
- Others as needed

Please let us know your preference when you make your appointment and what day/times are best for you.



In an mental health emergency or crisis, please call:

- Danville Police: 911
- Residence Life on Call: (434) 203-7245
- Danville-Pittsylvania Community Services: (434) 799-0456

Website:



<https://www.averett.edu/student-life/student-services/counseling/>

Instagram:



@averett_counseling



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AVERETT ALL ACCESS

Averett University is proud to announce its newest initiative to increase academic success!

Averett All Access is a \$26 per credit hour fee that provides access to all required course materials on the first day of class!

Program Promotes:

- Academic Achievement
- Affordability
- Accessibility

AVERETT ALL ACCESS
COST FOR ALL COURSE MATERIALS*
\$390.00 per semester for Fall 2020
*based on \$26/credit hour and a 15 credit hour schedule

compare to average required materials:

Freshman "New" Book Cost**

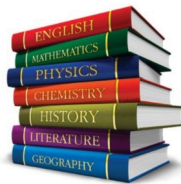
Biology (BIO101)	\$208.00
English (ENG111)	\$126.25
Health (HTH200)	\$97.25
Averett 101 (IDS101)	\$37.35
Math (MTH103)	\$173.50

Grand Total: \$642.35

Save up to \$252.35 with Averett All Access

An Average Freshman Course Load is 15 credit hours

**All prices quoted from Spring 2019



AVERETT UNIVERSITY BOOKSTORE

354 W Main Street, Danville, VA 24541 | (434) 791-5640

averettshop.com



BOOKSTORE

The Benefits of Averett All Access

- Having required course materials makes it easier to be more successful in class
- Receive all course materials through a stress-free procurement experience
- Easily access, manage and use digital course materials
- Minimize the time spent searching for deals on course materials
- Don't worry about getting the wrong book or wrong edition

FAQs

How does Averett All Access work?

The Averett All Access program takes the hassle out of course material buying because course material costs are included on your bill with tuition. This allows every enrolled Traditional student access to all required materials on day one. Once you have selected your courses, your course list will be sent to Averett University Campus Store. The Campus Store gets everything ready for you. All you need to do is pick up your required course materials at The Averett University Campus Store.

Will I save money?

Yes! Price discounts are negotiated through the Campus Store, saving you an average of 40%.

How do I get my course materials?

Once you have selected your courses, your course list will be sent to the campus store and they will get everything ready for you! All you need to do is pick up your required textbooks and materials at the campus store. If you decide you do not want to purchase the course materials provided to you as part of the Averett All Access program, login to the Access Customer Portal to Opt-Out of the program.

What if I add or drop a course?

If you drop a course, return materials to the campus store by August 28, 2020. If you add a new course after you have already picked up your materials, go to the campus store one day after enrollment to pick up additional course materials.

What are students saying about Averett All Access?

Students at other campuses who have participated in a similar program love the convenience and ease of accessing their course materials...and being ready for classes on day one!

If my professor has recommended course materials, will those be included in the program?

Only materials identified by your professor or campus as "required" are included as part of the program. All "recommended" materials will be available for purchase at the campus store and averettshop.com.

What do I do after finals?

All books must be returned to the campus store when the term ends. After finals, please return your materials to the campus store by December 9, 2020.

I like keeping my books at the end of term; can I do that with this program?

After the term is complete, rented textbooks must be returned to the campus store. However, you can choose to keep the book by paying an additional fee at the campus store checkout.



wēpa PRINTING KIOSKS

wēpa (Wireless Everywhere Print Anywhere) is a cloud-based printing service that allows students to print documents to a wēpa kiosk from the computer labs, the library, personal computers, the wēpa website, USB flash drive, Android devices, or Apple iOS devices (iPhone, iPod, iPad). To pay for printing, students will need to have funds in their wēpa account to cover the cost of printing.

wēpa ACCOUNT

Each student must have a wēpa Account in order to print. Enrolled students that have paid their fees, will have a wēpa account set up for them and login information sent to their official student email address.

PRINT PRICING PER PAGE:

Black & White Single-Sided	\$0.10
Black & White Two-Sided	\$0.18
Color Single-Sided	\$0.40
Color Two-Sided	\$0.75

Quick Tip:

Most professors will allow you to print your assignments and papers two-sided to save money, but make sure to ask beforehand!

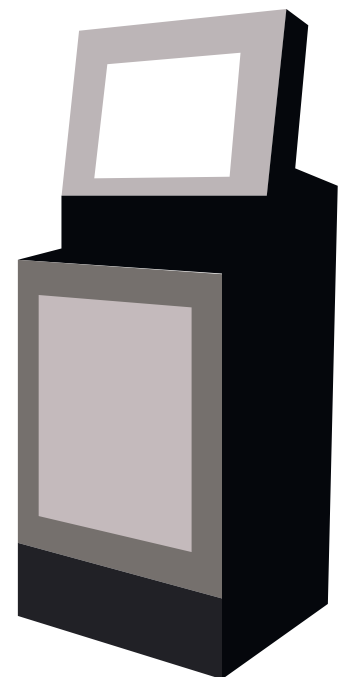
Students may use a credit or debit to add funds to their wēpa account via the wēpa website at www.wēpanow.com. Any funds added to the wēpa account by the student will remain in the account until completely used.

HOW TO PRINT

There are multiple ways to print using a wēpa kiosk: an individual can print from a computer that has the wēpa drivers installed, print from a USB flash drive at the kiosk, print from an Android or Apple mobile device, or upload documents to the wēpa website. **All options require a valid wēpa account to process payment.**

COMPUTERS

- From within the desired application, select the Print option.
- From the print dialog box, choose the wēpa BW or wēpa Color printer. (Note: On personal computers, wēpa printer drivers will need to be installed in order to select the wēpa printer. See below)
- Verify the document being printed, the number of pages, whether it is black and white or color, then click Proceed.
- Login with your wēpa account information and click Ok.
- Visit a wēpa kiosk, sign in with your wēpa account, select the document you would like to print, and click on the wēpa Account button.





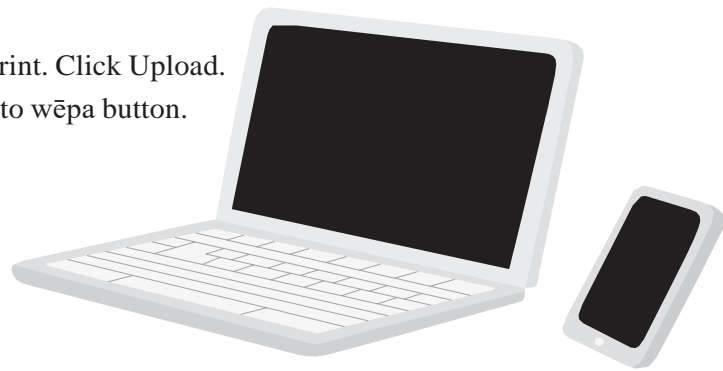
Print from USB Flash Drive

- Visit a wēpa kiosk.
- On the main screen, select Print from USB.
- Insert your USB flash drive into the USB slot. (wēpa Kiosks can print Microsoft Office, RTF, and PDF documents from a USB flash drive.)
- Select the document you would like to print, click on the wēpa Account button, and sign in with your wēpa account. Your document will now print.



Upload via the wēpa Website

- Login at www.wēpanow.com by selecting Averett University and entering your email address and wēpa account password.
- Click on Web Upload in the Shortcuts menu.
- Click Browse to locate and select the file you want to print. Click Upload.
- Adjust the print options as desired and then click Send to wēpa button.
- Now you may Logout.
- Visit a wēpa kiosk, sign in with your wēpa account, select the document you would like to print, and click on the wēpa Account button.



Android or Apple Mobile Devices

- Download the wēpa Print app for Android or Apple iOS Device.
- Login to the app using your wēpa Account username and password.
- Once you are logged in, you may send your print job from your personal “cloud drive” to the wēpa cloud for printing from any wēpa station.
- Visit a wēpa kiosk, sign in with your wēpa account, select the document you would like to print, and click on the wēpa Account button.

DOWNLOAD wēpa DRIVERS FOR PERSONAL COMPUTERS

wēpa printer drivers may be downloaded from the wēpa website. Login to your wēpa Account on the wēpa website and download the printer drivers to computer. (It will set the wēpa print driver as your default printer, but you can change your default printer to any printer you would like.)

LOCATIONS OF KIOSKS ON CAMPUS:

Student Center Mezzanine level, Student Success Center reception area, Blount Library Main Floor, Riverview Board Room exterior hallway

COUGAR NATION

DISCOUNT PROGRAM

RESTAURANTS

Crema & Vine
Los Tres Mexican
Dell'anno's Pizza Kitchen
Di'lishi Frozen Yogurt Bar
Frank's
King Cropp
Me's Burgers & Brews
Monk's Pretzels
Pino's Pizza
Ruffino's
Santana's Mexican Restaurant
The Schoolfield Restaurant
Stateline Diner
Sweet Frog

SHOPPING

The Brick
Chestnut Lane
Karen's Hallmark
River District Artisans

OTHER

Ballad Brewing
Danville Science Center
KG Graphics
Live Safe Defensive Training

For more Information

434-791-5600, Averett Central

Teaching First-Year Students

PRINCIPLES AND STRATEGIES

• **Provide Feedback, Early & Often** – First-year students making the transition from excelling in high school to meeting expectations in a college class can benefit from feedback, early and often in the semester. A student who must wait several weeks for the first test to get a sense of how she’s doing in the course might have trouble catching up to her peers.

• **Pose Complex, Real-Life Problems** – One strategy to help students move out of the dualism and multiplicity phases of Perry’s scheme of intellectual development is to help students encounter complex, real-life problems where right-or-wrong and “it’s all just opinion” thinking does not suffice. Helping students progress past these phases is challenging, but they won’t progress if they’re not given the opportunity to do so.

• **Minimize Memorization** – Setting instructional goals that can be met by memorization reinforces students’ naïve beliefs about learning. While some memorization is necessary in many courses, success in a course shouldn’t be possible solely through memory work.

• **Teach Critical Thinking** – Most students can’t “pick up” critical thinking skills along the way in a course that focuses on content. They need explicit instruction in thinking critically. Model this process for your students, make clear the “rules” for critical thinking in your discipline, give them many opportunities to practice critical thinking and receive feedback on their efforts, move from simple, well-structured problems to complex, ill-structured ones, and do all this in class where you can help students sort it all out.

• **Clarify Expectations for Learning** – Since students have naïve ideas about knowledge and learning, instructors should clarify their expectations for student learning and performance. Help students understand what is expected of them via description, examples, and feedback on student work.

• **Clarify Strategies for Learning** – Not only do first-year students not understand what is expected of them, even when they are clear on those expectations, they don’t know how to go about meeting those expectations. Help students understand and practice approaches to learning in and



out of the classroom—listening for key ideas in a lecture, learning from a discussion, reading for comprehension, preparing for exams—that will help them make the transition to the kinds of thinking expected of them as college students.

• **Prepare for Emotional Reactions** – Some topics will elicit intense emotional reactions from students, particularly those students who haven’t learned to analyze complex situations in objective ways. Provide opportunities, structure, and guidance for discussing these reactions, explain why you ask students to do what you ask of them, and offer feedback that is not only critical, but also supportive and encouraging.

• **Teach to a Variety of Learning Styles** – We often teach as we were taught, but we were rather exceptional compared to our student peers—we went on to graduate school in our chosen disciplines. Be sensitive to the variety of ways that students excel at learning and include a variety of types of learning experiences in your courses to reach the broadest group of students as you can.

• **Have Students Write Letters to Their Successors** – Ask students to write a letter to next year’s students focusing on advice for succeeding in your course. These letters help your current students reflect on and cement what they’ve learned, they help you learn about your students’ experiences in your course, and they help next year’s students adapt more quickly to the rigors of college studies.

How to Be a Successful Student

by Barbara Kushubar, Averett University Associate Professor, Physical Education, Wellness & Sport Science



HOW TO SUBMIT A CARE REPORT FOR STUDENTS

1. Go to Faculty and Staff on the Averett main page, then Early Alerts on the left hand side of the page. You will see this:

Traditional Early Alert/Care Report

Do you know of a traditional student who is struggling with academic, social, or personal issues? Please fill out the early alert referral form below so that we can assist the student in working through any issues that may impede his or her success. The information that you provide on this form is vital and will aid us in helping the student as quickly as possible. This form will be sent to the most appropriate person for intervention.

I DO have a Care Account: <https://averett-advocate.symphlicity.com>

I DO NOT have a Care Account: https://averett-advocate.symphlicity.com/care_report/

2. Click on the link following “I DO have a Care Account” or I DO NOT, whichever fits your situation
3. Click on “Staff Member”

Enter your username and password. **Your username is your Averett email and your unique password given to you in an email when your account is created.**

4. You should be in! In order to change your password, click on your name in the upper right hand corner, and choose “Update Password”
5. When you want to create an Early Alert/CARE report, simply click on the red button that says “Create a Care Report.”

Module 1: Introductions and Course Review

General Aim: Introduce a nurturing learning environment co-created by students

ACTIONS:

- Take attendance and review the syllabus and course schedule
- Instructor introductions: “What was your first semester in college like?”
- In pairs, have the students interview each other using the rubric below – this will be the basis for the 1-minute speech next class
- Overview the speech outline rubric and format – students should turn in a handout before they speak during the next class
- Show students how to login to Canvas
- Play the “Ask a Question Game”
- Have students complete short demographic survey in class by scanning this QR Code.



NEXT CLASS PREPARATION:

- Bring outlines for 1-minute speech of introduction

ONE-MINUTE SPEECH GUIDELINES:

In pairs, preferably with someone you do not know very well, conduct an interview using these questions. Please take notes of your partner’s answers, because you will need these notes to prepare a 1-minute speech of introduction for the next class.

For the day you speak, please create a typed formal outline, using the outline sample provided in your textbook. Make sure to follow the format; yours should look just like the sample.

QUESTIONS TO CONSIDER FOR THE INTERVIEW:

- Name
- Where from?
- Why did you choose Averett?
- Major/area of interest (career goal)?
- Something interesting about yourself (feel free to use the examples below)?
 - Cat or dog and why?
 - What type of music?
 - Mountains or Beach?
 - Do you like sports? What is your favorite?
 - Action or Comedy films?

GRADING CRITERIA:

Attention Getter – start with something catchy; do not start with “Hey,” “My name is...,” – Use your creativity by using a quote, a very short narrative, a rhetorical question, or some other device to catch your audience’s attention before introducing your partner

Transitions – separate your main points by using phrases like, “the first question I asked Billy was...” “Now that we’ve learned Billy likes football, let’s explore what kind of music he likes.” Transitions help keep your main points distinct and clear

Attention Closer – Just like you start with something strong to grab your audience’s attention, you need to end with something powerful. Try to avoid statements like “in conclusion” and use something like “now that you have a better idea of who Billy is, when you see him on the sidewalk, say hey and ask him whether he’s going to the game this weekend.”

Nonverbals & Vocalics – make sure you establish strong eye contact; use your notes but don’t read; speak up and use your volume; don’t move around nervously – stand confidently and exude control; put some energy into the speech – use humor when appropriate – don’t be monotone

Today’s Competencies:

Oral/Written Communications, Digital Technology



EVALUATION FORM: INTRO SPEECH

SPEAKER: _____ TOPIC: _____

4 – Excellent (A)

3 – Average (B)

2 – Poor (C-D)

1 – Unacceptable (D-F)

MESSAGE/ORGANIZATION

Introduction

_____ Attention getter:

_____ Transition to body:

Body

_____ Main Points clearly stated:

Conclusion

_____ Attention closing device:

DELIVERY

_____ Eye contact:

_____ Hand gestures:

_____ Body movement:

_____ Volume:

_____ Rate:

_____ Extemporaneous:

_____ Energy/tone/expressiveness:

TIME _____

GRADE _____

SAMPLE FORMAL OUTLINE: SPEECH OF INTRODUCTION

Specific Purpose: To inform my audience about a classmate

INTRODUCTION

(Attention Getter) Football, soap operas, Lizzo, and mountain hiking. No, those are not random items from some dating app; they are actually favorite activities of our classmate Billy Thomas.

(Thesis/Preview) Over the course of this brief introduction, I hope to give you a snapshot of who Billy is, what is interests are, and why you should get to know him.

(Transition) Let's first learn where Billy calls home.

BODY

- I. (Main Point #1) Billy's background
 - A. (Subpoint #1) Hometown
 - B. (Subpoint #2) Why did Billy choose Averett?

(Transition) Now that we know where Billy is from and why he is here at Averett, let's learn what his career goals and major are.

- II. (Main Point #2) Academic major and career goals
 - A. (Subpoint #1) Academic major and why
 - B. (Subpoint #2) Ultimate career goals

(Transition) With the typical student introduction questions and answers out of the way, let me tell you some more interesting facts about Billy.

- III. (Main Point #3) Hobbies, likes, and dislikes
 - A. (Subpoint #1) Billy played football in high school – blew out his knee
 - B. (Subpoint #2) Billy grew up watching soap operas with his grandmother – don't judge him – HA!
 - C. (Subpoint #3) Billy loves mountain hiking while listening to music. Lizzo is his new favorite artist.

(Transition) Let me wrap up all of this for you.

CONCLUSION

(Summary) Yes, a guy can be a football player who watches soap operas and listen to Lizzo. Billy Thomas is that guy. He believes a person should do what they want and refuse to be judged by others. (Closing) Now that you know a little bit about him, when you see Billy on the street, say "Hey; you going to the game this weekend?"

GRADING RUBRIC for REFLECTION PAPERS

CRITERIA	NOT YET COMPETENT D	COMPETENT C	VERY COMPETENT B	SOPHISTICATED A	YOUR SCORE
ORGANIZATION					
<i>Clearly organized introduction, body, conclusion</i>	Fails to meet this criteria by obvious disregard for the expectations stated in the criteria; Disorganized and the reader can not follow the paper at any length	Disorganized, leaves reader wondering what is being said; abrupt ending	Paper has intro, body, and conclusion but may take a re-reading to understand	Easy to read, topic introduced, organization clearly evident with proper introduction, body, conclusion	
<i>Does this paper address the prompt?</i>	The topic of the paper is not addressed at all; Fails to stick to the topic therefore fails to meet this criteria	Student does not clearly identify his/her reflections about the topic; may veer from topic	The entire paper's content relates to the prompt or topic; the student explains his/her reflections about the topic but may take a re-reading to understand	The student's reflection about the topic is explained in clear language; immediately interesting and supported with detail	
<i>Paragraph Organization and Writing Style: Ideas are clearly connected and make sense</i>	Fails to meet this criteria by obvious disregard for the expectations stated in the criteria	Paragraphs are disorganized; ideas are included which do not relate to the main idea; ideas are not connected and have little or no supporting details; one sentence paragraphs	Each paragraph has a central idea that is supported with details; ideas are connected and important points make sense	Each paragraph has a central idea; ideas are connected and paragraphs are developed with details; paper is easy to read and "flows" naturally in an organized pattern	
<i>Does this paper show evidence of deep thought about the topic?</i>	Fails to meet this criteria by obvious disregard for the expectations stated in the criteria	Paper is shallow and does not present detailed evaluation of reflection about the topic; little use of nursing literature to support thought	The paper shows that the student has thought about the topic although the written presentation may appear weak or lack clarity; use of nursing literature to support thought	Paper provides evidence (through the use of description, details, and use of nursing literature) that the student has examined his/her own belief systems and related this to their current views about the topic; use of nursing literature to support thought	

GRADING RUBRIC for REFLECTION PAPERS

GRAMMAR

<i>Basic writing expectations: mechanics, spelling, grammar, or punctuation errors</i>	More than 8 grammatical, punctuation, or BWE errors	4-7 grammatical , punctuation , or BWE errors	Between 1-4 grammatical, punctuation, or BWE errors, but they are minor and do not detract from the paper	No errors whatsoever!	
<i>Correct choice of verb tenses, words, avoidance of wordy phrases, correct use of pronouns</i>	Fails to meet this criteria by obvious disregard for the expectations stated in the criteria	Improper use of language or slang; wrong word choice; appears "padded"	Occasional wrong word choice; somewhat wordy but not enough to detract from the summary; May occasionally use the wrong tense.	No wrong word choice or slang; uses correct verb tense and pronouns. Well written and use of words convey meaning	

Ask a Question Game

SUPPLIES

Index cards or some form of paper

AUDIENCE

Any size, great for new groups

TIME

With a group of 15 students, it can take up to an hour. The game can be paused and continued at different times.

HOW TO PLAY

Hand out index cards. Instruct every student to write down two questions that can be addressed to the instructor, peer mentor, or the overall group. They are anonymous questions, so the students should feel comfortable asking anything. There are no wrong questions.

SOME EXAMPLE QUESTIONS ARE:

Instructor, when is our first assignment?

Peer Mentor, where do I do my laundry? Where should I buy detergent?

Group, why did you come to Averett? Where are you from?

Peer mentor, where can I get good sushi?

Module 2: “12 Angry Men”

General Aim: Enhancing reading competency and understanding the complexity of our criminal justice system.

ACTIONS:

- Take attendance; start with any housekeeping
- Deliver the 1-minute speeches from the prior class (assign a speaking order to save time)
- Collect outlines as students speak (they must have an outline with their speech)
- Discuss the paper assignment before you start reading the play so that students know what to look for while reading. It is due September 13th.
- Begin the staged reading portion of the course. Divide the class however you wish. There are 12 main characters in the play. The reading should only take two class periods.

NEXT CLASS PREPARATION:

- Finish reading the play and begin the class discussion based on key bullet points in Module 3.



Today's Competencies: Critical Thinking/Problem Solving, Oral/ Written Communications, Career Management, Leadership, Teamwork/Collaboration, Global/Intercultural Fluency



Module 3: “12 Angry Men Cont...”

General Aim: Enhancing reading competency and understanding the complexity of our criminal justice system.

ACTIONS:

- Take attendance; start with any housekeeping
- Reiterate the paper assignment and due date of September 13th.
- Finish the staged reading portion of the course
- Begin class discussion about the play (see below)

Discussion Areas

1. How does time of day and environment in the jury room affect the jury deliberations and the eventual outcome?
2. How does racism/prejudice manifest in the deliberation process?
3. Who is the most consistent juror and why?
4. How do you see classism manifest in the deliberation process?
5. Which piece of information or evidence do you believe offered the greatest proof for the argument of reasonable doubt?
6. The defendant’s upbringing and environment is a major point of discussion among the jurors. Do you believe a person’s background is a valid consideration in such a deliberation?
7. One of the jurors is a refugee from outside the United States. Does his status provide him with a unique perspective of justice?
8. Do you believe the defendant was judged by a jury of his peers? Why or why not?

Today’s Competencies: Critical Thinking/Problem Solving, Oral/ Written Communications, Career Management, Leadership, Teamwork/Collaboration, Global/Intercultural Fluency



Module 4: Community Engagement

General Aim: Each student expands their perspective of community service.

ACTIONS:

- Take attendance; start with any housekeeping
- Have students fill out the “How do you define community service?” activity
- Have students explain their rationale for ranking tasks as they do. Encourage constructive debate.
 - If you could re-rank the tasks after hearing your classmates, would you? Why? Why not?
 - Did anyone’s response(s) surprise you?
- Overview the “Why Should You Volunteer” page
- Overview the “CCECC One-Sheet” page



Today's Competencies: Critical Thinking/Problem Solving, Oral/Written Communications, Career Management, Leadership, Teamwork/Collaboration, Global/Intercultural Fluency



"How do you define community service?" Reflection Exercise

What actions constitute community service? Read the list below. Write "1" next to the statement that fits most closely with your personal philosophy of service. Write a "2" next to the statement that is the second closest to your philosophy of service, and soon.

___ Giving \$50 to the United Way.

___ Walking a frail person across a busy street.

___ Giving blood.

___ Tutoring a migrant worker.

___ Adopting an eight year old boy.

___ Quitting your job to move to a monastery and meditate for a year.

___ Working as a state legislator.

___ Voting.

___ Joining the armed forces.

___ Providing dinner once a week at a homeless shelter.

___ Chaining yourself to an old-growth tree as loggers enter the forest.

___ Leaving your car at home and biking to work and/or school every day.

WHY SHOULD YOU VOLUNTEER?

“When I came to Averett, I was a biomedical sciences major with plans of working in optometry. However, after having engaged with the CCECC, I changed my major to journalism and broadcasting and have not looked back since.”

- Lindsey Fulcher, Averett Class of 2018

82%

of interviewers prefer applicants with volunteer experience

When you volunteer, you can gain the following skills:

CREATIVITY

organization

communication

LEADERSHIP

problem solving

time management

teamwork

CONFIDENCE

88%

of interviewers view applicants with volunteer experience as having stronger character.

ADAPTABILITY

work ethic

Your **engage**
journey begins at Averett.



THE CENTER FOR COMMUNITY ENGAGEMENT & CAREER COMPETITIVENESS

FOCUS AREAS

Averett 101/ Service-Learning

Dr. Billy Wooten

Dean of Engaged Learning
and Executive Director
bwooten@averett.edu

Bonner Leaders

April Love-Loveless

Director of Bonner Leaders
Program and Coordinator of
Community Engagement
alove@averett.edu

Career Competitiveness

Angie McAdams

Director of Career
Competitiveness
amcadams@averett.edu

Ryan Taube

Coordinator of Career
Competitiveness
rtaube@averett.edu

Volunteerism

Tia Yancey

Director of Volunteerism
tyancey@averett.edu

The CCECC serves as the catalyst to connect Points of Light (students, staff, and faculty) from Averett University, Danville Community College, Piedmont Community College, and local primary and secondary schools to community partners to lead capacity-building transformations in the Dan River Region, centered on three areas of need: economic opportunities, youth and education, and civil and human rights.

Values We Promote

COMMUNITY-BUILDING DIVERSITY ECONOMIC DEVELOPMENT

LEADERSHIP DEVELOPMENT ROBUST LEARNING

SOCIAL CHANGE & EQUITY SUSTAINABILITY OF PROGRAMMING

The CCECC is unique in that it is home to 4 unique areas of service to students: service-learning, the Bonner Leaders program, career competitiveness, and volunteerism. Only 1% of colleges and universities across the country have a center like the CCECC.



SERVICE-LEARNING

Service-learning is an experiential learning method that goes beyond volunteerism by creating course-based opportunities for students to apply and more fully understand academic knowledge

through projects and placements that address community needs.

Averett offers **20+** unique service-learning courses each year

88% graduation rate for students in service-learning courses

92% of students in service-learning courses report a desire to continue serving their community

@myCAMPUSengage



BONNER LEADERS PROGRAM

Bonner Leaders are students who commit to community service, desire to develop leadership skills, and promote social equity and systemic change on campus and in the community. Bonner Leaders commit to four years of service at a community partner site of their choice, and they commit to weekly trainings and leadership development opportunities.



200
hours of service
per year

\$1,200
annual stipend

10
non-profits served in the
Dan River Region

Senior capstones
in community-
based research

4,797
hours served
over two years

\$121,988 of in-kind service to the local community over two years

CAREER COMPETITIVENESS

The CCECC provides a wide range of career development services to students and community members, including résumé and cover letter assistance; mock job interviews; digital portfolio development; career clothing options; internship development; and job placement assistance.

84%
of graduates
report being
employed

70%
of graduates
report full-time
employment

79%
report jobs in
their academic
discipline

\$49,700
is the average
Averett graduate
salary

93%
of students with
an internship
graduate

Students who intern are employed **3x** faster than those who do not intern during college

58%
of interns receive job
offers within 2 months
of graduation

90%
of employers require an
internship before even
considering applicants

Students who intern receive
\$12K more in salary



VOLUNTEERISM

The CCECC partners with more than **70** community organizations, for-profit and non-profit, to provide students with meaningful volunteer experiences. The CCECC hosts over **22** unique region-wide service events that involve hundreds of students, staff, and faculty from Averett University, Danville Community College, and Piedmont Community College.

79% of students who volunteer during college graduate

94% of student volunteers report better health & mood

92% of employers look for volunteer experience on resumes

2018-2019

698 volunteers contributed

2,141 hours in the community

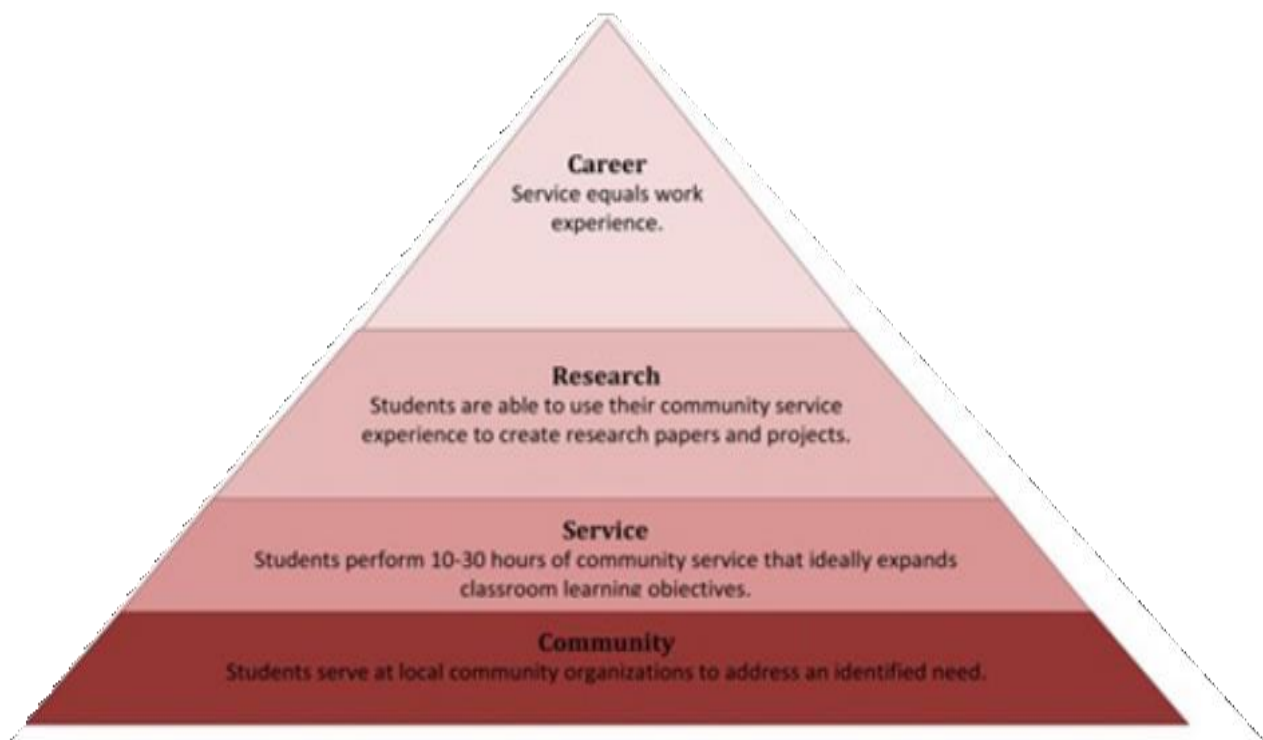
\$53,550 of in-kind-service

Module 5: Service-Learning & Engage Transcript Overview

General Aim: Each student understands that they may encounter service-learning in classes at Averett and every student will graduate with an Engage Transcript

ACTIONS:

- Pre-coordinate with Dr. Billy Wooten to visit your class and talk about service-learning at Averett
- Take attendance; start with any housekeeping
- Review the Averett 101 service-learning pages in the textbook to ensure everyone understands what service-learning is and why it is important.
- Overview the Engage Transcript page in the textbook and discuss what it means for post-graduation.



Today's Competencies: Critical Thinking/Problem Solving, Oral/Written Communications, Career Management, Leadership, Teamwork/Collaboration, Global/Intercultural Fluency



Service-Learning

WHAT IS SERVICE-LEARNING?

Service-learning is an experiential learning method that goes beyond volunteerism by creating course-based, credit-bearing, educational experiences in which students: a) participate in an organized service activity that meets identified community needs, and b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility

HOW IS SERVICE-LEARNING DIFFERENT FROM VOLUNTEERING?

There are lots of ways to volunteer at Averett and in Danville on Get Connected at www.CAMPUSengage.org. Service-learning is volunteering on a deeper level, including education, learning outcomes, hands-on learning, collaboration with community partners, reflection, and an enduring community benefit.



Jackie Dodd

CSS308 SL Computers in Context

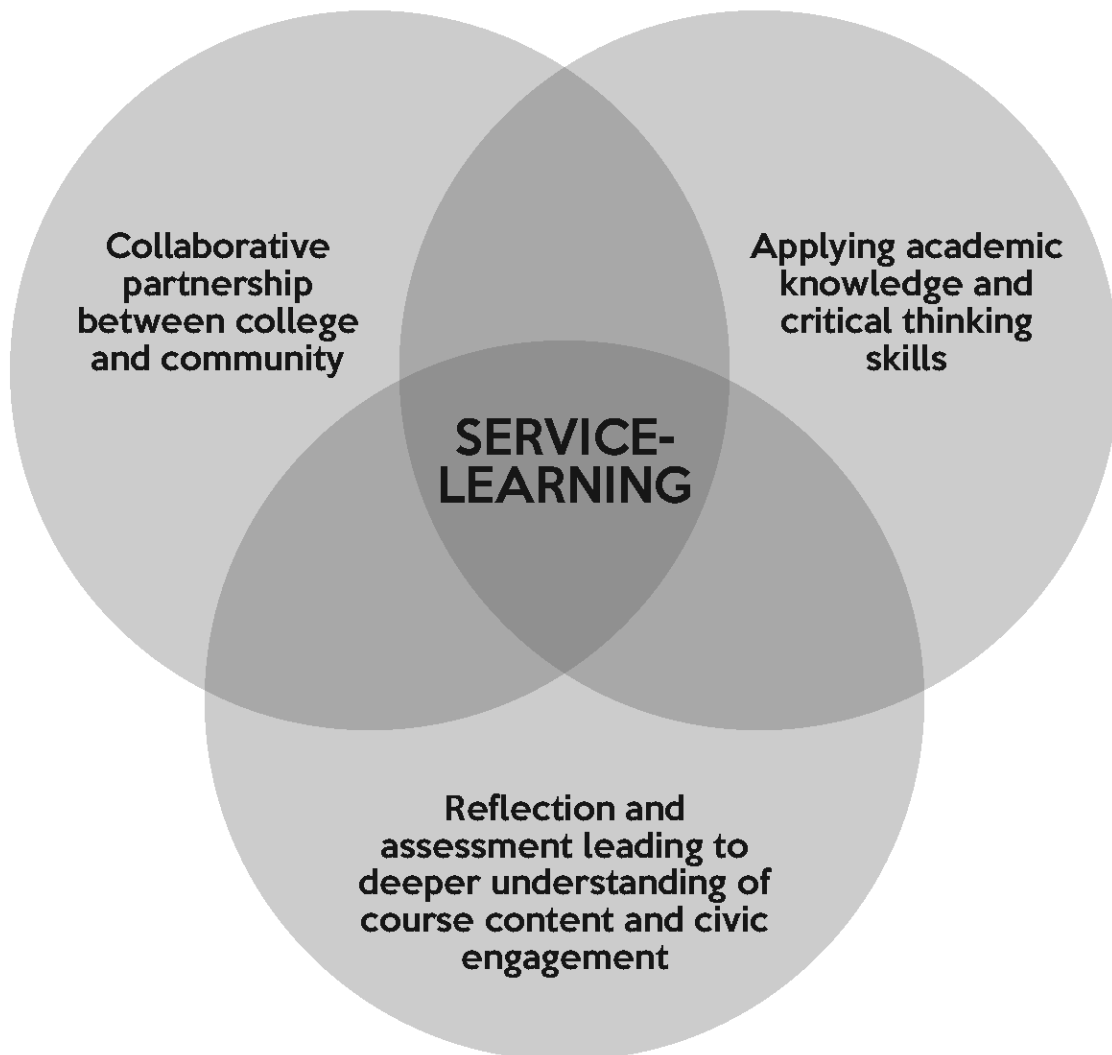
"In the class and service learning activities, I gained a better understanding of computers in the context of day-to-day business operations and, when unexpected problems occur, to resolve them effectively."

Service-Learning Course Worksheet for Planning

A COMMUNITY EXPERIENCE MUST INCLUDE THREE NECESSARY COMPONENTS TO BE CONSIDERED SERVICE LEARNING:

1. A collaborative partnership between college and community. The community organization and the college representatives together identify a project or activity that addresses a community need or contributes to the necessary work of the organization.
2. Applying academic knowledge and critical thinking skills. The project or activity is directly related to learning goals that the students are already working to achieve. The project contributes to their understanding and knowledge of academic concepts or skills.
3. Reflection and assessment leading to a deeper understanding of course content and civic engagement. Students participate in a structured reflection or assessment process which facilitates the integration of the service experience and course content.

The diagram below illustrates how these three elements work together to create a service-learning experience:



HOW SERVICE-LEARNING IS DIFFERENT

Service-learning is different than other community outreach and academic experiences because it attributes equal weight to both service and learning goals.

Think of community outreach activities on a continuum, as illustrated below. At one end, the focus is on the community as the beneficiary of service. On the other end of the continuum, the focus is on the student as the beneficiary of learning. Service-learning differs from:

- Volunteerism and community service, where the primary emphasis is on the service being provided and the benefit of the service activities to the community or recipients.
- Internships, which provide higher-level students with opportunities for service where they can apply concepts and skills from their major field of study, as they develop a substantial project that benefits the community, or field experiences, which provide students with co-curricular service-opportunities that are related to, but not fully integrated with their formal academic studies.

Service-learning places equal emphasis on community and student and on service and learning.



Engage Transcript

THE OFFICIAL RECORD OF
internships + service-learning + volunteerism

Printed on official transcript paper! Great for employers!



Averett University Engage Transcript

John Cougar

aucougar@aumail.averett.edu

INTERNSHIPS AND FIELD EXPERIENCE

2015	FALL	90	BIO465 - Biological Research
2015	SPRING	75	BIO400 - Bio Research Field Experience

Total Hours: 165

SERVICE-LEARNING

2016	FALL	16	HTH220 - Health and Fitness in 21st Century
2016	SPRING	8	IDS101 - Averett 101

Total Hours: 24

VOLUNTEERISM

2016	FALL	2	Paint the Recycling Bin on Campus
2016	FALL	1	Write Letters to Veterans
2015	SPRING	2.5	God's Pit Crew Warehouse Volunteer

Total Hours: 5.5

John Cougar

Page 1 of 1

8/6/2018

Center for Community Engagement and Career Competitiveness • 434-791-7214 • CCECC@averett.edu

QUESTIONS?

Contact **Angie McAdams** about **internships** at amcadams@averett.edu

Contact **Billy Wooten** about **service-learning** at bwooten@averett.edu

Module 6: Mental Health and Well-Being Module

ACTIONS:

- Initiation: one-minute quick write about your time thus far at Averett (the good, the bad, and the “jury is still out on this one”)
- Introduce students to the W-Curve Theory of Adjustment
- Divide students in groups and have them discuss the following questions:
 - Before coming to college, did you expect this transition? What influenced your expectations?
 - Is your own transition experience identical to one of these models?
 - What resources on campus can be helpful for students at each stage of the continuum?
- Distribute the Common Signs of Mental Health
- Distribute the Self-Care Assessment
- Assign the **W-Curve and Self-Care Reflection and Action Project**
- **Discuss the paper assignment associated with the module. Due September 15th.**

NEXT CLASS PREPARATION:

- Bring your self-care plan to discuss with your peers and peer mentors in groups

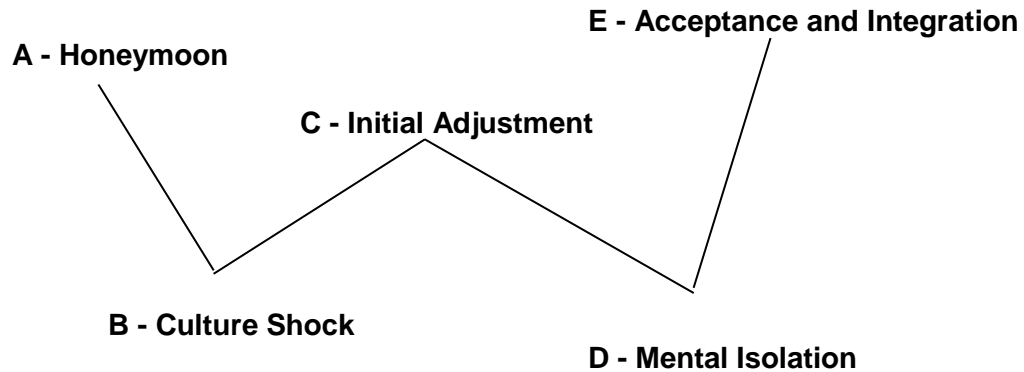
Purpose and Learning Objectives

Mental health affects your emotional, psychological and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. One way to maintain mental health and well-being is to help students assess their strengths and overall resilience. By empowering students with increased self-knowledge, they can more adeptly identify problems early and access supportive resources. The purpose of this learning module is to help first-year students “normalize” their transition and adjustment to college and to equip students with tools to manage stress and develop life skills.

Learning Objectives:

1. Students will increase their personal awareness in relation to overall mental health and well-being.
2. Students will discover the w-curve theory of adjustment and determine where they are within the stages of adjustment.
3. Students will identify and describe a minimum of 5 self-care activities.
4. Students will develop an action plan to improve and/or maintain the different dimensions of well-being.
5. Students will explain the impact of their own life balance and develop a plan to include dimensions of wellness.

The Gullahorn “W Curve” Transition Model



Stage A - Honeymoon

1. Students are enthusiastic, want to meet new people, get away from home, and start out on their own.

Stage B - Culture Shock

1. New set of surroundings. Hard to adjust to the residence hall and roommate.
2. Too many (or too few) people around depending on the size of the community they are from.
3. Food is different.
4. Language barriers.
5. Feelings of being lost: Where are classes? Where are campus resources? Where are community resources?
6. Excitement wears off and students begin to withdraw. Homesickness sets in.

Stage C - Initial Adjustment

1. Students begin to physically adjust and become use to their surrounding environment.
2. Students begin to feel "at home".

Stage D - Mental Isolation

1. Even though physical environment is better and one feels more "at home," other things stand out as being different:
 - a. Feeling of "It's hard to get to really know people."

- b. Feeling of "No one else feels the way I do."
 - c. Feeling of "I'm all alone and far from home."
 - d. Values are challenged.
2. Students will tend to isolate themselves during this stage.

*This is a very difficult time for students. (This stage may make or break them.)

Stage E - Acceptance and Integration

1. Student feels good about their decision to attend college.
2. Student feels "at home."
3. Student feels part of a new environment.

Things faculty and staff can do to help the adjustment process:

1. Show students that they are not alone.
2. Engage students into the campus community. Encourage them to participate in academic clubs, student organizations, and the surrounding community.
3. Reach out and spend quality time with students.
 - a. Invite them to dinner, attend campus events, adopt a residence hall floor and hang out with the students.
4. Have an open mind and be willing to accept differences.

COMMON SIGNS OF A MENTAL HEALTH CONDITION

Mental health conditions have 10 common warning signs that should be taken seriously. If you or someone you know experiences one or more of these signs, you should talk with trusted family, peers or mentors and seek assistance.

1. Feeling very sad or withdrawn for more than two weeks
2. Severe, out-of-control risk-taking behaviors
3. Sudden overwhelming fear for no reason
4. Not eating, throwing up or using laxatives to lose weight
5. Seeing, hearing or believing things that are not real
6. Repeatedly and excessively using drugs or alcohol
7. Drastic changes in mood, behavior, personality or sleeping habits
8. Extreme difficulty in concentrating or staying still
9. Intense worries or fears that get in the way of daily activities
10. Trying to harm oneself or planning to do so

It can be difficult to know whether what you are experiencing is an early sign of an emerging mental health condition or part of adjusting to college. You don't have to know the answer to this question. Listen to your mind and body. If you are not feeling right and are having trouble shaking that feeling, then talk with someone who can help you sort things out and help you decide what kind of support or care you need.

The **Averett University Counseling Center** is a learning and resource center that provides personal counseling to individuals and groups, consultation services and educational programming. The services of the center promote personal and social growth and development.

The staff of the Averett University Counseling Center is committed to providing services to help students achieve their personal and academic goals. Counseling services are offered to individuals or groups in a confidential manner, enabling students to find resources, solve problems and make behavior changes as needed. Students are treated with respect, and issues are addressed in a timely manner. Exceptional student service and preparing students for an emotionally healthy and successful life is the mission of the Averett University Counseling Center.

You may request an appointment with the Counseling Center by simply emailing: **counseling@averett.edu**

The W-Curve and Self-Care Reflection and Action Project

You learned about the phases of college transition in class: honeymoon, culture shock, initial adjustment, mental isolation, acceptance and integration. Not all students go through these phases or in this exact order. However, every student goes through various phases of transition and some experiences are more intense than others. Regardless, it is important to be self-aware during this time. Your first semester of college is a time tremendous self-growth, so you may need to experience some growing pains in order to get where you want to be.

Part I – Reflection and Application.

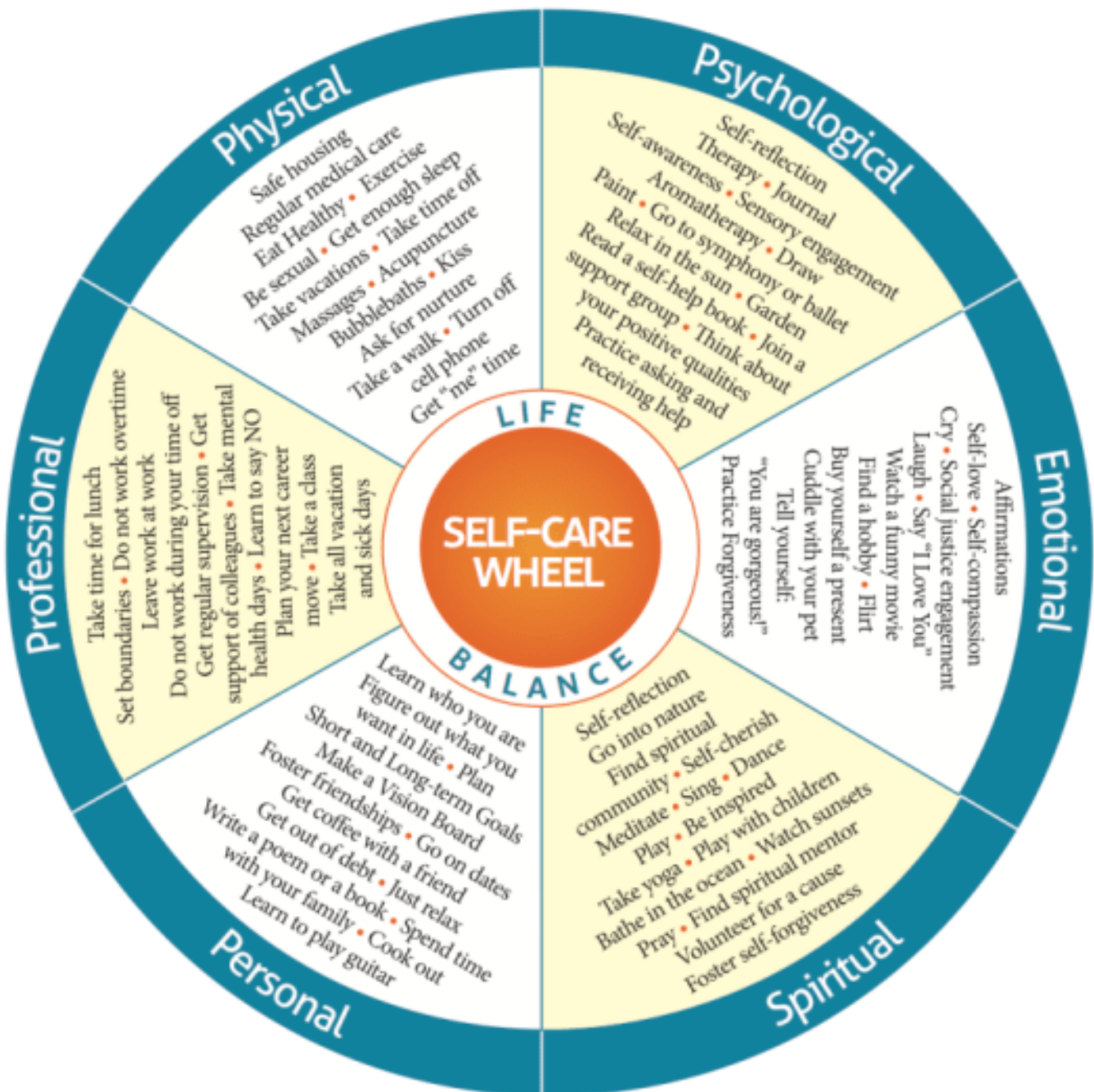
The first part of this assignment is to write a 2-3 page reflection paper that relates the W-Curve to your personal experience transitioning to college thus far. Have you gone through any of these five phases? Did you go through the same phases as the W-Curve? If not, describe the various phases of your personal transition. Is college what you expected it to be? What do you like? What do you dislike? Do you feel adjusted? What have you learned? How is your experience different from the W-Curve? Furthermore, state your opinion of the W-Curve and elaborate. Do you think this model describes the typical college freshman transition? Was it helpful to learn about it?

Part II – Self-Care

Self-care is a sustainable and holistic investment in our minds and bodies. It includes taking good care of our physical health, most notably by eating healthily, exercising, and sleeping well. But it also entails looking after our minds and emotions, which can take the form of setting time aside for activities that nourish our spirits and learning to understand how we can best replenish our energies. The second part of this assignment consist of completing the Self-Care assessment and describe a minimum of three things that you can do to care for yourself and manage your stress. When developing your self-care plan address the following questions:

1. How will you incorporate these self-care activities into your daily/weekly routine?
2. What might get in the way of maintaining my self-care plan?
3. What can you do to remove these barriers? If you can't remove them you might want to adjust your strategies?
4. How will you hold yourself accountable?

SELF-CARE WHEEL



This Self-Care Wheel was inspired by and adapted from "Self-Care Assessment Worksheet" from *Transforming the Pain: A Workbook on Vicarious Traumatization* by Saakvitne, Pearlman & Staff of TSI/CAAP (Norton, 1996). Created by Olga Phoenix Project: Healing for Social Change (2013).

Dedicated to all trauma professionals worldwide.

www.OlgaPhoenix.com

Module 7: Alcohol Education Module

Standard Drinks, Blood Alcohol Content (BAC), Protective Strategies

ACTIONS:

Calculating Activity:

1. Have students calculate their BAC for six drinks in three hours by using the formula.
 - a. Have everyone report out their BAC and discuss the results
2. Pass out an index card with a scenario to each person, pair or group
 - a. Have them calculate the BAC using the formula on the card
 - b. Go around in a circle and read the scenario and share the BAC

NEXT CLASS PREPARATION:

- Do the E-Checkup before next class
- Bring your report to class for review

Purpose & Learning Objectives

Standard Drinks: Many people are surprised to learn what counts as a standard alcoholic drink. Different types of beer, wine, or liquor can have very different amounts of alcohol content. The purpose for teaching standard drinks is to demonstrate that beer, wine, and distilled spirits/liquor have variances in alcohol content. The size of a standard drink has been established by medical and other health professionals. This knowledge base contributes to understanding how much alcohol an individual is consuming which aids in determining blood alcohol level.

By the end of this learning module, students will be able to:

1. Define a standard drink. (0.6 oz of pure alcohol also known as percent alcohol by volume % ABV. The average body can metabolize one standard drink in one hour.)
2. Distinguish the differences between beers, wines and liquors.
3. Understand the formula to calculate a standard drink.
4. Calculate standard drinks.

Blood Alcohol Content (BAC): In general, the legal limit of intoxication in the United States is .08 BAC. (*Note: you can be arrested for BAC levels below .08*) However, most people do not know what a .08 BAC level looks like, feels like, or how many drinks it takes to get to that level. The intent of teaching BAC is to increase understanding of the factors affecting BAC and how to calculate BAC levels. To calculate your BAC, one must take gender into account. On average, one standard drink will raise an individual's blood alcohol level by .020 for women and .017 for men. An average person can eliminate about one standard drink per hour.

By the end of this learning module, students will be able to:

1. Understand the meaning of BAC.

2. Estimate their BAC using the formula given.
3. Understand the gender difference for BAC.
4. Know approximately how many drinks they can consume to keep their BAC at or below .060.

Protective Strategies: The purpose of teaching protective strategies is to help students discover ways to moderate high risk drinking behavior in order to reduce negative outcomes. A major nationwide survey of 43,000 U.S. adults by the National Institutes of Health shows that only about 2 in 100 people who drink within both the single-day and weekly limits (below) have alcoholism or alcohol abuse. These current guidelines are also important for avoiding drinking related risks and/or problems.

By the end of this learning module, students will be able to:

1. Identify high risk drinking behavior.
2. Conduct a quick functional analysis of their current drinking behavior.
3. Identify strategies for staying in the Positive Drinking Zone.
4. Consider prevention strategies to put into practice.

Standard Drink Teaching Activity

Begin by posing the question: "What is a standard drink?"

Typical responses from the participants are:

1 Beer, 1 Shot of Liquor, 1 Glass of Wine

Explain that a standard drink equals .6 oz. of pure alcohol and the body is able to metabolize one drink per hour. To calculate standard drink you need to know the quantity (in ounces) of a beverage and the strength of the drink in terms of "percent alcohol by volume."

The average body can metabolize 0.6 oz. of pure alcohol (e.g. one standard drink) in one hour.

12 fl oz of
regular beer



(~ 5% alcohol)

8-9 fl oz of
malt liquor



(~ 6.5%+ alcohol)

5 fl oz of
table wine



(~ 12% alcohol)

1.5 fl oz shot
of 80-proof spirits
"hard liquor"



(~ 40% alcohol)

*Percentages are approximations of the ABV of each beverage (NIAAA)

Standard drinks in a 16 oz. Solo cup



Beer (2nd from top line)

Malt Liquor

Wine (2nd from bottom line)

Liquor (bottom line)

To calculate standard drinks:

1. To calculate a standard drink you need to know the quantity (ounces) of the beverage and the strength of the drink in terms of “percent alcohol by volume (% ABV)”
2. Multiply the quantity (in ounces) X “Percent Alcohol by Volume”
 - a. (% ABV) → remember to convert the % to decimals
3. Then, divide this number by 0.6 (the amount of pure alcohol in one standard drink)

Examples of Calculating a Standard Drink

1. 12 ounce can of Budweiser (4.5% ABV)
 - a. $12 \times .045 = .54$
 - b. $.54 / .6 = .9$
 - c. 1 can of Budweiser equals .9 standard drinks. (Essentially 1 standard drink)
2. 1.5 ounces of Vodka (40% ABV)
 - a. $1.5 \times .40 = .6$
 - b. $.6 / .6 = 1$
 - c. 1 shot of Vodka equals 1 standard drink
3. 16 ounces of Jungle Juice (20% ABV)
 - a. $16 \times .20 = 3.2$
 - b. $3.2 / .6 = 5.3$
 - c. 1 solo cup of jungle juice equals 5.3 standard drinks which is equivalent to 5 cans of Budweiser or 5 shots of Vodka

Processing the Exercise:

1. *Reflecting:*
 - a. What is the purpose of discussing standard drinks?
 - b. What new things did you learn about standard drinks?
 - c. What is the most challenging part of this exercise?
2. *Understanding:*

- a. What did you learn about yourself regarding the number of standard drinks you typically consume?
 - b. Did you overestimate or underestimate?
 - c. How could this information inform decision making concerning alcohol consumption?
3. *Applying:*
- a. What are some ways to apply this information?
 - b. What are possible barriers to tracking standard drinks?
 - c. How do you intend to use this information?

Summary:

1. Review the importance of standard drinks.
 - a. Know how much alcohol is in your body.
 - b. Reinforce that it is easy to underestimate the amount of alcohol that is in a drink.
 - c. Remind students that the average body can process one standard drink in one hour.
 - d. Being knowledgeable of standard drinks makes it possible to estimate blood alcohol levels
2. Review the standard drink formula.
3. Refer students to the Rethinking Drinking Website
<https://www.rethinkingdrinking.niaaa.nih.gov/tools/calculators/drink-size-calculator.aspx>

Calculating BAC Teaching Activity

Emphasize that gender is one of the factors that affects BAC. Explain that on average one standard drink will raise an individual's blood alcohol concentration by .020 for women and .017 for men. An average person can eliminate about one standard drink per hour.

To calculate your BAC, you take the number of standard drinks consumed and subtract the number of hours spent drinking. Then multiply that number by either .020 (women) or .017 (men).

Scenarios:

1. An 180-pound man is staggering down the street at 1am. The police approached him because he was a potential threat to himself. He blew into a breathalyzer and it registered a .31. How many drinks did he have if he was drinking for 5 hours?
2. You have 8 drinks over the course of the night. You started drinking at 10:00pm and ended at 2:00am. What is your BAC?
3. Your 115-pound girlfriend took 7 shots of vodka in one hour. What is her BAC?
4. You were arrested for a Drunk in Public (DIP). You started drinking at 7pm and were arrested and taken to jail at 11pm. The next morning you blew a .06 at 7am. How many standard drinks did you have?
5. You are at a party for 4 hours. You drank 2 standard drinks per hour. What is your BAC at the end of 4 hours?

Processing the Exercise:

1. *Reflecting:*
 - a. What is the purpose of discussing blood alcohol level?
 - b. Do you typically keep track of your BAC?
 - c. Which result from the BAC scenario surprises you?
 - d. What is the most challenging part of this exercise?
2. *Understanding:*
 - a. What did you learn about yourself regarding the number of standard drinks it takes to get to a certain BAC?
 - b. What are some positive things about knowing your BAC in the future?
3. *Applying:*
 - a. How could this be applied before, during or after a party?
 - b. How does this information inform decision making concerning alcohol consumption?

Summary:

1. Review the BAC factor for women (.020) and men (.017).
2. Review why it is important to track standard drinks throughout the night.
3. Sobering Up - People are often surprised to learn how long it takes to sober up after consuming alcohol. In general, our bodies can metabolize and clear one standard drink per hour

2 am	Stop drinking	.200
3 am	Go to sleep	.185

5 am	Loss of sound sleep	.155
9 am	Get up for class	.095
10 am	Drive to class – risk of DUI	.080
11 am	In class – mind still foggy, fatigued	.065
1 pm	In class - still unfocused	.035
4 pm	Sober at last – still feeling hung over	.000
48 hours later	Still physically and cognitively impaired	.000
72 hours later	Still cognitively impaired	.000

Protective Strategies Teaching Activity

1. No one wants to have negative outcomes as a result of drinking. So what can be done?
2. Break the group into dyads or triads and ask them to think about different drinking situations and steps they could take to lower risk.
 - a. They should include actions to be taken before, during and after drinking, and
 - b. Steps that include both reducing consumption and reducing negative outcomes.
3. As a dyad or triad brainstorm strategies that help to stay in the Positive Drinking Zone and reduce negative outcomes.
4. Have the different groups report out while you generate a “master list” of strategies.
5. Ask if it is ok if you add a few. Add the following if they are not present:
 - a. Designate a non-drinking driver
 - b. Hydrate before and while drinking
 - c. Eat before and while drinking
 - d. Choose not to drink
 - e. Choose to avoid high-alcohol drinks, shots or drinking games
 - f. Pace consumption
 - g. Track number of standard drinks
 - h. Drink for only positive reasons.
 - i. Know the warning signs of alcohol poisoning.
6. From the list and ask each student to choose a minimum of two strategies they feel comfortable putting into practice the next time they consume alcohol.

Processing the Exercise:

1. Reflecting
 - a. What is the purpose of generating a list of harm reduction strategies?
 - b. Which strategies have you used in the past?
 - c. What things could you do more often?
2. Understanding

- a. What new things did you learn about reducing harm?
 - b. What prevention strategies make the most sense to you?
3. Applying
- a. What are the potential barriers to each of these strategies?
 - b. How could you overcome these barriers?
 - c. Which two prevention strategies are you willing to consider putting into practice, or commit to, the next time you consume alcohol?

Summary:

1. Remind students to be mindful of when, what, and how they choose to consume alcohol.
2. Discuss why having a plan will almost always reduce risks and harm, even if it is changed over time.
3. Emphasize that they can be successful at reducing negative outcomes by employing multiple strategies over multiple occasions.
4. Using strategies that reduce consumption and also minimize risks and negative outcomes will produce the best result.
5. Staying in the Positive Drinking Zone as often and much as possible is the key to positive outcomes.
6. Choose Not to Drink....
 - On certain days.
 - For the effects (such drinking is risky; over time you will need more to achieve the same effect).
 - To get drunk or to get “intoxicated.”
 - And drive.
 - If you have legal sanctions (e.g., probation, parole) or social sanctions (e.g., family, spouse) that prohibit the use of alcohol.
 - When boating, swimming, hunting, or engaging in other recreational activities or using power tools.
 - If taking medications that interact or are ineffective with alcohol.
 - If you have a medical condition that could be affected by alcohol (e.g., diabetes, ulcers, high blood pressure). If uncertain consult with a physician
7. Remind students of the nationwide survey:
 - A major nationwide survey of 43,000 U.S. adults by the National Institutes of Health shows that only about 2 in 100 people who drink within both the single-day and weekly limits below have alcoholism or alcohol abuse.

Low-risk drinking limits		MEN	WOMEN
	On any single DAY	No more than 4  drinks on any day	No more than 3  drinks on any day
	Per WEEK	14  drinks per week	7  drinks per week

To stay low risk, keep within BOTH the single-day AND weekly limits.

Alcohol ECHECKUP TO GO Assignment

Purpose:

The misuse and abuse of alcohol on college campuses is strongly correlated with many of the most serious personal traumas, disappointments and failures that students experience during their college career. At Averett University we are committed to health and wellbeing of our entire campus community. The purpose of the Alcohol ECHECKUP TO GO assignment is to help students increase their knowledge of alcohol and develop skills to thoughtfully monitor drinking patterns should you choose to consume alcohol. In addition, the Alcohol ECHECKUP TO GO program will help you identify significant risks factor related to alcohol use and become familiar with campus and community resources available should you or a friend need help.

But I don't drink alcohol! What value is this program to me?

Many of our students do not drink and the majority of those who do, drink in moderation. However, most all of us know someone—a classmate, friend, family member or team mate—who drinks at levels that cause us concern. The Alcohol eCHECKUP TO GO program will allow you to more readily identify key personal risk factors and see specific patterns that can lead to dangerous and destructive drinking. You will learn about the resources available on campus and in our local community to help you help a friend. Having these skills can strengthen your ability to be a caring friend and empower you to help someone you care about. Taking good care of ourselves and supporting our colleagues are actions we know strengthen and bring vitality to our campus community.

To complete Alcohol ECHECKUP TO GO Assignment:

1. Log into <https://echeckup.sdsu.edu/usa/alc/coll/averett/#!/> and complete the questionnaire.
2. Click on the Verification of Completion. Please note that your responses to the questionnaire are stored separately from your feedback profile and are NOT linked to your eCHECKUP TO GO feedback profile. If you log-out or close your browser before completing the Verification at the end of the feedback, your information will not be recorded and you may have to re-complete the program.
3. Write down your personal code to review your feedback report.

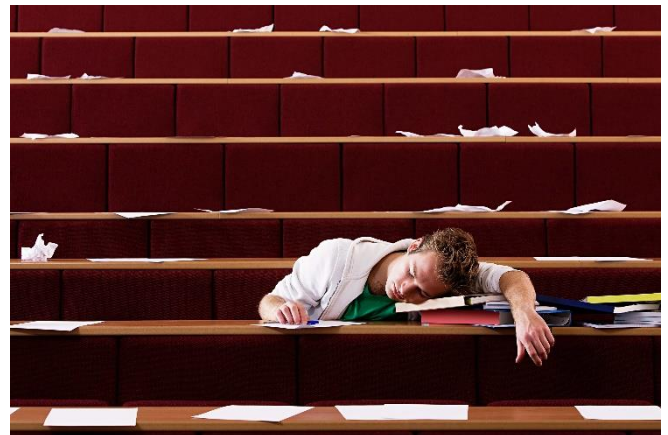


SPECIAL MESSAGE REGARDING COVID-19: In light of the current coronavirus pandemic, it is especially important this fall for college students to take the necessary measures to protect their health and well-being, particularly if schools have resumed in-person or hybrid classes.

Especially now, students and college administrators need to understand the risks associated with alcohol use. For more information, please see the [blog post from NIAAA Director George F. Koob, Ph.D., about alcohol misuse among college students during the COVID-19 pandemic.](#)

Harmful and underage college drinking are significant public health problems, and they exact an enormous toll on the lives of students on campuses across the United States.

Drinking at college has become a ritual that students often see as an integral part of their higher education experience. Some students come to college with established drinking habits, and the college environment can lead to a problem. According to a national survey, almost 53 percent of full-time college students ages 18 to 22 drank alcohol in the past month and about 33 percent engaged in binge drinking during that same time frame.¹ For the purposes of this survey, binge drinking was defined as consuming 5 drinks or more on one occasion for males and 4 drinks or more for females. However, some college students drink at least twice that amount, a behavior that is often called high-intensity drinking.²



Consequences of Harmful and Underage College Drinking

Drinking affects college students, their families, and college communities.

Death

The most recent statistics from the National Institute on Alcohol Abuse and Alcoholism (NIAAA) estimate that about 1,519 college students ages 18 to 24 die from alcohol-related unintentional injuries, including motor vehicle crashes.³

Assault

The most recent NIAAA statistics estimate that about 696,000 students ages 18 to 24 are assaulted by another student who has been drinking.⁴

Sexual Assault

The most recent statistics from NIAAA estimate that about 97,000 students ages 18 to 24 report experiencing alcohol-related sexual assault or date rape.⁴

What Is Binge Drinking?

Many college alcohol problems are related to binge drinking. NIAAA defines binge drinking as a pattern of drinking alcohol that brings blood alcohol concentration (BAC) to 0.08 percent—or 0.08 grams of alcohol per deciliter—or higher.* For a typical adult, this pattern corresponds to consuming 5 or more drinks (male), or 4 or more drinks (female), in about 2 hours.⁸

Drinking this way can pose serious health and safety risks, including car crashes, drunk-driving arrests, sexual assaults, and injuries. Over the long term, frequent binge drinking can damage the liver and other organs.

*BAC of 0.08 percent corresponds to 0.08 grams per 100 milliliters.

Academic Problems

About one in four college students report experiencing academic difficulties from drinking, such as missing class or getting behind in schoolwork.⁵

In a national survey, college students who binge drank alcohol at least three times per week were roughly six times more likely to perform poorly on a test or project as a result of drinking (40 percent vs. 7 percent) than students who drank but never binged. The students who binge drank were also five times more likely to have missed a class (64 percent vs. 12 percent).⁶

Alcohol Use Disorder (AUD)

Around 9 percent of full-time college students ages 18 to 22 meet the criteria for past-year AUD, according to a 2019 national survey.⁷

Other Consequences

Other consequences include suicide attempts, health problems, injuries, unsafe sexual behavior, and driving under the influence of alcohol, as well as vandalism, damage, and involvement with the police.



How Much Is a Drink?

To avoid binge drinking and its consequences, college students (and all people who drink) are advised to track the number of drinks they consume over a given period of time. That

is why it is important to know exactly what counts as a drink.

In the United States, a standard drink (or one alcoholic drink-equivalent) is one that contains 0.6 fl oz or 14 grams of pure alcohol (also known as an alcoholic drink-equivalent), which is found in the following:

- » 12.0 oz of beer with about 5 percent alcohol content
- » 5.0 oz of wine with about 12 percent alcohol content
- » 1.5 oz of distilled spirits (e.g., gin, rum, tequila, vodka, and whiskey) with about 40 percent alcohol content

Unfortunately, although the standard drink (or alcoholic drink-equivalent) amounts are helpful for following health guidelines, they may not reflect customary serving sizes. A large cup of beer, an overpoured glass of wine, or a single mixed drink could contain much more alcohol than a standard drink. In addition, the percentage of pure alcohol varies within and across beverage types (e.g., beer, wine, and distilled spirits).

Factors Affecting Student Drinking

Although some students come to college already having some experience with alcohol, certain aspects of college life—such as unstructured time, widespread availability of alcohol, inconsistent enforcement of underage drinking laws, and limited interactions with parents and other adults—can lead to the problem. In fact, college students have higher binge-drinking rates and a higher incidence of driving under the influence of alcohol than their noncollege peers.

The first 6 weeks of freshman year are a vulnerable time for heavy drinking and alcohol-related consequences because of student expectations and social pressures at the start of the academic year.

Factors related to specific college environments also are significant. Students attending schools with strong Greek systems or prominent athletic programs tend to drink more than students at other types of schools. In terms of living arrangements, alcohol consumption is highest among students living in fraternities and sororities and lowest among commuting students who live with their families.

An often overlooked preventive factor involves the continuing influence of parents. Research shows that students who choose not to drink often do so because their parents discussed alcohol use and its adverse consequences with them.

Addressing College Drinking

Ongoing research continues to improve our understanding of how to address the persistent and costly problem of harmful and underage student drinking. Successful efforts typically involve a mix of strategies that target individual students, the student body as a whole, and the broader college community.

Strategies Targeting Individual Students

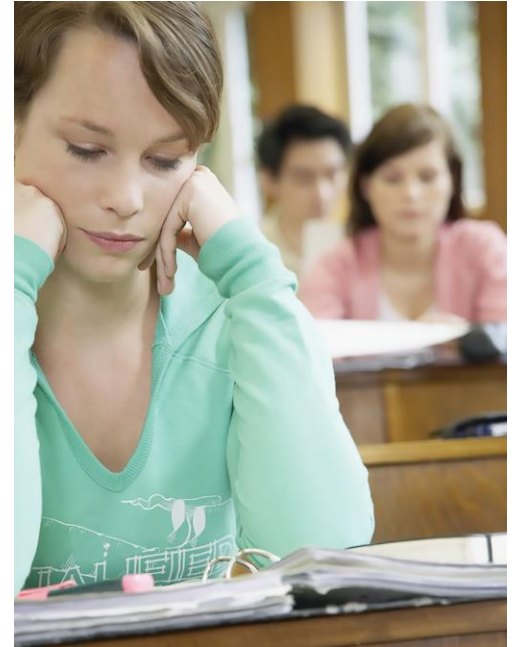
Individual-level interventions target students, including those in higher risk groups such as first-year students, student athletes, members of Greek organizations, and mandated students. The interventions are designed to change student knowledge, attitudes, and behaviors related to alcohol so they drink less, take fewer risks, and experience fewer harmful consequences.

Categories of individual-level interventions include the following:

- » Education and awareness programs
- » Cognitive-behavioral skills-based approaches
- » Motivation and feedback-related approaches
- » Behavioral interventions by health professionals

Strategies Targeting the Campus and Surrounding Community

Environmental-level strategies target the campus community and student body as a whole. They are designed to change the campus and community environments where student drinking occurs. Often, a major goal is to reduce the availability of alcohol, because research shows that reducing alcohol availability cuts consumption and harmful consequences on campuses as well as in the general population.



Alcohol Overdose and College Students

Thousands of college students are transported to the emergency room each year for alcohol overdose, which occurs when there is so much alcohol in the bloodstream that areas of the brain controlling basic life-support functions—such as breathing, heart rate, and temperature control—begin to shut down. Signs of this dangerous condition can include the following:

- » Mental confusion, stupor
- » Difficulty remaining conscious or inability to wake up
- » Vomiting
- » Seizures
- » Slow breathing (fewer than eight breaths per minute)
- » Irregular breathing (10 seconds or more between breaths)
- » Slow heart rate
- » Clammy skin
- » Dulled responses, such as no gag reflex (which prevents choking)
- » Extremely low body temperature, bluish skin color, or paleness

Alcohol overdose can lead to permanent brain damage or death, so a person showing any of these signs requires immediate medical attention. Do not wait for the person to have all the symptoms, and be aware that a person who has passed out can die. Call 911 if you suspect alcohol overdose.

A Mix of Strategies Is Best

For more information on individual- and environmental-level strategies, visit NIAAA's *CollegeAIM* (which stands for *College Alcohol Intervention Matrix*) guide and interactive website. Revised and updated in 2020, *CollegeAIM* rates more than 60 alcohol interventions for effectiveness, cost, and other factors—and presents the information in a user-friendly and accessible way.

In general, the most effective interventions in *CollegeAIM* represent a range of counseling options and policies related to sales and access. After analyzing alcohol problems at their own schools, officials can use the *CollegeAIM* ratings to find the best combination of interventions for their students and unique circumstances.



Research suggests that creating a safer campus and reducing harmful and underage student drinking will likely come from a combination of individual- and environmental-level interventions that work together to maximize positive effects. Strong leadership from a concerned college president in combination with engaged parents, an involved campus community, and a comprehensive program of evidence-based strategies can help address harmful student drinking.

For more information, please visit: <https://www.collegedrinkingprevention.gov/CollegeAIM>

¹ SAMHSA, Center for Behavioral Statistics and Quality. 2019 National Survey on Drug Use and Health. Table 6.21B—Types of Illicit Drug, Tobacco Product, and Alcohol Use in Past Month among Persons Aged 18 to 22, by College Enrollment Status and Gender: Percentages, 2018 and 2019. <https://www.samhsa.gov/data/sites/default/files/reports/rpt29394/NSDUHDetailedTabs2019/NSDUHDetTabsSect6pe2019.htm#tab6-21b>. Accessed January 11, 2021.

² Hingson, R.W.; Zha, W.; and White, A.M. Drinking beyond the binge threshold: Predictors, consequences, and changes in the U.S. *American Journal of Preventive Medicine* 52(6):717–727, 2017. PMID: 28526355

³ Methodology for arriving at estimates described in Hingson, R.; Zha, W.; and Smyth, D. Magnitude and trends in heavy episodic drinking, alcohol-impaired driving, and alcohol-related mortality and overdose hospitalizations among emerging adults of college ages 18–24 in the United States, 1998–2014. *Journal of Studies on Alcohol and Drugs* 78(4):540–548, 2017. PMID:28728636

⁴ Methodology for arriving at estimates described in Hingson, R.; Heeren, T.; Winter, M.; and Wechsler, H. Magnitude of alcohol-related mortality and morbidity among U.S. college students ages 18–24: Changes from 1998 to 2001. *Annual Review of Public Health* 26:259–279, 2005. PMID: 15760289

⁵ Wechsler, H.; Lee, J.E.; Kuo, M.; et al. Trends in college binge drinking during a period of increased prevention efforts. Findings from 4 Harvard School of Public Health College Alcohol Study Surveys: 1993–2001. *Journal of American College Health* 50(5):203–217, 2002. PMID: 11990979

⁶ Presley, C.A.; and Pimentel, E.R. The introduction of the heavy and frequent drinker: A proposed classification to increase accuracy of alcohol assessments in postsecondary educational settings. *Journal of Studies on Alcohol and Drugs* 67(2):324–331, 2006. PMID:16562416

⁷ SAMHSA, Center for Behavioral Statistics and Quality. 2019 National Survey on Drug Use and Health. Table 6.23B—Alcohol Use Disorder in Past Year among Persons Aged 18 to 22, by College Enrollment Status and Demographic Characteristics: Percentages, 2018 and 2019. <https://www.samhsa.gov/data/sites/default/files/reports/rpt29394/NSDUHDetailedTabs2019/NSDUHDetTabsSect6pe2019.htm#tab6-23b>. Accessed September 17, 2020.

⁸ NIAAA. NIAAA council approves definition of binge drinking. *NIAAA Newsletter* 3:3, Winter 2004. https://pubs.niaaa.nih.gov/publications/Newsletter/winter2004/Newsletter_Number3.pdf. Accessed March 5, 2018.



Module 8: Multicultural Assessment, Code-Switching and Impression Management

General Aim: Students understand how they and others are unique and worthy of respect

ACTIONS:

- Discuss impression management and code switching (see PowerPoint)
- Use the My Multicultural-Self Teacher Tool for class.
- Discuss Paper Assignment. Due September 20th.

NEXT CLASS PREPARATION:

- Bring your computers for the next class.



Today's Competencies: Critical Thinking/Problem Solving, Oral/Written Communications, Leadership, Teamwork/Collaboration, Global/Intercultural Fluency



My Multicultural Self Teacher Tool

Really allow students the opportunity to think about how they identify themselves. Discuss how we all see and define ourselves differently.

Once they have finished their handout:

1. Ask them if it was difficult to put a label on themselves.
2. Ask someone to share a story about a time they were especially proud to identify themselves with one of the descriptors they used above.
3. Ask someone to share a story about a time it was especially painful to be identified with one of the identifiers or descriptors.
4. Ask someone to name a stereotype associated with one of the groups with which they identify that is not consistent with who they are.

Have them fill in the following sentence:

I am (a/an)_____ but I am NOT (a/an)_____.

5. How do stereotypes affect our everyday encounters?
6. Have you ever been negatively or positively affected by someone's stereotypes?

Discuss how everyone stereotypes to a certain degree but that people must proactively fight the urge to allow these thoughts to impact their encounters with new individuals.

Different But Same Activity

Go through these questions with your group and allow them to answer them.

Have students stand in a circle. Instruct students that this activity is challenge by choice. If at any point they feel uncomfortable answering the questions, they do not have to answer.

If the student identifies with your question, have them step forward. If the student does not identify with the question, have them step backwards. If the student is unsure or does not want to respond, they stay put. After each answer, have the students return to their original positions.

The Questions:

Who here likes music?

Who here plays a musical instrument?

Who here likes movies?

Who here has seen Harry Potter?

Who here played high school sports?

Continued on the next page.

Who here was valedictorian?

Who here considers themselves a scholar?

Who here was in theatre?

Who here was born outside of the U.S?

Who here has traveled overseas?

Who here fluently speaks two languages or more?

Who here was born in an urban environment?

Who here was born in a rural environment?

Who here identifies as being Asian or Asian American?

Who here identifies as being Jewish?

Who here identifies as being biracial or multiracial?

Who here identifies as being Native American?

Who here is the only child?

Who here has three or more siblings?

Who here belongs to a blended or step-family?

Who here was raised by a single parent?

Who here was adopted?

Who here is a first-generation college student?

Who here has one or both parents who completed post-graduate work?

Who here knows someone who identifies as being gay, lesbian, bi-sexual or transgender?

Who here feels as if they are from a family that did not have enough financial resources?

Who here feels as if they are from a family who had more than enough financial resources?

Who here is Atheist?

Who here considers themselves a spiritual person?

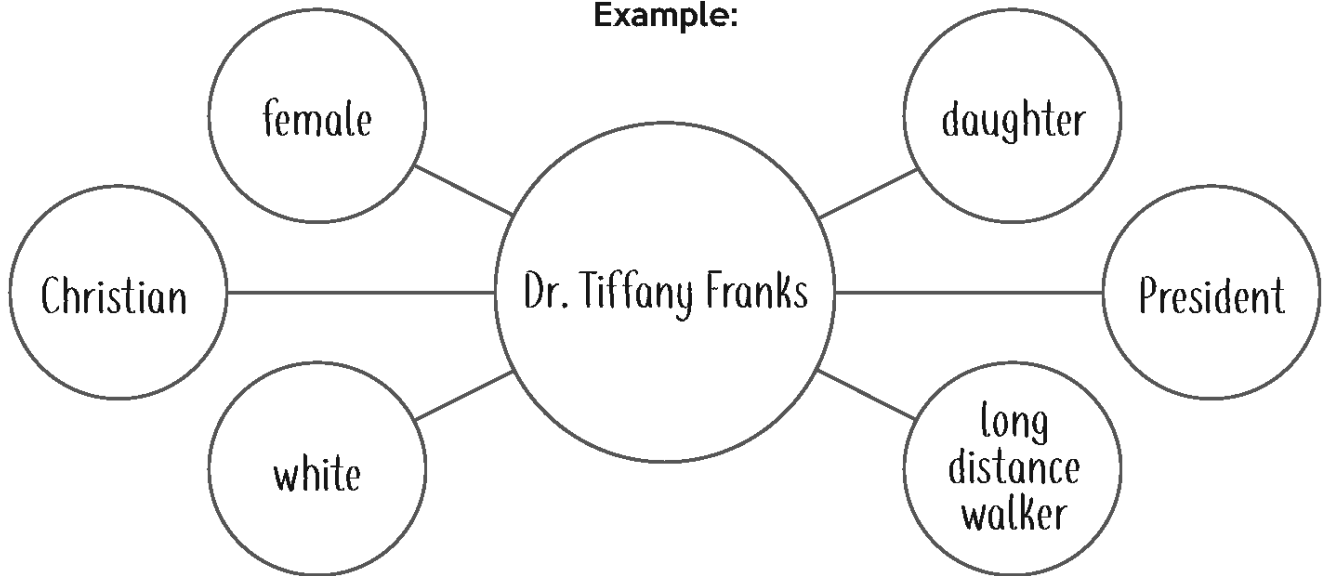
Who here considers themselves a religious person?

Discuss how people have their differences, but that people have more in common than at first glance. Ask each student to share something they learned through this activity.

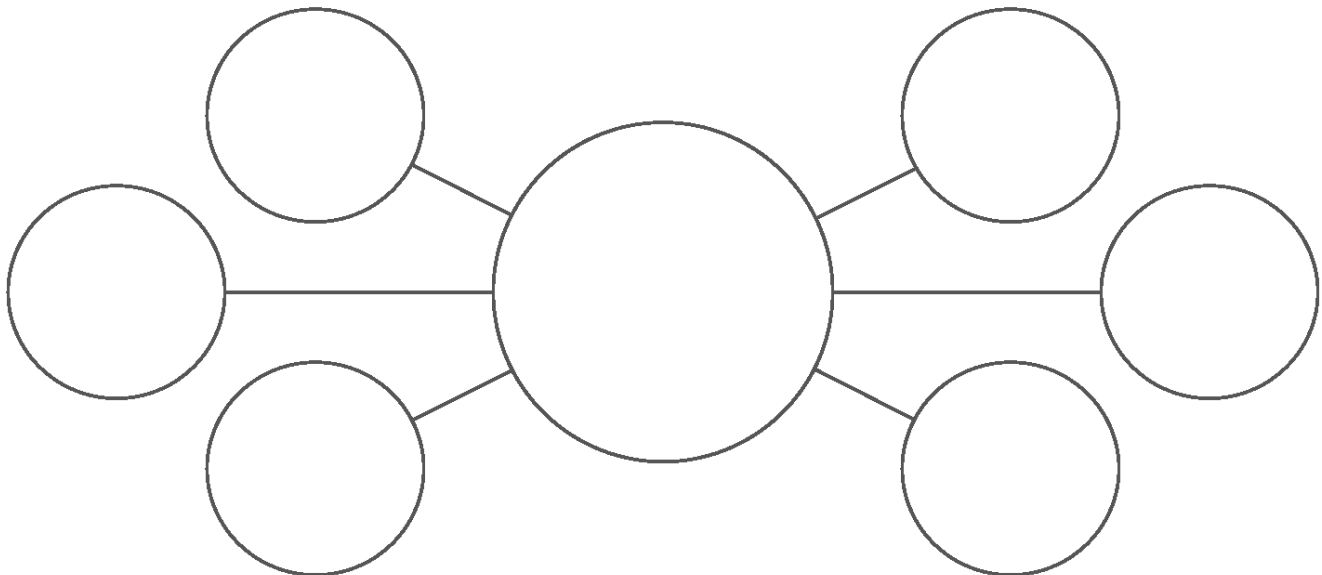
My Multicultural Self In-Class Activity

Place your name in the center circle of the structure below. Write an important aspect of your identity in each of the satellite circles -- an identifier or descriptor that you feel is important in defining you. This can include anything: Asian American, female, father, athlete, educator, Taoist, scientist, or any descriptor with which you identify.

Example:



Now fill out your own!



1. Share a story about a time you were especially proud to identify yourself with one of the descriptors you used above.
 2. Share a story about a time it was especially painful to be identified with one of your identifiers or descriptors.
 3. Name a stereotype associated with one of the groups with which you identify that is not consistent with who you are.
- Fill in the following sentence: I am (a/an) _____ but I am NOT (a/an) _____.

Module 9: Growth Mindset

General Aim: Introduce a nurturing learning environment co-created by students

ACTIONS:

- Growth Mindset is the foundation of Averett’s Quality Enhancement Plan.

“Averett’s QEP is focused on student resiliency through growth mindset. The QEP is intended to provide interventions that will be successful in changing mindsets and promoting student success and persistence. Faculty and staff training, faculty development and implementation in the classroom of growth mindset strategies and online modules for students are components of the project. By developing growth mindset, Averett students will benefit from academic challenge, become more successful students, and be better prepared to serve and lead as catalysts for positive change.”

QEP Student Learning Outcomes

Averett will provide programs to promote growth mindset to support significant and positive effects on students’ persistence, performance, and resilience. Outcomes are associated with observed increases in student engagement, use of support facilities, academic performance, and retention. These measures of success will be assessed for the QEP but there are also student learning outcomes that are desirable as well:

1. Students will be able to recognize fixed mindsets.
2. Students will be able to identify strategies to develop a growth mindset.
3. Students will demonstrate that they can apply growth mindset strategies to increase academic success in their course. (“Quality Enhancement Plan: Resiliency Through Growth Mindset,” 2016)”

- Review the growth mindset pages in this textbook.
- “What does growth mindset learning look like?” Document ideas.
- Start a class discussion about what it means to get an F on an assignment. Document student ideas.
- Ask the students, “What if we had a class with no Fs?” “What if you could try new things, knowing you would not fail?”

Averett 101 Grading Scale Using Growth Mindset

Assignment Grades	Final Grade Submitted	Percentage Points
A	A	100- 90
B	B	89- 80
C	C	79- 70
D	D	69- 65
Not Yet	F	64- 0

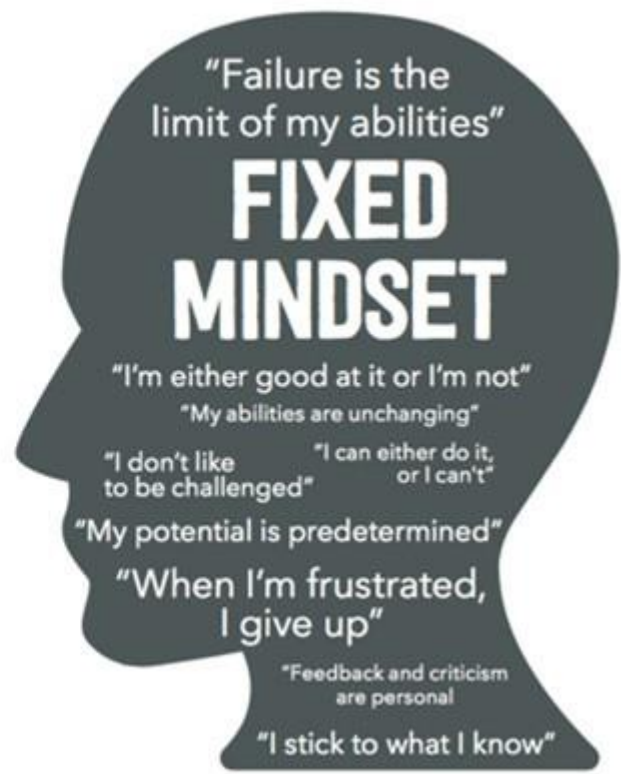
NOT YET on a paper helps students understand that the work is not completed and that it is important to persist when challenged.

When grading student work, be it formative or summative, create a cut off point for what you would consider mastery. All work that does not meet this expectation is marked NOT YET. When returned to students, explain that they are to revise work and provide guidelines and structure for students to fix their assignments and demonstrate mastery.

- Ask for student reactions- how will this change your perception of a college class? How will this change your responsibilities?
- Explain that your grading practices will be different- there will be no Fs. Explain that “Not Yet” will be the grade on assignments that have not demonstrated mastery. Explain how you will provide students with feedback to foster their growth on the topic, in the class, and at Averett. The student is expected to take advantage of these opportunities to learn, implement different strategies to make progress and growth, and re-submit the assignment according to your feedback.

NEXT CLASS PREPARATION:

- Bring your computers for the next class.



Today's Competencies: Critical Thinking/Problem Solving, Oral/Written Communications



Module 10: PERTS Online Module

General Aim: Each student completes the PERTS online module

ACTIONS:

- All students need to have internet access to take the PERTS Online Module. Administer according to PERTS training and the PERTS-approved script.

NEXT CLASS PREPARATION:

- Bring your computers for the next class.

PERTS Module Facilitator Instruction

“Our college is working on a special program with Stanford University. The program will help instructors and administrators at our college better understand how to make college a better place for all students.

“The activities are designed to help us understand more about the way you think and the way you learn. You will be answering survey questions, reading some short passages, and answering questions about what you read. I may be able to see some of what you write, but it will not be linked to your name or any other information that could be used to figure out who you are. You will always be told beforehand which of your answers might be shared. None of your instructors or anyone at our college will know how you answer specific questions. But based on what you say, we will learn about things that we can do to make college a better place for students.

“Remember: We will use what we learn to improve students’ experience here and at other colleges as well. So, please read the instructions carefully and do your best to answer all of the questions to the best of your ability.

“Finally, it is very important that you not talk to each other or look at each other’s answers. That would be a violation of privacy, which will not be allowed.”

For in-person participation: Write the website address and the participation code where all your students can see it.

Website: perts.me
Participation Code: twh

“Now open your browser and please go to perts.me. Then enter the phrase ‘twh’, and follow the on-screen instructions. Please be aware that as you move through the program, you may want to go back to a previous question. If so, do not use the back arrow on the browser. Instead, use the “Go Back” link in the upper left corner, just above the questions.

“Please begin.”

At the end of the activity, ask your students to log out by closing their browser window.

“We have reached the end of the session. It’s okay if you are not totally done with the activity, just close the browser. You should complete the activity as homework. To complete the activity as homework, please go to the website, enter the code ‘twh’, and type in your student ID. The website should bring you back to the page you left off. Please take note of the website and code now.

“Thank you. The information you have provided may be used to improve students’ experiences here and at other schools as well.”

Today’s Competencies: Critical Thinking/Problem Solving, Oral/ Written Communications



Averett Quality Enhancement Plan (QEP)

“Averett’s QEP is focused on student resiliency through growth mindset. The QEP is intended to provide interventions that will be successful in changing mindsets and promoting student success and persistence. Faculty and staff training, faculty development and implementation in the classroom of growth mindset strategies and online modules for students are components of the project. By developing growth mindset, Averett students will benefit from academic challenge, become more successful students, and be better prepared to serve and lead as catalysts for positive change.

Resiliency through Growth Mindset – Averett University QEP

QEP STUDENT LEARNING OUTCOMES

Averett will provide programs to promote growth mindset to support significant and positive effects on students’ persistence, performance, and resilience. Outcomes are associated with observed increases in student engagement, use of support facilities, academic performance, and retention. These measures of success will be assessed for the QEP but there are also student learning outcomes that are desirable as well:

- Students will be able to recognize fixed mindsets.
 - Students will be able to identify strategies to develop a growth mindset.
 - Students will demonstrate that they can apply growth mindset strategies to increase academic success in their course.
- (“Quality Enhancement Plan: Resiliency Through Growth Mindset,” 2016)”



Growth Mindset Feedback Tool

Growth minded language motivates students to ensure they remain persistent, resilient, and focused on the process of learning. It is important to give learners feedback about how their process leads to a result so they can understand that their abilities will develop with effort.

Use these language frames in the following situations:

When they struggle despite strong effort

- OK, so you didn't do as well as you wanted to. Let's look at this as an opportunity to learn.
- What learning strategies are you using? How about trying some different ones?
- You are not there yet. *or*, When you think you can't do it, remind yourself that you can't do it yet.
- I expect you to make some mistakes, since we're learning new things. If we examine what led to our mistakes we can learn how to improve.
- Mistakes are welcome here! Our brains grow if we learn from our mistakes.
- You might be struggling now, but you are making progress. I can see your growth (in these places). (Note: Say this only if they're indeed making progress).
- Yes, it's tough – we come to school to make our brains stronger! If it were easy you wouldn't be learning anything!
- You can learn to do it – it's tough, but you can; let's break it down into steps.
- Let's stop here and return tomorrow with a fresher brain.
- I admire your persistence and I appreciate your mental effort. It will pay off.

When they are lacking specific skills needed for improvement

- Let me add new information to help you solve this.
- Here are some strategies to figure this out.
- Describe your process for completing this task.
- Let's practice this so we can move it from our short-term to our long-term memory.
- Give it a try – we can always fix mistakes once I see where you are getting held up.
- What parts were difficult for you? Let's look at them.
- Let's ask [another student] for advice—they may be able to explain it in a new way, suggest some ideas, or recommend some strategies.
- Let's write a plan for practicing and learning.
- If you make [these specific] changes, we can reassess your score. Let's discuss a plan for you.

When they are making progress

- Hey, do you realize how much progress you've made?
- That's a tough problem/task/concept that you've been working on for a while. What strategies are you using? They are really working for you.
- I can see a difference in this work compared to your earlier work. You have really grown with ____.
- I see you using your strategies/tools/notes/etc. Keep it up!
- Hey! You were working on this for a while and you didn't quit!
- Your hard work is clearly evident in your process/project/essay/assignment.
- Look at how much progress you've made so far! Do you remember how difficult this was when you first started?

When they succeed with strong effort

- I am so proud of the effort you put forth.
- I am very proud of you for not giving up, and look what you have to show for it!
- Congratulations – you really used great strategies for studying, managing your time, controlling your behavior, etc.
- I want you to remember for a moment how challenging this was when you began. Look at how far you have come!
- All that hard work and effort paid off!
- The next time you have a challenge like this, what will you do?
- What choices did you make that you think contributed to your success?
- It's exciting to see the difference in your work now when we compare it to your earlier work.
- Doesn't it feel good to master this? How does it feel to master this?
- Are you proud of yourself? Tell me what makes you most proud.

When they succeed easily without effort

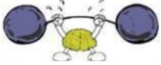
- It's great that you have that down. Now we need to find something a bit more challenging so you can grow. That's what we all come to school to do.
- It looks like your skills weren't really challenged by this assignment. Sorry for wasting your time!
- I don't want you to be bored because you're not challenging yourself.
- We need to raise the bar for you now.
- You're ready for something more difficult.
- What skill would you like to work on next?
- What topic would you like to learn more about next?
- Could you find two other ways to solve that problem? Solving problems in different ways helps us deepen our understanding and be able to apply it.
- Can you help Billy learn what you've learned? By helping others, we not only contribute to their success, but we also deepen our own understanding.

When they don't put in much effort and then don't succeed

- I understand that it may seem daunting at first. How can we break this down into smaller tasks so it's not so overwhelming?
- What are your goals for this assignment/class/year? How can you make a plan to achieve those goals? What effort will be required?
- It looks like you're not putting forth much effort. Is this the way you see it? If not, what is it that you are doing, and how can I help you with some new strategies?
- What are the barriers to your success? How can I help you overcome them?
- Remember when you worked really hard for ____ and were successful? Maybe you could try those strategies again.
- If improvement is your goal, it's going to take effort and practice to get there. Our brains won't grow if we don't try hard things.
- What choices are you making that contribute to this outcome? If you want a different outcome, maybe you need to make different choices.

Effective Effort Rubric

This rubric assesses the learning process and the effective effort that a learner applies.

	Fixed	Mixed	Growth
Taking on Challenges	You don't really take on challenges on your own. You feel that challenges are to be avoided.	You might take on challenges when you have some previous experience with success in a related challenge.	You look forward to the next challenge and have long range plans for new challenges.
Learning from Mistakes	You see mistakes as failures, as proof that the task is beyond your reach. You may hide mistakes or lie about them.	You may accept mistakes as temporary setbacks, but lack strategies to apply what you learned from the mistakes in order to succeed.	You see mistakes as temporary setbacks, something to be overcome. You reflect about what you learned and apply that learning when revisiting the task.
Accepting Feedback and criticism	You feel threatened by feedback and may avoid it all together. Criticism and constructive feedback are seen as a reason to quit.	You may be motivated by feedback if it is not overly critical or threatening. Who is giving the feedback, the level of difficulty of the task, or their personal feelings might all be factors in your motivation.	You invite and are motivated by feedback and criticism. You apply new strategies as a result of feedback. You think of feedback as being a supportive element in the learning process.
Practice and Applying Strategies	You do not practice and avoid practicing when you can. You do not have any strategies for accomplishing the learning goals or tasks, or you apply ineffective strategies.	You practice, but a big setback can make you want to quit. You are willing to practice things you are already considered "good at." You are open to being given a strategy to meet a challenge, but you rarely apply your own new strategies.	You enjoy the process of practicing and see it as part of the process of getting good at something. You may create your own practice or study plans. You fluidly use many strategies, think of some of your own strategies, and ask others about their strategies.
Perseverance (focus on task)	You have little persistence on learning goals and tasks. You give up at the first sign of struggle.	You may persevere with prompting and support. Unless you are provided strategies for overcoming obstacles, you will stop or give up.	You "stick to it" and have stamina for the task(s). You keep working confidently until the task is complete.
Asking Questions	You do not ask questions or do not know which questions to ask, but you can usually say you don't "get it" if asked.	You might ask questions about a portion of the task that you feel you can do. If you perceive it to be out of your ability, you probably won't ask questions.	You ask specific questions, ask questions about your own thinking, and challenge the text, the task, and the teacher.
Taking Risks	You do not take risks, and if something is too hard you turn in blank work or copied work, if anything at all. You are not engaged in the process/task.	You will take risks if the task is already fairly familiar to you. If not, you will resort to copying or turning in partially completed work.	You begin tasks confidently risk making errors, and openly share the work you produce.

Module 11: Time Management

General Aim: Each student learns to manage their assignments and time for the semester

ACTIONS:

- Have volunteers discuss their daily schedule:

When wake up?	Class schedule?	Practice schedule?
Work schedule?	Lunch?	Dinner?
Study?	When go to sleep?	

- Discuss how they manage their extracurriculars and classwork?
- Go through the “How much each class is worth?” activity with your students.
- Ask the class to share their best practices on managing their time – scheduling, etc. Document ideas on board.
- How can good time management prepare you to be more successful? Document ideas on board.
- Share that today we are practicing good time management skills to build our growth mindset. One major time management skill is to have all of your appointments and deadlines in one calendar. Remind them they have their student calendar from the scavenger hunt.
- Don’t forget hidden deadlines – Studying! Research! Reading! Drafts! Editing!
- Breaking down study time into smaller pieces can be helpful.
 - For instance, assign at least 30 minutes of studying time every day in the week leading up to an exam.
 - Increase the amount of time for review the closer you get to the exam.
- Instruct students to break down paper assignments.
 - Three weeks out: research and outline complete
 - Two weeks out: First draft completed
 - One week out: First draft reviewed and edited by Student Success Center, professor, or other trusted reviewer
 - Three days out: Complete second draft
 - Two days out: Edit second draft. Complete works cited.

Today’s Competencies: Critical Thinking/Problem Solving, Oral/ Written Communications, Career Management, Leadership, Teamwork/Collaboration, Global/Intercultural Fluency



Is class worth skipping?

To answer this question, let us find the value of one class session. Not counting books, fees, room, and board, the average cost of a 12-18 credit semester at Averett University is \$17,200.

Fill in the blank with how many credits you are taking this semester.

$\$17,200 \div (\underline{\hspace{2cm}} \times 16 \text{ weeks of classes}) = \text{Cost of each class}$

What is the cost of each one of your classes?

That is how much money you are wasting every time you skip a class! Now, ask the question:

How much money do you waste skipping class this semester?

Fill in the blank how many class sessions you skipped this semester. (Hopefully, zero.)

$\underline{\hspace{2cm}} \times \text{Cost of each class} = \$ \text{wasted skipping class this semester}$

How much money did you waste on skipping class so far?

What did you do when you skipped class? Was the opportunity to do that worth

the cost? How will you pay for the classes skipped?

Statistically, there is direct correlation between decline in student class attendance and decline in grades. What is the moral of the story? Have statistics work in your favor. Attend class and keep your grades up!



Module 12: MBTI Assessment

General Aim: Students understand how they and others think in different ways by learning their Myers-Briggs Type Indicator

ACTIONS:

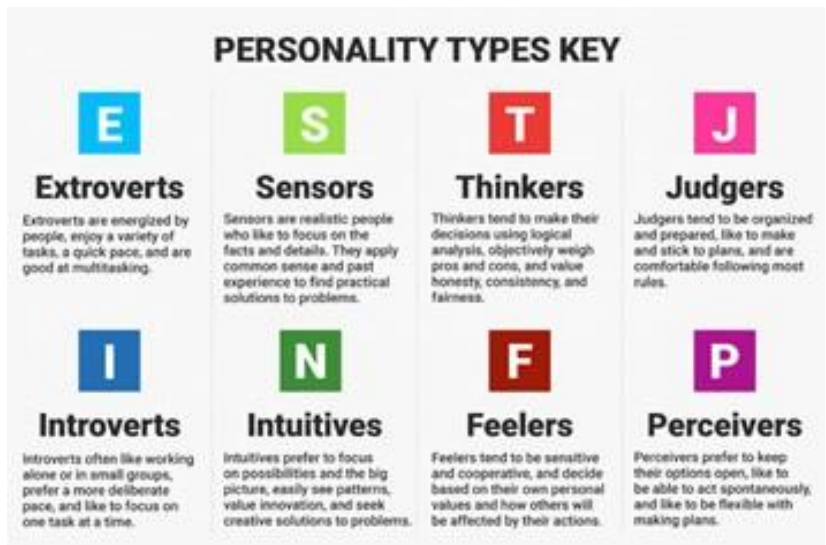
- Have students complete the MBTI assessment in this textbook

The purpose of the Myers-Briggs Type Indicator® (MBTI®) personality inventory is to make the theory of psychological types described by Carl Jung understandable and useful in people's lives. The essence of the theory is that much seemingly random variation in the behavior is actually quite orderly and consistent, being due to basic differences in the ways individuals prefer to use their perception and judgment. Perception involves all the ways of becoming aware of things, people, happenings, or ideas. Judgment involves all the ways of coming to conclusions about what has been perceived. If people differ systematically in what they perceive and in how they reach conclusions, then it is only reasonable for them to differ correspondingly in their interests, reactions, values, motivations, and skills.

- Once everyone has taken the assessment and has their results, take a few minutes to discuss their meaning and any thoughts that may occur.
- Each student should speak for one minute in class on
 - How they see their assessment results manifesting themselves in their lives
 - How they can use the results in their potential careers (these speeches are graded on a pass/fail basis – participation and commitment)

NEXT CLASS PREPARATION:

- Come prepared to discuss Health Education.



Today's Competencies: Critical Thinking/Problem Solving, Oral/Written Communications, Career Management, Leadership, and Teamwork/Collaboration



Personal Style Inventory

R. Craig Hogan and David W. Champagne

Just as every person has differently shaped feet and toes from every other person, so we all have differently “shaped” personalities. Just as no person’s foot shape is “right” or “wrong,” so no person’s personality shape is right or wrong. The purpose of this inventory is to give you a picture of the shape of your preferences, but that shape, while different from the shapes of other persons’ personalities, has nothing to do with mental health or mental problems. The following items are arranged in pairs (a and b) and each member of the pair represents a preference you may or may not hold. Rate your preference for each item by giving it a score of 0 to 5 (0 meaning you really feel negative about it or strongly about the other member of the pair. 5 meaning you strongly prefer it or do not prefer the other member of the pair). The scores for a and b MUST ADD UP TO 5 (0 and 5, 1 and 4, 2 and 3, etc.) *Do not use fractions such as 2 1/2.*

I prefer:

- 1a. ___making decisions after finding out what others think.
- 1b. ___making decisions without consulting others.
- 2a. ___being called imaginative or intuitive.
- 2b. ___being called factual and accurate.
- 3a. ___making decisions about people in organizations based on available data and systematic analysis of situations.
- 3b. ___making decisions about people in organizations based on empathy, feelings, and understanding of their needs and values.
- 4a. ___allowing commitments to occur if others want to make them.
- 4b. ___pushing for definite commitments to ensure that they are made.
- 5a. ___quiet, thoughtful time alone.
- 5b. ___active, energetic time with people.
- 6a. ___using methods I know well that are effective to get the job done.
- 6b. ___trying to think of new methods of doing tasks when confronted with them.
- 7a. ___drawing conclusions based on unemotional logic and careful step-by-step analysis.
- 7b. ___drawing conclusions based on what I feel and believe about life and people from past experiences.
- 8a. ___avoiding making deadlines
- 8b. ___setting a schedule and sticking to it.
- 9a. ___talking a while and then thinking to myself about the subject.
- 9b. ___talking freely for an extended period and thinking to myself at a later time.
- 10a. ___thinking about possibilities.
- 10b. ___dealing with actualities.
- 11a. ___being thought of as a thinking person.
- 11b. ___being thought of as a feeling person.
- 12a. ___considering every possible angle for a long time before and after making a decision.
- 12b. ___getting the information I need, considering it for a while, and then making a fairly quick, firm decision.
- 13a. ___inner thoughts and feelings others cannot see.
- 13b. ___activities and occurrences in which others join.
- 14a. ___the abstract or theoretical.
- 14b. ___the concrete or real.

- 15a. ___helping others explore their feelings.
15b. ___helping others make logical decisions.
- 16a. ___change and keeping options open.
16b. ___predictability and knowing in advance.
- 17a. ___communicating little of my inner thinking and feelings.
17b. ___communicating freely my inner thinking and feelings.
- 18a. ___possible views of the whole.
18b. ___the factual details available.
- 19a. ___using common sense and conviction to make decisions.
19b. ___using data, analysis, and reason to make decisions.
- 20a. ___planning ahead based on projections.
20b. ___planning as necessities arise, just before carrying out the plans.
- 21a. ___meeting new people.
21b. ___being alone or with one person I know well.
- 22a. ___ideas.
22b. ___facts.
- 23a. ___convictions.
23b. ___verifiable conclusions.
- 24a. ___keeping appointments and notes about commitments in notebooks or planners as much as possible.
24b. ___using appointment books and notebooks as minimally as possible (although I may use them).
- 25a. ___discussing a new, unconsidered issue at length in a group.
25b. ___puzzling out issues in my mind, then sharing the results with another person.
- 26a. ___carrying out carefully laid. detailed plans with precision.
26b. ___designing plans and structures without necessarily carrying them out.
- 27a. ___logical people.
27b. ___feeling people.
- 28a. ___being free to do things on the spur of the moment.
28b. ___knowing well in advance what I am expected to do.
- 29a. ___being the center of attention.
29b. ___being reserved.
- 30a. ___imagining the nonexistent.
30b. ___examining details of the actual.
- 31a. ___experiencing emotional situations, discussions, movies.
31b. ___using my ability to analyze situations.
- 32a. ___starting meetings at a prearranged time.
32b. ___starting meetings when all are comfortable or ready.

PERSONAL STYLE INVENTORY SCORING SHEET

Instructions: Transfer your scores for each item of each pair to the appropriate blanks. Be careful to check the a and b letters to be sure you are recording scores in the right blank spaces. Then total the scores for each dimension.

Dimension

I	E	N	S
Item	Item	Item	Item
1b. _____	1a. _____	2a. _____	2b. _____
5a. _____	5b. _____	6b. _____	6a. _____
9a. _____	9b. _____	10a. _____	10b. _____
13a. _____	13b. _____	14a. _____	14b. _____
17a. _____	17b. _____	18a. _____	18b. _____
21b. _____	21a. _____	22a. _____	22b. _____
25b. _____	25a. _____	26b. _____	26a. _____
29b. _____	29a. _____	30a. _____	30b. _____
Total I _____	Total E _____	Total N _____	Total S _____

Dimension

T	F	P	J
Item	Item	Item	Item
3a. _____	3b. _____	4a. _____	4b. _____
7a. _____	7b. _____	8a. _____	8b. _____
11a. _____	11b. _____	12a. _____	12b. _____
15b. _____	15a. _____	16a. _____	16b. _____
19b. _____	19a. _____	20b. _____	20a. _____
23b. _____	23a. _____	24b. _____	24a. _____
27a. _____	27b. _____	28a. _____	28b. _____
31b. _____	31a. _____	32b. _____	32a. _____
Total T _____	Total F _____	Total P _____	Total J _____

Your personality signature is:

(Place the letter with the highest score for each pair below.)

E/I	S/N	T/F	J/P
_____	_____	_____	_____

INTROVERTS

EXTRAVERTS

INTUITIVE TYPES

<p>INTJ</p> <p>Usually have original minds and great drive for their own ideas and purposes. In fields that appeal to them, they have a fine power to organize a job and carry it through with or without help. Skeptical, critical, independent, determined, often stubborn. Must learn to yield less important points in order to win the most important.</p>	<p>INFJ</p> <p>Succeed by perseverance, originality and desire to do whatever is needed or wanted. Put their best efforts into their work. Quietly forceful, conscientious, concerned for others. Respected for their firm principles. Likely to be honored and followed for their clear convictions as to how best to serve the common good.</p>	<p>ISFJ</p> <p>Quiet, friendly, responsible and conscientious. Work devotedly to meet their obligations and serve their friends and school. Thorough, painstaking, accurate. May need time to master technical subjects, as their interests are usually not technical. Patient with detail and routine. Loyal, considerate, concerned with how other people feel.</p>	<p>ISTJ</p> <p>Serious, quiet, earn success by concentration and thoroughness. Practical, orderly, matter-of-fact, logical, realistic and dependable. See to it that everything is well organized. Take responsibility. Make up their own minds as to what should be accomplished and work toward it steadily, regardless of protests or distractions.</p>
<p>INTP</p> <p>Quiet, reserved, brilliant in exams, especially in theoretical or scientific subjects. Logical to the point of hair-splitting. Usually interested mainly in ideas, with little liking for parties or small talk. Tend to have sharply defined interests. Need to choose careers where some strong interest can be used and useful.</p>	<p>INFP</p> <p>Full of enthusiasms and loyalties, but seldom talk of these until they know you well. Care about learning, ideas, language, and independent projects of their own. Tend to undertake too much, then somehow get it done. Friendly, but often too absorbed in what they are doing to be sociable. Little concerned with possessions or physical surroundings.</p>	<p>ISFP</p> <p>Retiring, quietly friendly, sensitive, kind, modest about their abilities. Shun disagreements; do not force their opinions or values on others. Usually do not care to lead but are often loyal followers. Often relaxed about getting things done, because they enjoy the present moment and do not want to spoil it by undue haste or exertion.</p>	<p>ISTP</p> <p>Cool onlookers-quiet, reserved, observing and analyzing life with detached curiosity and unexpected flashes of original humor. Usually interested in impersonal principles, cause and effect, how and why mechanical things work. Exert themselves no more than they think necessary, because any waste of energy would be inefficient.</p>
<p>ENTP</p> <p>Quick, ingenious, good at many things. Stimulating company, alert and outspoken. May argue for fun on either side of a question. Resourceful in solving new and challenging problems, but may neglect routine assignments. Apt to turn to one new interest after another. Skillful in finding logical reasons for what they want.</p>	<p>ENFP</p> <p>Warmly enthusiastic, high-spirited, ingenious, imaginative. Able to do almost anything that interests them. Quick with a solution for any difficulty and ready to help anyone with a problem. Often rely on their ability to improvise instead of preparing in advance. Can usually find compelling reasons for whatever they want.</p>	<p>ESFP</p> <p>Outgoing, easygoing, accepting, friendly, enjoy everything and make things more fun for others by their enjoyment. Like sports and making things. Know what's going on and join in eagerly. Find remembering facts easier than mastering theories. Are best in situations that need sound common sense and practical ability with people as well as with things.</p>	<p>ESTP</p> <p>Matter-of-fact, do not worry or hurry, enjoy whatever comes along. Tend to like mechanical things and sports, with friends on the side. May be a bit blunt or insensitive. Can do math or science when they see the need. Dislike long explanations. Are best with real things that can be worked, handled, taken apart or put together.</p>
<p>ENTJ</p> <p>Hearty, frank, able in studies, leaders in activities. Usually good in anything that requires reasoning and intelligent talk, such as public speaking. Are usually well informed and enjoy adding to their fund of knowledge. May sometimes be more positive and confident than their experience in an area warrants.</p>	<p>ENFJ</p> <p>Responsive and responsible. Generally feel real concern for what others think or want, and try to handle things with due regard for other people's feelings. Can present a proposal or lead a group discussion with ease and tact. Sociable, popular, active in school affairs, but put time enough on their studies to do good work.</p>	<p>ESFJ</p> <p>Warm-hearted, talkative, popular, conscientious, born cooperators, active committee members. Need harmony and may be good at creating it. Always doing something nice for someone. Work best with encouragement and praise. Little interest in abstract thinking or technical subjects. Main interest is in things that directly and visibly affect people's lives.</p>	<p>ESTJ</p> <p>Practical, realistic, matter-of-fact, with a natural head for business or mechanics. Not interested in subjects they see no use for, but can apply themselves when necessary. Like to organize and run activities. May make good administrators, especially if they remember to consider others' feelings and points of view.</p>

INTROVERTS

EXTRAVERTS

PERSONAL STYLE INVENTORY INTERPRETATION SHEET

Letters on the score sheet stand for:

I – introversion
N – intuition
T – thinking
P – perceiving

E – extroversion
S – sensing
F – feeling
J – judging

If your score is:
20 - 21 the likely interpretation is: balance in the strengths of the dimensions.
22 - 24 some strength in the dimension; some weakness in the other member of the pair.
25 - 29 definite strength in the dimension; definite weakness in the other member of the pair.
30 - 40 considerable strength in the dimension; considerable weakness in the other member of the pair.

Your typology is those four dimensions for which you had scores of 22 or more, although the relative strengths of all the dimensions actually constitute your typology. Scores of 20 or 21 show relative balance in a pair so that either member could be part of the typology.

DIMENSIONS OF THE TYPOLOGY

The following four pairs of dimensions are present to some degree in all people. It is the extremes that are described here. The strength of a dimension is indicated by the score for that dimension and will determine how closely the strengths and weaknesses described fit the participant's personality.

Introversion – Extroversion

Persons more introverted than extroverted tend to make decisions somewhat independently of constraints and prodding from the situation,

culture, people, or things around them. They are quiet, diligent at working alone, and socially reserved. They may dislike being interrupted while working and may tend to forget names and faces.

Extroverted persons are attuned to the culture, people, and things around them, endeavoring to make decisions congruent with demands and expectations. The extrovert is outgoing, socially free, interested in variety and in working with people. The extrovert may become impatient with long, slow tasks and does not mind being interrupted by people.

Intuition – Sensing

The intuitive person prefers possibilities, theories, gestalts, the overall, invention, and the new and becomes bored with nitty-gritty details, the concrete and actual, and facts unrelated to concepts. The intuitive person thinks and discusses in spontaneous leaps of intuition that may leave out or neglect details. Problem solving comes easily for this individual, although there may be a tendency to make errors of fact.

The sensing type prefers the concrete, real, factual, structured, tangible here and now, becoming impatient with theory and the abstract, mistrusting intuition. The sensing type thinks in careful, detail-by-detail accuracy, remembering real facts, making few errors of fact, but possibly missing a conception of the overall.

Feeling – Thinking

The feeler makes judgments about life, people, occurrences, and things based on empathy, warmth, and personal values. As a consequence, feelers are more interested in people and feelings than in impersonal logic, analysis, and things, and in conciliation and harmony more than in being on top or achieving impersonal goals. The feeler gets along well with people in general.

The thinker makes judgments about life, people, occurrences, and things based on logic, analysis, and evidence, avoiding the irrationality of making decisions based on feelings and values. As a result, the thinker is more interested in logic, analysis, and verifiable conclusions than in

empathy, values, and personal warmth. The thinker may step on others' feelings and needs without realizing it, neglecting to take into consideration the values of others.

Perceiving – Judging

The perceiver is a gatherer, always wanting to know more before deciding, holding off decisions and judgments. As a consequence, the perceiver is open, flexible, adaptive, nonjudgmental, able to see and appreciate all sides of issues, always welcoming new perspectives and new information about issues. However, perceivers are also difficult to pin down and may be indecisive and noncommittal, becoming involved in so many tasks that do not reach closure that they may become frustrated at times. Even when they finish tasks, perceivers will tend to look back at them and wonder whether they are satisfactory or could have been done another way. The perceiver wishes to roll with life rather than change it.

The judge is decisive, firm, and sure, setting goals and sticking to them. The judge wants to close books, make decisions, and get on to the next project. When a project does not yet have closure, judges will leave it behind and go on to new tasks and not look back.

STRENGTHS AND WEAKNESSES OF THE TYPES

Each person has strengths and weaknesses as a result of these dimensions. Committees and organizations with a preponderance of one type will have the same strengths and weaknesses.

Possible Strengths

Independent
Works alone
Is diligent
Reflects
Works with ideas
Is careful of generalizations
Is careful before acting

Possible Weaknesses

misunderstands the external
avoids others
is secretive
loses opportunities to act
is misunderstood by others
needs quiet to work
dislikes being interrupted

Introvert

Possible Strengths

Understands the external
Interacts with others
Is open
Acts, does
Is well understood

Extrovert

Possible Weaknesses

has less independence
does not work without people
needs change, variety
is impulsive
is impatient with routine

Intuitior

Sees possibilities
Sees gestalts

Imagines, intuitions

Works out new ideas

Works with the complicated

Solves novel problems

is inattentive to detail, precision
is inattentive to the actual and practical
is impatient with the tedious

leaves things out in leaps of logic
loses sight of the here-and-now
jumps to conclusions

Senser

Attends to detail

Is practical

Has memory for detail, fact

Works with tedious detail

Is patient

Is careful, systematic

does not see possibilities

loses the overall in details

mistrusts intuition

does not work out the new

is frustrated with the complicated
prefers not to imagine future

Feeler

Considers others' feelings

Understands needs, values

Is interested in conciliation

Demonstrates feeling

Persuades, arouses

is not guided by logic

is not objective

is less organized

is uncritical, overly accepting

bases justice on feelings

Possible Strengths

Is logical, analytical
Is objective
Is organized
Has critical ability
Is just
Stands firm

Thinker

does not notice people's feelings
misunderstands others' values
is uninterested in conciliation
does not show feelings
shows less mercy
is uninterested in persuading

Possible Weaknesses

The following generalizations can be helpful in applying this inventory to individual settings.

1. People who have the same strengths in the dimensions will seem to "click," to arrive at decisions more quickly, to be on the same wavelength. Their decisions, however, may suffer because of their weaknesses, exhibiting blind spots and holes that correspond to the list of weaknesses for that type.
2. People who have different strengths in the dimensions will not see eye-to-eye on many things and will have difficulty accepting some views, opinions, and actions of the others. The more dimensions in which the two differ, the greater the conflict and misunderstanding of each other. However, decisions resulting from their interaction will benefit from the differing points of view and strengths of each.
3. People may be sensitive about criticisms in their areas of weakness and likely will prefer not to use these dimensions. As a result, conflict may occur when they must do so or when others point out deficiencies in these areas.
4. People will normally gravitate toward others who have similar strengths and weaknesses, although people of differing types are often drawn to one another because the strengths of one are admired and needed by the other.
5. People's values, beliefs, decisions, and actions will be profoundly influenced by all four of the stronger dimensions in their typology.
6. While a person's typology cannot be changed to its opposite, each person can learn to strengthen the weaker dimensions to some extent and to develop personal life strategies to overcome problems that result from the weaknesses.

Perceiver

Compromises
See all sides of issues
Is flexible, adaptable
Remains open for changes
Decides based on all data
Is not judgmental

is indecisive
does not plan
has no order
does not control circumstances
is easily distracted from tasks
does not finish projects

Judger

Decides
Plans
Orders
Controls
Makes quick decisions
Remains with a task

is unyielding, stubborn
is inflexible, unadaptable
decides with insufficient data
is judgmental
is controlled by task or plans
wishes not to interrupt work

IMPLICATIONS

The Personal Style Inventory raises several implications to consider.

1. Individuals, groups, and organizations with a preponderance of members whose strengths are in one type should seek out and listen to people of the opposite types when making decisions. Task-oriented groups would often benefit from a mixture of types.
2. People should realize that many differences in beliefs, values, and actions are the result of differences in style rather than of being right or wrong. Rather than be concerned over the differences, we need to understand and accept them and value the perspective they give.
3. When people must, of necessity, interact often with the same people (in teaching, business, marriage, etc.), interactions can be more congenial, satisfying, and productive if those involved, especially those with the greater power, understand the needs of others based on typology differences and adjust to them.
4. When interacting to accomplish tasks, people should be careful to label their values as values and then proceed to examine the facts and forces involved without defending the value position.

Module 13: Health Education

General Aim: Students understand the basics of health education and resources available to them

ACTIONS:

Topic: Health Education with Melanie Lewis

Instructors please show the pre-recorded video uploaded to Canvas and moderate a class discussion after.



Today's Competencies: Critical Thinking/Problem Solving





THE LOWDOWN ON HOW TO PREVENT SEXUALLY TRANSMITTED DISEASES

Every year, there are an estimated **20 MILLION** new STD infections in the United States

Anyone who is sexually active can get an STD.

Some groups are disproportionately affected by STDs



Adolescents and Young Adults

Gay, Bisexual, & other Men who have sex with Men

Some Racial and Ethnic Minorities

The Good News

STDs **ARE** preventable. There are steps you can take to keep yourself and your partner(s) healthy.

Here's How You Can Avoid Giving or Getting an STD:

Practice Abstinence

The surest way to avoid STDs is to not have sex.



This means not having vaginal, oral, or anal sex.

Have Fewer Partners

Agree to only have sex with one person who agrees to only have sex with you.



Make sure you both get tested to know for sure that neither of you has an STD. This is one of the most reliable ways to avoid STDs.

Talk With Your Partner

Talk with your sex partner(s) about STDs and staying safe before having sex.

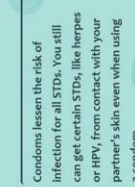
Let's both get tested together!

Why take a chance when we can know for sure?

It might be uncomfortable to start the conversation, but protecting your health is your responsibility.

Use Condoms

Using a condom correctly every time you have sex can help you avoid STDs.



Condoms lessen the risk of infection for all STDs. You still can get certain STDs, like herpes or HPV, from contact with your partner's skin even when using a condom.



Most people claimed they used a condom the first time they ever had sex, but when asked about the last 4 weeks, less than one quarter said they used a condom every time.

Get Vaccinated

The most common STD can be prevented by a vaccine.

The HPV vaccine is safe, effective, and can help you avoid HPV-related health problems like genital warts and some cancers.

Who should get the HPV vaccine?

Routine vaccination for boys & girls ages 11 to 12

Catch-up vaccination for:



Young women from age 13 to age 26 and young men from age 13 to age 21



Gay, Bisexual, & other Men who have sex with Men up to age 26



Men with compromised immune systems up to age 26

Get Tested

Many STDs don't have symptoms, but they can still cause health problems.



Talk with your health care provider

Search for CDC recommended tests

Find a location to get tested for STDs

The only way to know for sure if you have an STD is to get tested.

If You Test Positive...

Getting an STD is not the end!

Many STDs are curable and all are treatable. If either you or your partner is infected with an STD that can be cured, both of you need to start treatment immediately to avoid getting re-infected.

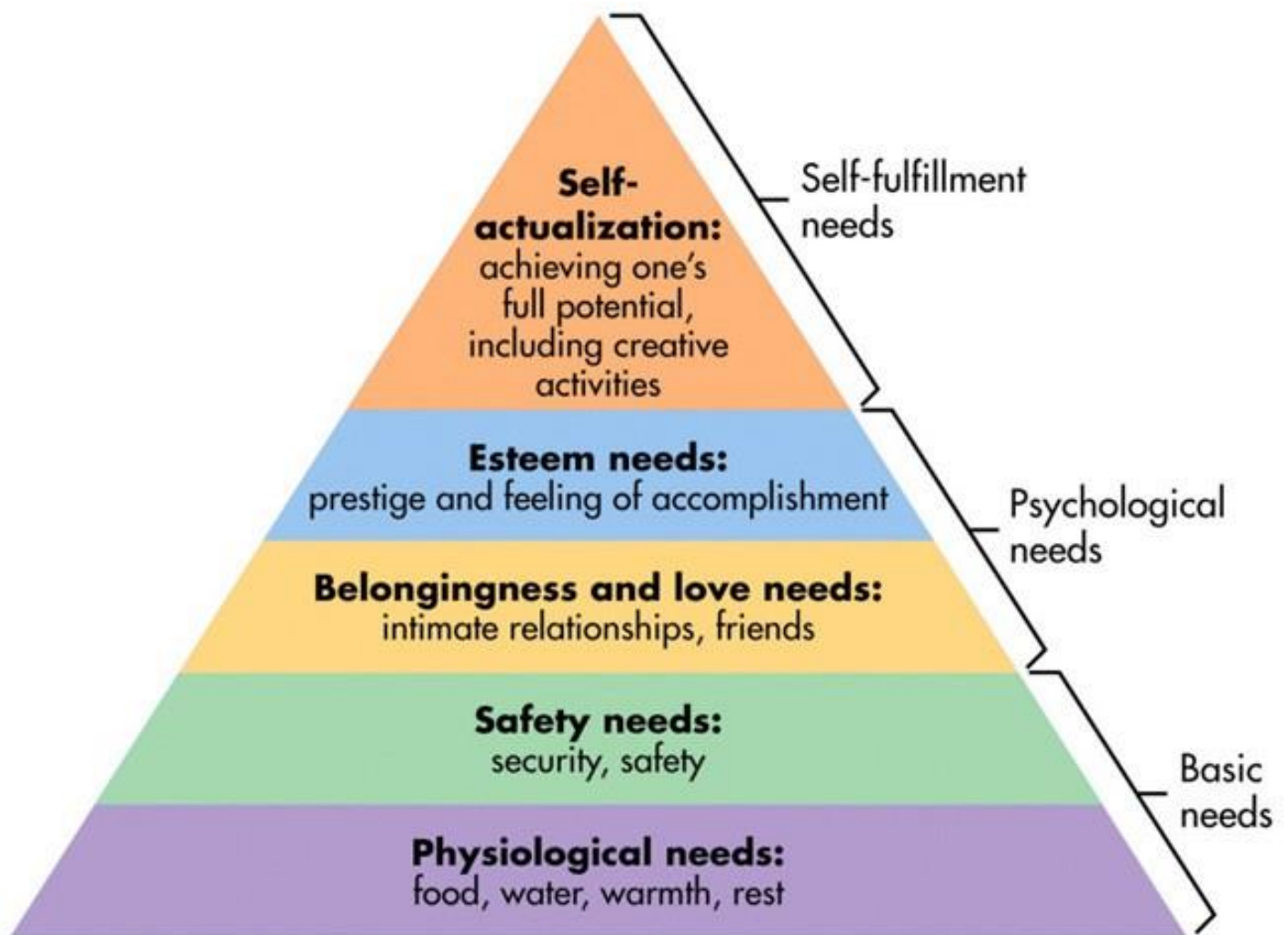
View Infographic Online at: www.cdc.gov/std/prevention/lowdown/

Module 14: Social Readjustment Scale & Personal Wellness

General Aim: Each student learned to improve their health in at least one way and understand its connection to their student success.

ACTIONS:

- Discuss Maslow's Hierarchy of Needs and connect it to the Social Readjustment rating Scale. (See PowerPoint)



- Have students take the social readjustment rating scale and discuss their results; compare results across the class and connect it to the fact that not everyone has the same needs – individual priorities are different, thus individual needs are also different.
- Use the “Six Tips for College Health & Safety) handout in the textbook to initiate a discussion around the six majortips.
- Break the class into four groups. Each group needs to research (computers and/or smartphones) and present 3 bad habits and 3 good habits that others might not know based on their topic listed below. Each habit should illustrate a connection to student success.

o Example: Eating a balanced breakfast improves memory and mental performance in the classroom.

- Sleep
- Diet
- Exercise
- Managing stress

• Groups present their findings.

NEXT CLASS PREPARATION:

• Look ahead at the personal cabinet section of the textbook and brainstorm who would be in your cabinet to help you succeed

**Today's Competencies: Critical Thinking/Problem Solving, Oral/
Written Communications, Teamwork/Collaboration**



The Social Readjustment Rating Scale

AN INVENTORY OF COMMON STRESSORS

This Social Readjustment Rating Scale was created by Thomas Holmes & Richard Rahe, University of Washington School of Medicine to provide a standardized measure of the impact of a wide range of common stressors.

Using the Scale

To use the scale, simply add up the values for all of the listed life events that have occurred to you within the past year. If a particular event has happened to you more than once within the last 12 months, multiply the value by the number of occurrences. Enter your value total at the end of the list.

The Scale

Each life event is assigned a value in arbitrary “life changing units” chosen to reflect the relative amount of stress the event causes in the population studied. Stress is cumulative, so to estimate the total stress you are experiencing, add up the values corresponding to the events that have occurred in your life over the past year.

Interpretation Interpretation of the overall score is difficult because of the large differences in each person’s ability to cope and their particular reactions to stress, but here are some general guidelines. A total of 150 or less is good, suggesting a low level of stress in your life and a low probability of developing a stress-related disorder. If your score is 300 or more, statistically you stand an almost 80% chance of getting sick in the near future. If your score is 150 to 299, the chances are about 50%. At less than 150, about 30%. This scale seems to suggest that change in ones life requires an effort to adapt and then an effort to regain stability.

About the Scale

The scale is based on the observation that important life changes, whether positive such as marriage or negative, such as death of a close friend all induce stress. Thomas Holmes and Richard Rahe developed the scale by listing common stressful events and arbitrarily assigning a value of 50 “life-changing units” to the stress caused by marriage. They then had a large number of men rate the stress caused by the other events in comparison to marriage. The results were combined to create the scale. Studies show a modest correlation between the number of life-changing units experienced in the previous year with a person’s health in the present year. Specifically correlations have been shown between SRRS scores and heart attacks, broken bones, diabetes, multiple sclerosis, tuberculosis, complications of pregnancy and birth, decline in academic performance, employee absenteeism, and other difficulties. Although the scale was originally developed and validated using only male subjects it provides useful results with both male and female subjects and it has been validated in Japanese, Latin American, European, and Malaysian populations.

Inherent Variation

The stress caused by a particular stressor varies greatly from one person to the next because of the variability in the circumstances, interpretation, goals, personality, values, coping strategy, and resources from one person to the next. Therefore, although this scale is well-researched, the values are only a rough approximation at best.

Source: <http://www.emotionalcompetency.com/srrs.htm>

Life Event	Value	Life Event	Value
Death of Spouse	100	Change in responsibilities at work	29
Divorce	73	Son or daughter leaving home	29
Marital separation	65	Trouble with in-laws	29
Jail term	63	Outstanding personal achievement	28
Death of close family member	63	Spouse begins or stops work	26
Personal injury or illness	53	Begin or end school	26
Marriage	50	Change in living conditions	25
Fired at work	47	Revision of personal habits	24
Marital reconciliation	45	Trouble with boss	23
Retirement	45	Change in work hours or conditions	20
Change in health of family member	44	Change in residence	20
Pregnancy	40	Change in schools	20
Sex difficulties	39	Change in recreation	19
Gain of new family member	39	Change in church activities	19
Business readjustment	39	Change in social activities	18
Change in financial state	38	Mortgage or loan of less than \$100,000*	17
Death of close friend	37	Change in sleeping habits	16
Change to a different line of work	36	Change in number of family get-togethers	15
Change in number of arguments with spouse	35	Change in eating habits	15
Home Mortgage over \$100,000*	31	Single person living alone	**
Foreclosure or mortgage or loan	30	Other- describe	**
		Total:	

* the mortgage figure was updated from the original figure of \$10,000 to reflect inflation. ** Estimate the impact on yourself

References

Psychology: Core Concepts, by Phillip G. Zimbardo, Ann L. Weber, Robert L. Johnson The social readjustment rating scale, Holmes, T. H. and Rahe, R. H. 1967, *Journal of Psychosomatic research*, 11(2), 213-21.

Stressful Life Events: Their Nature and Effects, by Barbara Snell Dohrenwend, Bruce P. Dohrenwend

Source: <http://www.emotionalcompetency.com/srrs.htm>

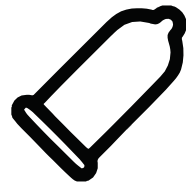
6 Tips for College Health & Safety

1. **Maintain a healthy lifestyle** starting with diet and exercise. Follow an eating plan with portions from the basic food groups. Also be aware that beverages may be adding extra calories. Adults need at least 2 hours and 30 minutes of exercise each week. Be creative about ways to get in exercise like walking across campus instead of driving, taking the stairs instead of the elevator, and working out with a friend, group or joining an intramural sports team.



2. **Managing stress** and maintaining good balance is important. A few ways to manage stress are to get enough sleep, avoid drugs and alcohol, connect socially and also take time for yourself. Seek help from a medical or mental health professional if depressed or experiencing distress. Suicide is the 3rd leading cause of death among persons aged 15 to 24 years. If you or someone you know is thinking about suicide, contact the National Suicide Prevention Lifeline at 1-800-273-8255.

3. **Sexually transmitted infections** can be prevented. They are also treatable, and many are curable. Half of all new sexually transmitted diseases (STDs) occur among young people under the age of 25. College students and others who are sexually active should get tested for STDs and HIV to know their status and protect themselves and their sexual partners.



4. **Sexual assault** happens on college campuses as well as in communities. One in five women have been sexually assaulted while in college and 80% of female victims of completed rape experienced their first rape before the age of 25. Students should know their rights, and seek help immediately if they or someone they know is the victim of violence.

5. **Binge drinking** is defined as having four or more drinks for women or five or more drinks for men over a short period of time. About 90% of the alcohol consumed by youth under the age of 21 in the United States is in the form of binge drinks. Binge drinking is a factor that increases your chances for risky sexual behavior, unintended pregnancy, HIV and other sexually transmitted diseases, car crashes, violence, and alcohol poisoning. Get the facts about alcohol use and health and learn what you can do.



6. **Substance abuse and smoking** are problems among young people. In 2013, around 21% of those aged 18 to 25 years reported use of illicit drugs in the past month. Heroin use more than doubled among this age group in the past decade. Among cigarette smokers, 99% first tried smoking by the age of 26. Learn more about types of commonly misused or abused drugs and call 1-800-662-HELP to get help for substance abuse problems.

If you or a friend is struggling with a health or safety problem, you can:
Talk to someone you trust for support, like your Averett 101 Instructor, Peer Mentor, or RA.
Visit Joan Kahwajy-Anderson at the counseling center, your doctor, or The Health & Wellness Center. Contact campus safety and security, if your or someone else's safety is threatened.

Module 15: Student Success & Supportive Relationships: Who is in your Cabinet?

General Aim: Students learn to recognize and develop a clear support structure for their success

ACTIONS:

- How can we be sure we are working towards a growth mindset to be successful students?
 - Building successful relationships is perhaps the most important tool of any successful college student.
- Start discussing relationships and review and complete the Averett Cabinet Handout
 - Instructors and Peer mentors complete, too. You can bring deeper meaning to the assignment. If you are unclear of the best contacts under each category, please refer to your “cheat sheet.”



People don't always need advice. Sometimes all they really need is a hand to hold, an ear to listen, and a heart to understand them.



©www.writingatLundinCollege.com

Today's Competencies: Critical Thinking/Problem Solving, Oral/Written Communications, Career Management, Leadership, Teamwork/Collaboration



Your Averett Cabinet


Every good leader has a support team. You need a support team, too -- your own safety net of trusted individuals whom you can count on to advise you, teach you and assist you -- and to catch you before you fall. A strong support team can mean the difference between success and failure.

Suggested cabinet positions are in bold with blanks for you to fill in the names for each position. If you do not know the names of anyone in the department, visit Find AU People at www.averett.edu/about-us/au-people/.


	TECHNOLOGY Averett Help Desk: _____ _____
---	--


	JOIN A CLUB Student Life: _____ _____
---	--

	HEALTHY RELATIONSHIPS Chaplain: _____ Counselor: _____
---	---

	WRITING A PAPER OR STUDYING List. _____ Success Center: _____
---	--

	FOOD Chef: _____ _____
--	-------------------------------------


	MONEY Financial Aid: _____ _____
---	---

	REGISTERING FOR CLASSES List. _____ Your Advisor: _____ Registrar: _____ Averett Central: _____
---	--

	FACILITIES NEED TO BE FIXED List. _____ Facilities: _____ Your RA: _____ Online at: _____
---	--

	PERSONAL SAFETY Campus Security: _____ _____
---	---

	VOLUNTEER CCECC: _____ Online at: _____
---	--

	CAREER PLANNING List. _____ Your Advisor: _____ CCECC: _____ Work Study: _____
---	---

Now, who would be on your personal cabinet?

Module 16:

Media Competency & Analysis

General Aim: Students learn to recognize and develop a clear support structure for their success.

MODULE 15A ACTIONS:

Advanced Preparation May Be Required

- This module is meant to dive into the theoretical underpinning of mass media and cultural competency.
- The PowerPoint for this module will cover topics like:
 - Hegemony - the study of power dynamics
 - The media hegemonic structure of the U.S.
 - The power of mass media on our belief systems
 - Media framing and agenda setting

MODULE 15B ACTIONS:

- Discuss the media analysis paper. Due October 15th.
- Emphasize that the most efficient strategy is to combine the media topic with the persuasive speech topic.
- Go through the persuasive speech assignment in the syllabus.
- Start searching for the news article you plan to analyze. (CNN, BBC, FOX, etc.)

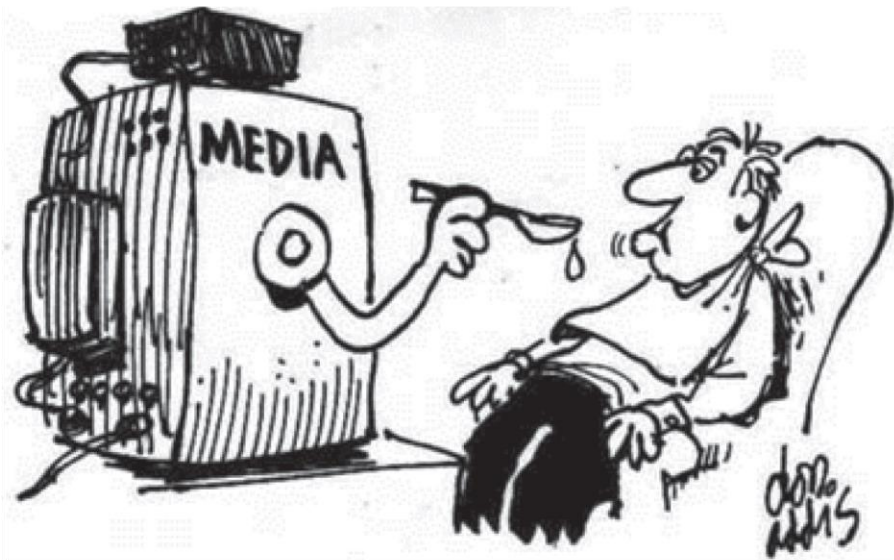
Media Analysis Assignment

Choose an article on a current event from a credible website.

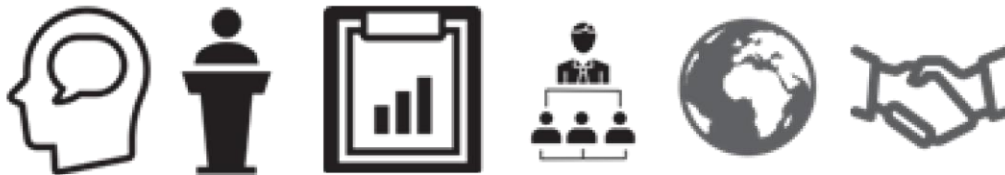
- a. Read the article in its entirety and highlight sections you feel are important
- b. Identify the main argument/thesis in the article
- c. Note what sources the article uses/cites to support that thesis and determine whether the sources are credible
- d. Do you agree with the argument? Analyze why/why not
- e. Now, form a counterargument to the article's thesis and support that counterargument with at least two secondary sources. Include a works cited page with your final analysis. The final analysis should be 1-2 complete pages.

A possible structure for your paper is:

- A. Introduce the article – title, where located, author, author's credentials
- B. Analyze the main thesis/argument of the article
- C. Discuss whether you agree or disagree and why?
- D. Form a counterargument to the article's thesis and incorporate two secondary sources into this analysis



Today's Competencies: Critical Thinking/Problem Solving, Oral/Written Communications, Career Management, Leadership, Teamwork/Collaboration, and Global/Intercultural Fluency

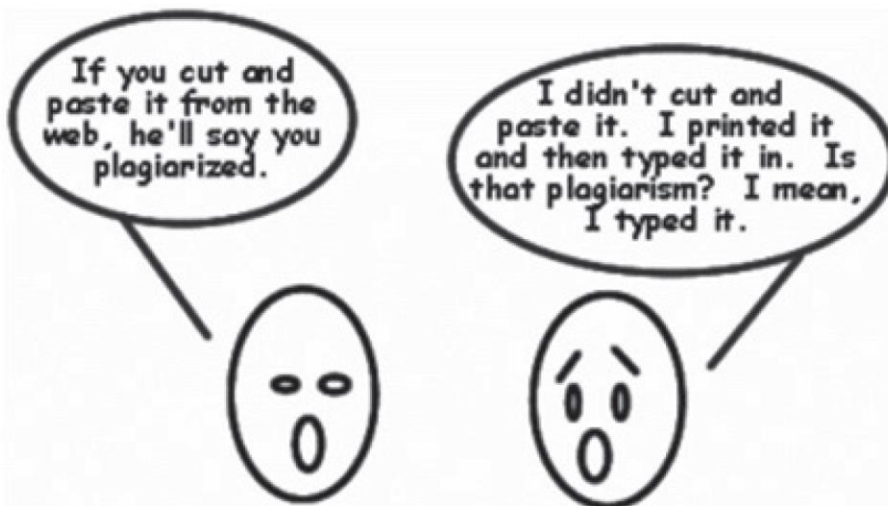



Module 17 Plagiarism

General Aim: Each student understands plagiarism.

ACTIONS:

- Use the Plagiarism PowerPoint and engage the class in conversation. (refer to your cheat sheet if needed)
- Stop at slide 12. Have students turn to the in-class quiz page and complete independently. Give them about 10 minutes.
- Review in-class quiz together as a class using the PowerPoint.
- Answer questions about plagiarism throughout the conversation. If you cannot answer a question, direct the student to the Library or Student Success Center for help.



 **An Anti-Plagiarism Checklist**

- Did I make a list of all the books, articles, websites, and other sources I used?
- Did I keep track of which information came from which sources?
- When I used sentences just as they were in the source, did I always put quotation marks around them?
- When I summarized ideas in my own words, did I remember to give credit to the original source?
- Did I ask my teacher if I was unsure of how to list a source or whether to list it?

Today's Competencies: Critical Thinking/Problem Solving, Oral/Written Communications



PLAGIARISM IN-CLASS QUIZ

Question 1

Ramona went to the library to collect some research for her American History paper. She found many books and articles about her topic, but the items were so long to read. Instead of using them, she looked up her topic in 2 separate encyclopedias because she expected she could find everything about her topic there. She copied the information, but didn't cite those 2 sources because everyone knows about the details of the signing of the Declaration of Independence.

Is she committing plagiarism? (Circle the best answer.)

- A. Yes, because everyone will not know all of the details of the event, & you must cite anything you use from a published source
- B. No, because it is our history and legacy
- C. No because all encyclopedias are exempt from citing

Question 2

Randy is putting together a Power Point presentation about

music in early Twentieth Century in the United States. He is using audio clips from web sites along with some textual content. He doesn't know if he needs to cite audio clips & he doesn't know how to cite that kind of format. In the end, he doesn't cite them.

Is he committing plagiarism? (Circle the best answer.)

- A. No, because all music via the Internet is freely shared
- B. No, because all music created before 1923 need not be cited
- C. Yes, even if the music is not under copyright, you still need to cite it from the retrieved source

Question 3

Dante has to write a paper on discipline in the classroom for

his Teacher Education Experience. He thinks he can use information from a few smaller papers from this Education portfolio he has built for his major. He has already written about classroom management as an area of interest. He also plans to cite his previous work in his list of references.

Is he committing plagiarism? (Circle the best answer.)

- A. Yes, because portfolio work is different than a formal paper.
- B. No, probably not if only uses minimal amounts of the information from those papers and cites his own work. But, ethically, he should get permission from his instructor
- C. Yes, because you can never cite your own work

Question 4

Beth & Jody are working a Biology project together, but Jody is doing most of the work independently. Jody has built a model, painted it, & has written up the procedure and results of the tests in the operation. Beth has only run the tests 3 times to see that the same results occur. Even though Jody complains to Beth about the amount of work she did with the project, she agrees to affix Beth's name to the paper explaining the procedure, design & results.

Is Beth guilty of plagiarism if she does this? (Circle the best answer.)

- A. Yes, because technically she is claiming to have written the paper.
- B. No, because the students agreed that all would share the credit regardless of which parts of the work each did for the finished product.
- C. Yes, because everyone must do the same amount of work.

Question 5: Compare

READ THE TEXT

WHICH QUOTATION IS USED

Book Text: New students in medical schools are selecting a "specialization" when considering their career

PROPERLY?

Quotation 1: According to officials at the American Medical Association "physicians in general practice have been reduced by 27% in the United States since 2001, and this

path. According to Dr. Ray Hines of the American Medical Association, physicians in general practice have been reduced by 27% in the United States since 2001, and this development has contributed to rising healthcare costs." (Hines, 2012, p. 44).

Quotation 2: According to officials at the American Medical Association, "doctors in general practice have been reduced by 27 percent in the United States since 2001, and this has contributed to the rising healthcare costs" (Hines, 2012).

- A. Quotation 1
- B. Quotation 2
- C. Both quotations are correct

Question 6: Compare

READ THE TEXT

WHICH PARAPHRASE IS MORE CORRECT?

Article Text: Journalism faculty at U. S. universities contend that students are less able to determine what are reputable source for potential news stories since the advent of social media. This predicament creates potential vulnerability for those journalists once they are practicing in the real world. [article by Katy Benz, 2015]

Paraphrase 1: Journalism faculty, at American universities, claim that their students are less able to judge if a news source is reputable since the advent of social media. And, this creates potential vulnerability for them once they are practicing in the real world (Benz, 2015, p. 15)

Paraphrase 2: Since social media has been more widely used, journalism students may be lacking in the ability of recognizing a reputable source for their news stories. Faculty at these colleges feel that this leaves journalists more likely to make mistakes in their writing or have their work called into question (Benz, 2015, p. 15).

- A. Paraphrase 1
- B. Paraphrase 2
- C. Neither are correct

Module 18: Financial Literacy

General Aim: Students will understand the financial realities of their career goals and learn to develop a budget based on those realities

ACTIONS:

- Share your financial reality story from when you graduated college. Were you prepared to pay bills and create budgets? How did you learn to do so?
- Coach students to log onto <https://www.onetonline.org/> to find their starting salary for their desired career. Make sure they consider potential needs for additional schooling and loans. Have students put the income on their "create a budget" sheet.
- Encourage students to research additional costs for the budget sheet.
 - Are they surprised by any of the costs?
 - Are they prepared to pay these costs?
- Review the loan management and repayment plans on the following sheets. If you are unfamiliar with any of the resources, research them together as a class.
- Pull up and refer students to <https://www.averett.edu/financial-aid/gradready/> for free financial resources.

Today's Competencies: Critical Thinking/Problem Solving, *OraU* Written Communications, Career Management, Leadership, Teamwork/Collaboration



Creating a Budget

Write the estimated funds/costs beside each.

LIVING

Monthly Income: _____
Pay Self-Savings: _____
Homeowners' Insurance: _____
Mortgage: _____
Real Estate Taxes: _____
Rent: _____
Renter's Insurance: _____
Repairs/ Maintenance: _____
Replace Furniture: _____

UTILITIES

Cable: _____
Electricity: _____
Gas: _____
Internet: _____
Cell Phone: _____
Phone: _____
Trash: _____
Water: _____

TRANSPORTATION

Car Insurance: _____
Inspection: _____
Gas & Oil: _____
License & Taxes: _____
Repairs & Tires: _____

CLOTHING

Adults: _____
Children: _____
Cleaning/Laundry: _____

MEDICAL/HEALTH

Dentist: _____
Disability Insurance: _____
Doctor Bills: _____
Prescription Drugs: _____
Health Insurance: _____
Co-pays: _____
Optometrist: _____

PERSONAL BUDGET

Fitness: _____
Taxes: _____
Child Care: _____
Child Support: _____
Cosmetics: _____
School Tuition: _____
School Supplies: _____
Education/ Books: _____
Gifts (*including Holidays and Birthdays*): _____
Hair Care: _____
Miscellaneous: _____
Organizations Dues: _____
Pet Supplies: _____
Subscriptions: _____
Toiletries: _____
Other: _____

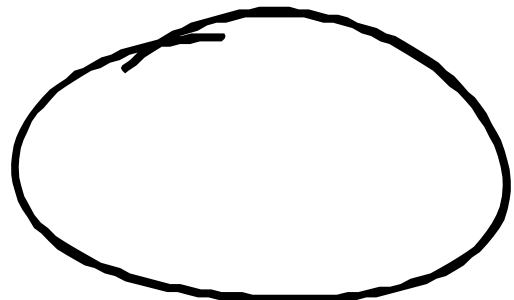
RECREATION

Entertainment: _____
Vacation: _____

DEBTS

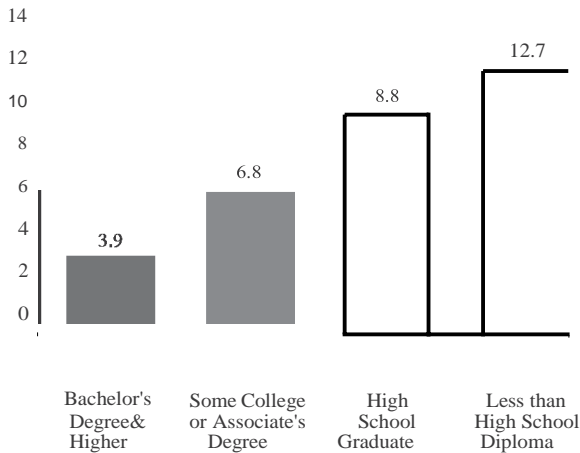
Credit Card 1: _____
Credit Card 2: _____
Student Loan 1: _____
Student Loan 2: _____
Car Loan 1: _____
Other: _____

TOTAL EXPENSES:

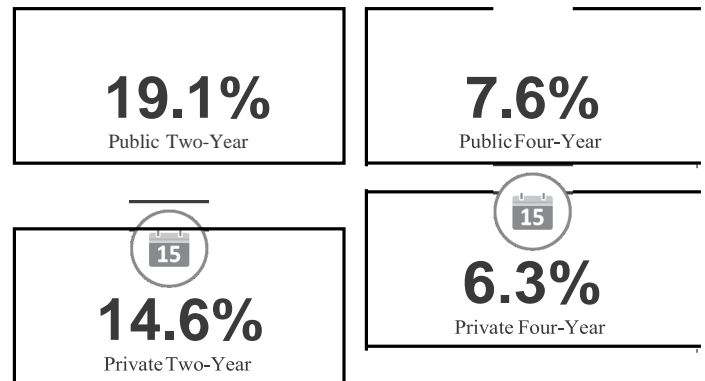


Averett Financial Literacy Facts

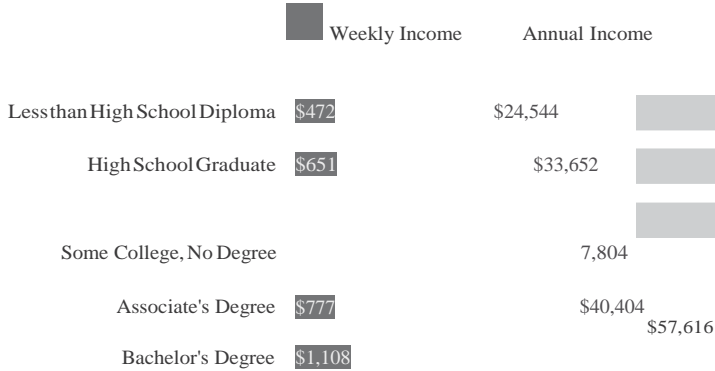
UNEMPLOYMENT RATE



NATIONAL THREE-YEAR COHORT as of July 2019



MEDIAN INCOME



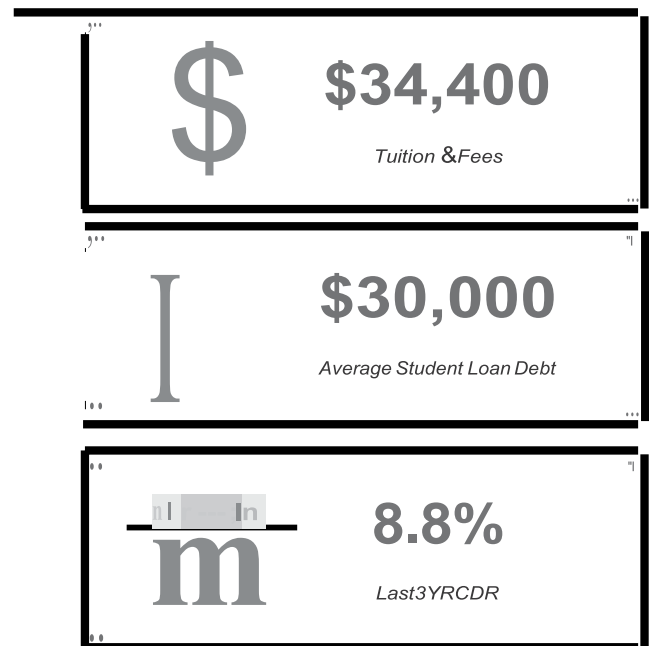
Median Income: Distributes income into two equal groups, half having income above that amount, and half having income below that amount.

Provided by U.S. Census Bureau of Labor Statistics, 2013

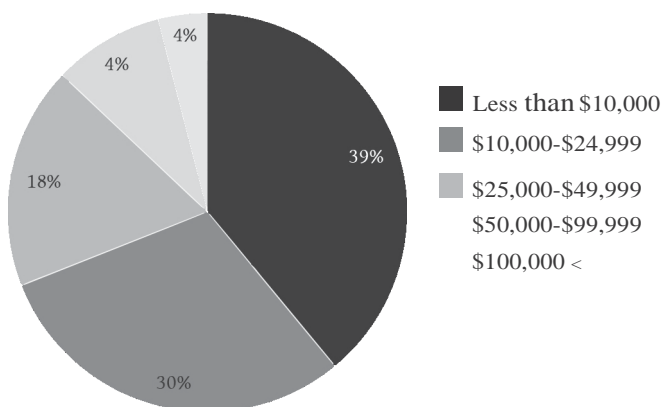
WHY FINANCIAL LITERACY?

1. Individuals with higher levels of education earn more and are more likely than others to be employed.
2. Education comes at a cost.
3. Be aware & make smart financial decisions - so the odds are ever in your favor.

MY SCHOOL



STUDENT LOAN DEBT



Access Your Averett Financial Aid Package

NOTICE: YOU MUST HAVE A VALID FASFA ON FILE TO ACCESS THIS SYSTEM.

To access the Financial Aid NetPartner system, go to <http://www.averett.edu/financialaid/netpartner/>, and select Click Here to access the Averett University Online Financial Aid System (NetPartner).

Apply For Financial Aid

Tuition & Fees

Consumer Information:
Right to Know

NetPrice Calculator

FAFSA Online

Financial Aid Forms

Military Aid

Financial Services

Types of Financial Aid

NetPartner

Student Accounts

Home · Financial Aid · NetPartner

AU ONLINE FINANCIAL AID SYSTEM

[Click Here to access the Averett University Online Financial Aid System \(NetPartner\).](#) You can:

- Check the status of your application
- View your financial aid awards
- Accept and decline your awards
- View a list of documents we've received from you and a list of the documents still outstanding
- View your student loan history
- Check the status of your student loans for the current year

[Click Here for instructions on using the NetPartner System](#)

SETTING UP YOUR ACCOUNT FOR THE FIRST TIME

1. If this is your first year at Averett University or you are a returning/readmitted student and have never applied for financial aid at Averett University, select First Time User below the submit button in the Log in Box.

[Averett University Financial Aid](#)



AU Online Financial Aid System

Welcome to the Averett University Online Financial Aid System. You can:

- Check the status of your application
- View your financial aid awards
- Accept and decline your awards
- View a list of documents we've received from you and a list of the documents still outstanding
- View your student loan history
- Check the status of your student loans for the current year

Log In Instructions

To access the online system, enter your Student ID (ex. P000123456) and your password in the "PIN" field.

If this is your first year at Averett University or you are a returning/readmitted student

LOG IN

Student ID

Password

Submit

[Forgot Your Password?](#)
[First Time User](#)

What's New

Beginning 2010-11 school year, Averett University will be participating in the

2. Enter your Student ID number (ex. P000598417). Make sure you put a capital “P” followed by three zeros and 6 digits, then press submit.

Activate Your Account

Enter Your Student ID:

3. Please verify your identity. Enter your date of Birth (ex: 05/19/96), your primary city (the city you listed as your home on your FASFA application), select 2 security questions and answers and then create password. After you submit, it will take you back to the log in page. You will need to remember this password so that you can access your financial aid information in the future.

Activate Your Account

Please Verify Your Identity
What is your date of birth?

What is your primary city name?

Security Questions
Please select and answer two security questions.
We will ask you to answer these questions if you forget your Password.

Question 1:
Mother's maiden name

Answer 1:

Question 2:
Mother's maiden name

Answer 2:

Change Password
Your Password must be at least 5 characters in length and cannot contain spaces

Enter Your New Password:

Confirm Your New Password:

4. Enter your Student ID number (ex. P000598417) and the password you used on the previous page.

AU Online Financial Aid System

Welcome to the Averett University Online Financial Aid System. You can:

- Check the status of your application
- View your financial aid awards
- Accept and decline your awards
- View a list of documents we've received from you and a list of the documents still outstanding
- View your student loan history
- Check the status of your student loans for the current year

[Log In Instructions](#)

LOG IN

Student ID:

Password:

[Forgot Your Password?](#)
First Time User

5. You are now able to view your Averett University Financial Aid Information. To view awards, click the yellow Awards tab, to accept awards, click the yellow Accept Awards tab.

The screenshot shows the Averett University Financial Aid portal. At the top right, there is a dropdown menu for the year '2016/2017' and buttons for 'My Account', 'Log Out', and 'Help'. The main navigation bar includes 'Home', 'Awards', 'Accept Awards', 'Documents', 'Messages', 'Loans', 'Loan History', 'Disbursements', and 'Lifetime Awards'. The 'Awards' tab is highlighted. The main content area has a 'Welcome {Student's First Name}' heading. Below this, there are several paragraphs of text providing information about financial assistance, including a thank you message, information about the strain of financing a college education, the amount of scholarships available (\$30 million), and details about the review process. A sidebar on the right contains a '2016/2017' heading, contact information for the Office of Financial Aid, and a link to contact the financial aid counselor.

FORGOT YOUR PASSWORD?

For returning or readmitted students who have previously applied for Financial Aid

1. Select Forgot Your Password?

The screenshot shows the 'AU Online Financial Aid System' login page. At the top right, it says 'Averett University Financial Aid'. The page features the Averett University logo and the text 'AU Online Financial Aid System'. Below this, there is a welcome message and a list of actions users can perform, such as checking application status, viewing awards, and accepting or declining awards. A 'Log In Instructions' section provides details on how to enter the Student ID and password. On the right side, there is a 'LOG IN' form with fields for 'Student ID' and 'Password', a 'Submit' button, and links for 'Forgot Your Password?' and 'First Time User'. A grey arrow points to the 'Forgot Your Password?' link.

2. Please verify your identity by answering one of the security questions you have previously entered.



3. Enter a new password.



4. After submitting, it will take you back to the log in page. Enter your Student ID number (ex. P000598417) and the password you created on the previous page.



[Averett University Financial Aid](#)

AU Online Financial Aid System

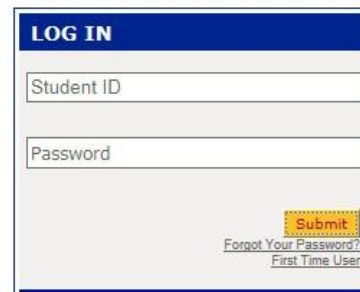
Welcome to the Averett University Online Financial Aid System. You can:

- Check the status of your application
- View your financial aid awards
- Accept and decline your awards
- View a list of documents we've received from you and a list of the documents still outstanding
- View your student loan history
- Check the status of your student loans for the current year

Log In Instructions

To access the online system, enter your Student ID (ex. P000123456) and your password in the "PIN" field.

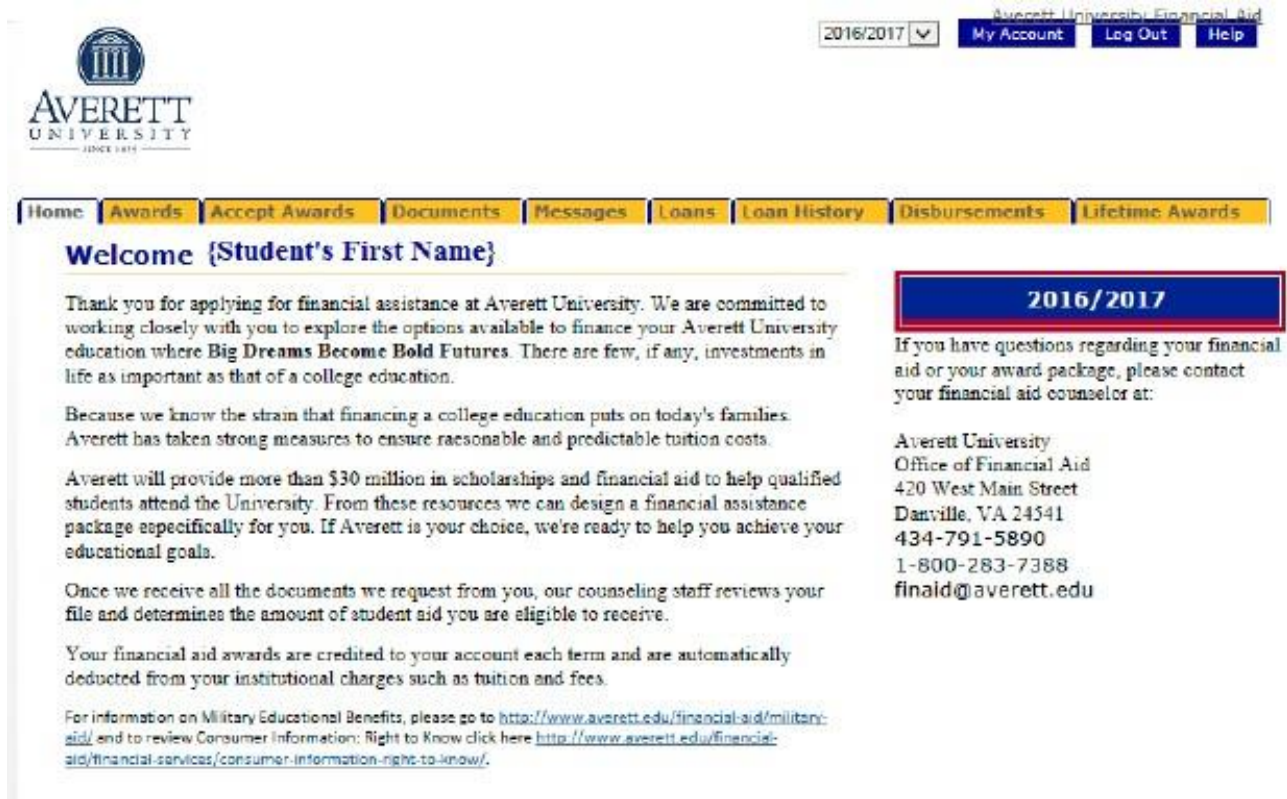
If this is your first year at Averett University or you are a returning/readmitted student



What's New

Beginning 2010-11 school year, Averett University will be participating in the

5. You are now able to view your Averett University Financial Aid Information. Click on the tab to display the information you need.



AVERETT UNIVERSITY
SINCE 1863

Averett University Financial Aid
2016/2017 My Account Log Out Help

Home Awards Accept Awards Documents Messages Loans Loan History Disbursements Lifetime Awards

Welcome {Student's First Name}

Thank you for applying for financial assistance at Averett University. We are committed to working closely with you to explore the options available to finance your Averett University education where **Big Dreams Become Bold Futures**. There are few, if any, investments in life as important as that of a college education.

Because we know the strain that financing a college education puts on today's families, Averett has taken strong measures to ensure reasonable and predictable tuition costs.

Averett will provide more than \$30 million in scholarships and financial aid to help qualified students attend the University. From these resources we can design a financial assistance package specifically for you. If Averett is your choice, we're ready to help you achieve your educational goals.

Once we receive all the documents we request from you, our counseling staff reviews your file and determines the amount of student aid you are eligible to receive.

Your financial aid awards are credited to your account each term and are automatically deducted from your institutional charges such as tuition and fees.

For information on Military Educational Benefits, please go to <http://www.averett.edu/financial-aid/military-aid/> and to review Consumer Information: Right to Know click here <http://www.averett.edu/financial-aid/financial-services/consumer-information-right-to-know/>.

2016/2017

If you have questions regarding your financial aid or your award package, please contact your financial aid counselor at:

Averett University
Office of Financial Aid
420 West Main Street
Danville, VA 24541
434-791-5890
1-800-283-7388
finaid@averett.edu

IF YOU HAVE ANY QUESTIONS, VISIT AVERETT CENTRAL.

BUSINESS CASUAL vs. Professional

Have an interview or professional event coming up? Learn how to decode dress code.



Graphics from PURDUE CCO

Tips for Success in Any Business Situation

- 1 When in doubt, dress conservatively.
- 2 A suit (suit & tie for males) will suffice in most situations.
- 3 Make sure your outfit is wrinkle-free.
- 4 Stick with solid colors and tighter-woven fabrics or simple patterns.
- 5 Accessories should be kept simple: basic pumps, modest jewelry, light make-up, and light perfume.
- 6 Wear a belt and a watch.
- 7 Be sure your hair is neatly trimmed or groomed. Avoid the "messy" look.
- 8 Shirts with lettering or graphics should not be worn.
- 9 Check your outfit for missing buttons, lint, or a crooked tie.
- 10 A skirt should be no shorter than the tips of your middle fingers (or just above the knee for good measure.)

BECOME CAREER READY

Averett University

Dressing for Success: Men

Your résumé has landed you an interview!!! Great, now what? Appropriate interview attire is of the utmost importance. Before you say a word, an impression has already been formed based on the way you dress. *Remember, you don't get a second chance to make a first impression!*

Below are some generally accepted guidelines for appropriate interview attire. Each company has its own specific dress code, but how you dress at the workplace may or may not be the way you should dress for an interview.

1. Regardless of a company's dress code, it is very rarely acceptable to dress down for an interview. ***This means, wearing a suit to your interview.*** Dressing professionally shows you have respect for the company, those interviewing you, and for yourself. Dressing more professionally also allows you to be taken more seriously.
2. Suit means the following: a matching jacket and pants, tie, dress shirt, coordinating socks, belt, and dress shoes. A dark suit with light colored dress shirt is best.
3. You should wear a suit that is comfortable and fits you well. Not only does this help you to look your best, but it will help you act your best. There is no need to feel like you should wear the same suit you wore when you were 16.
4. Avoid brightly colored dress shirts, ties, and socks.
5. Make sure your suit is clean and pressed. Wrinkles and dirt are not your friend during an interview.

6. Good hygiene is of the utmost importance. You should shower and shave the morning of the interview. If you have a beard or mustache, it should be neatly trimmed and groomed.
7. Wear deodorant, but avoid cologne and aftershave. You want them to remember you for your personality, not your smell. Also, those interviewing may be allergic and causing an allergic reaction is not what you are hoping to be the outcome of your interview.
8. Brush your teeth just before you leave for the interview, before you put your jacket on (toothpaste stains are not attractive). Also, don't smoke prior to the interview.
9. Your hair should be conservative, neat, and clean.
10. Shoes should be conservative, clean, and in good condition. Your shoes and belt should match in color. Your belt should also be clean and in good condition.



AVERETT
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— SINCE 1859 —

BECOME CAREER READY

Averett University

Dressing for Success: Women

Your résumé has landed you an interview!!! Great, now what? Appropriate interview attire is of the utmost importance. Before you say a word, an impression has already been formed based on the way you dress. *Remember, you don't get a second chance to make a first impression!*

Below are some generally accepted guidelines for appropriate interview attire. Each company has its own specific dress code, but how you dress at the workplace may or may not be the way you should dress for an interview.

1. Regardless of a company's dress code, it is very rarely acceptable to dress down for an interview. ***This means, wearing a suit to your interview.*** Dressing professionally shows you have respect for the company, those interviewing you, and for yourself. Dressing more professionally also allows you to be taken more seriously.
2. For women, suit means the following: a matching jacket and pants or skirt, dress shirt, and dress shoes. A dark suit with light colored dress shirt is best.
3. If you choose to wear a skirt, knee length skirts are suggested. Full length skirts, while modest, are generally not suggested for an interview. If you aren't comfortable in skirts, pants are a great option.
4. You should wear a suit that is comfortable, is not tight, and fits you well. Not only does this help you to look your best, but it will help you act your best. Your shirt should also fit well, not be tight, and should not be low cut. If your jacket is too tight for you to move around easily or if your skirt is cutting you in half, you will not feel your best and will not project your best self.
5. Avoid brightly colored suits, dress shirts, and shoes. Do not wear lace, bright colors, sheer clothing, or animal prints. Conservative is best.
6. Make sure your suit is clean and pressed.
7. Make-up and nail polish should be conservative and understated. Jewelry should also be conservative, not large, and not flashy. You don't want to be remembered for your make-up and jewelry but for your knowledge.



8. Shoes should be low heeled and conservative. Don't wear shoes that are open toe or open heeled. The same shoes you would wear out to a club are likely not appropriate for an interview. A good basic low heeled pump is your best bet and can be used for years to come.
9. Avoid perfume and scented lotions. You want them to remember you for your personality, not your smell. Also, those interviewing you may be allergic and causing an allergic reaction is not what you are hoping to be the outcome of your interview.
10. Brush your teeth just before you leave for the interview, before you put your jacket on (toothpaste stains are not attractive). Also, don't eat or smoke prior to the interview.
11. Your hair should be conservative in style, neat, and clean. Wearing your hair in a simple bun or a simple low ponytail is acceptable. Avoid coloring your hair artificial colors such as blue, purple, green, or pink. Stick to colors that are naturally occurring hair colors. Avoid using your sunglasses as a hairband. Remember, you don't want them to remember you for your hair, but, instead, for your knowledge and talents you potentially bring to the company.



AVERETT

UNIVERSITY

— SINCE 1859 —



Module 20:

Career Preparation Overview

General Aim: Students will develop an understanding of how to prepare for their careers while in college

ACTIONS:

- Instructors – share your path to your current position, especially both positive and negative interview experiences
- Use the “Preparing for the Alumni Career Panel” handout to initiate a discussion around the hidden curriculum of job searching and interviewing and preparing to ask questions at the alumni panel
- Develop an elevator speech in class – a 30 second answer to the “tell me a little about yourself” question (see below)
- Show the online Professional Development Guide
- Create your Handshake profile in class and upload your resume (see next few pages on how)
- Search for an internship in your area using Handshake

THE 30 SECOND ELEVATOR SPEECH

An elevator speech is a clear, brief message or “commercial” about you. It communicates who you are, what you’re looking for and how you can benefit a company or organization. It’s typically about 30 seconds, the time it takes people to ride from the top to the bottom of a building in an elevator. (The idea behind having an elevator speech is that you are prepared to share this information with anyone, at any time, even in an elevator.) At a career fair, you can use your speech to introduce yourself to employers. It is important to have your speech memorized and practiced. Rehearse your 30 second elevator speech with a friend or in front of a mirror. The important thing is to practice it **OUT LOUD**. You want it to sound natural. Get comfortable with what you have to say so you can breeze through it when the time comes.



This elevator speech is:

- absolutely no longer than 25 to 30 seconds

- in words - approximately 80 to 90 words
- in sentences - 8 to 10 sentences

Questions to consider are:

1. From where are you?
2. What do you do? (try and weave in a credential here – “I am an English major with a concentration in creative writing”)
3. What are your career goals?
4. Demonstrate your interest in the position by giving us an example – “I’ve wanted to be a doctor since I dissected my first animal in high school”
5. Share any leadership history and work experience relevant to the position – “My experience as FBLA president in high school and my work experience at the YMCA have helped peak my interest in owning my own gym”

NEXT CLASS PREPARATION:

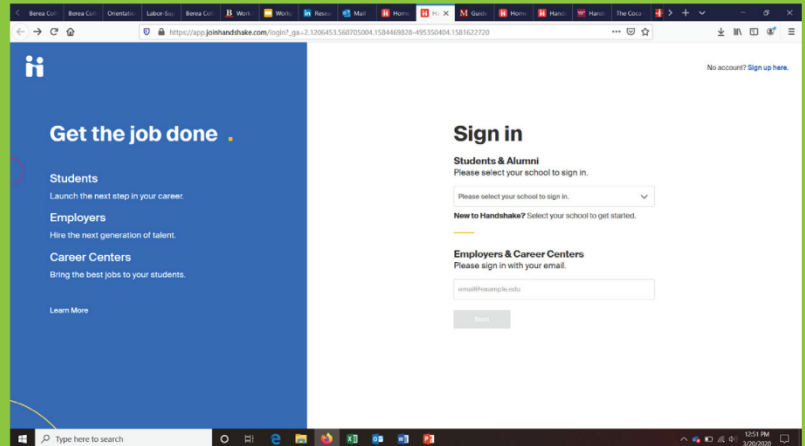
- Go to the Career Panel via Zoom

Today’s Competencies: Critical Thinking/Problem Solving, Oral/Written Communications, Career Management, Leadership, Teamwork/Collaboration, and Professionalism/Work Ethic



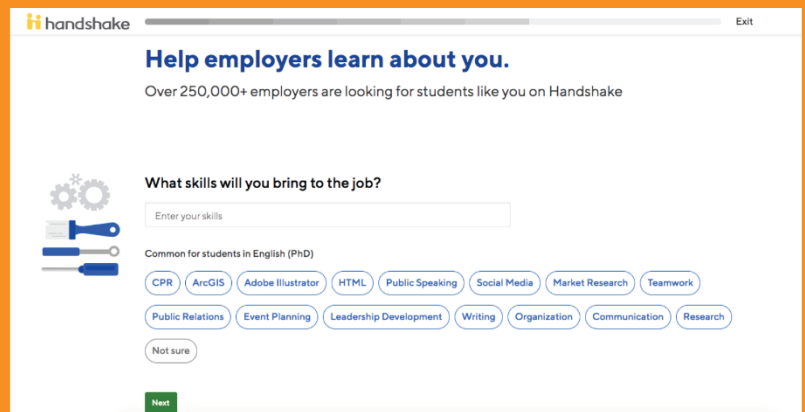
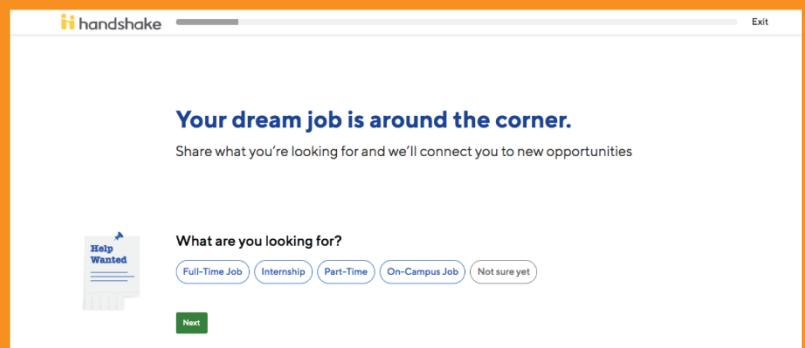
HOW TO LOG-IN AND SIGN UP

1. Visit averett.joinhandshake.com
2. Search for “Averett University” under please select your school to sign in. Next, enter your Averett email address and password to log-in.



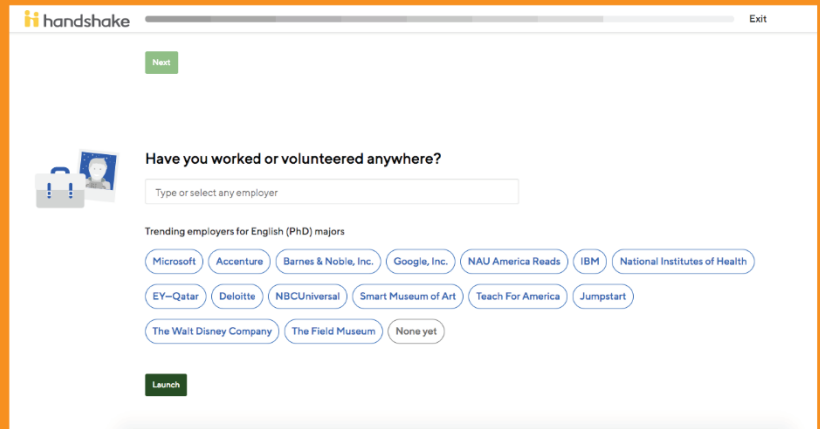
STEP 1 FILL OUT YOUR PROFILE

- Some of your information may already be pre-loaded in your Handshake profile such as school affiliation and designated major. Review all of the pre-loaded information to make sure it is correct. If you find any errors, please contact Angie and Ryan at the CCECC.
- Students will need to decide on their profiles privacy level. The three levels are Community, Employers, or Private. If your profile is private, employers will not be able to view your profile or contact you with job or internship opportunities.
- Handshake will ask you what types of jobs that you are looking for. This includes full-time and part-time jobs, volunteer opportunities, and internships. The more options you select, the broader your search options will become!
- Next, add any skills that you want employers to know you have! This could include CPR training, Adobe Illustrator, Photoshop or leadership development. Also, include GPA (if above a 3.0), extracurricular activities and organizations, and any previous work or volunteer experience.



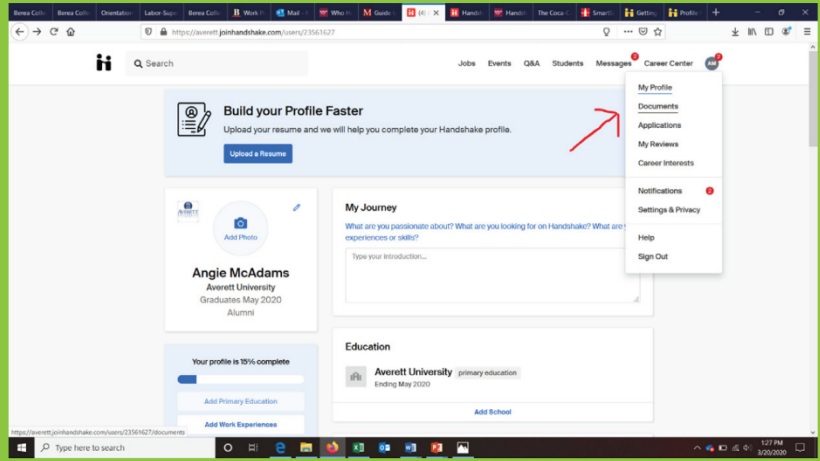
- After completing this information, click the green launch button at the bottom of the page to publish your profile!

- CONGRATULATIONS! Your profile is now public for employers to view!

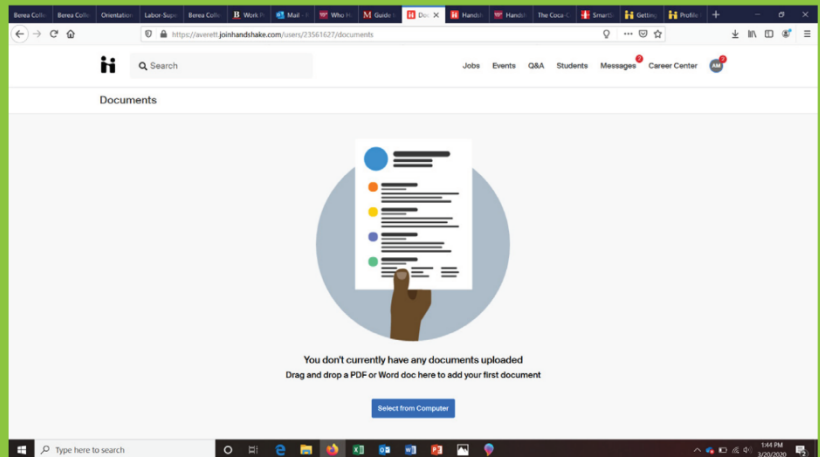


STEP 2 ADD YOUR RESUME

- To add a document, go to your name at the top right hand corner and click it. Select “Documents.”

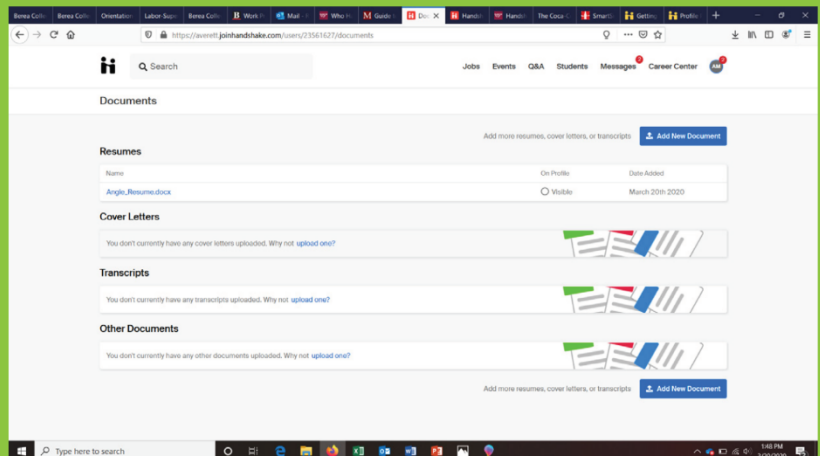


- Follow the directions to upload your resume or other document from your computer.



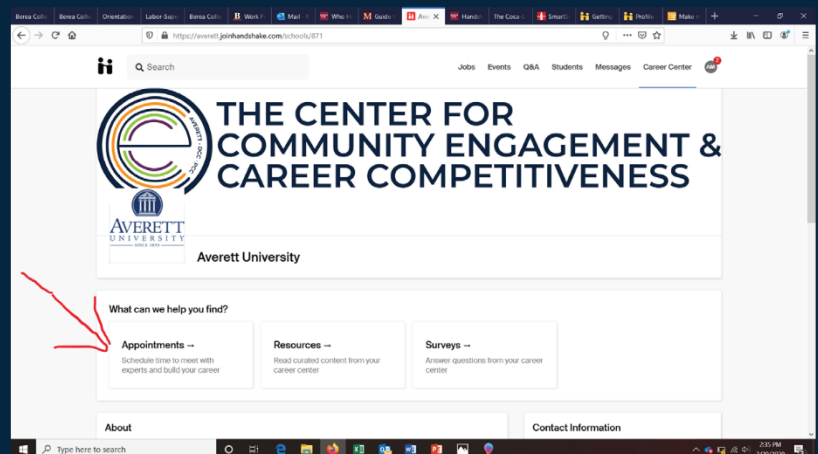
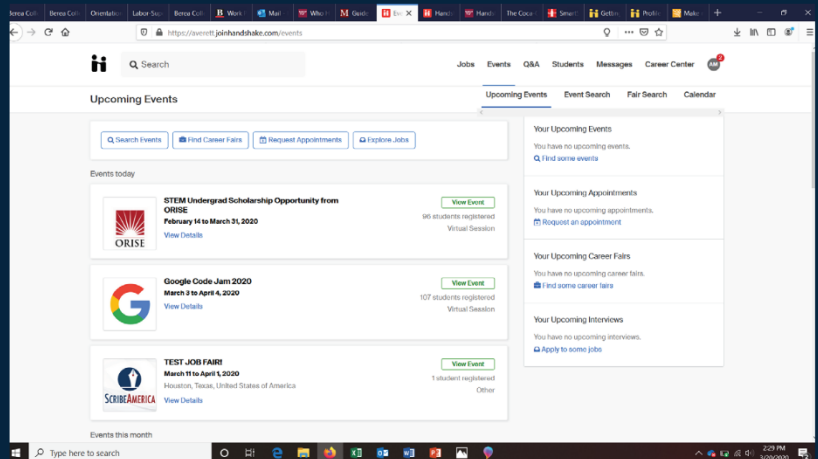
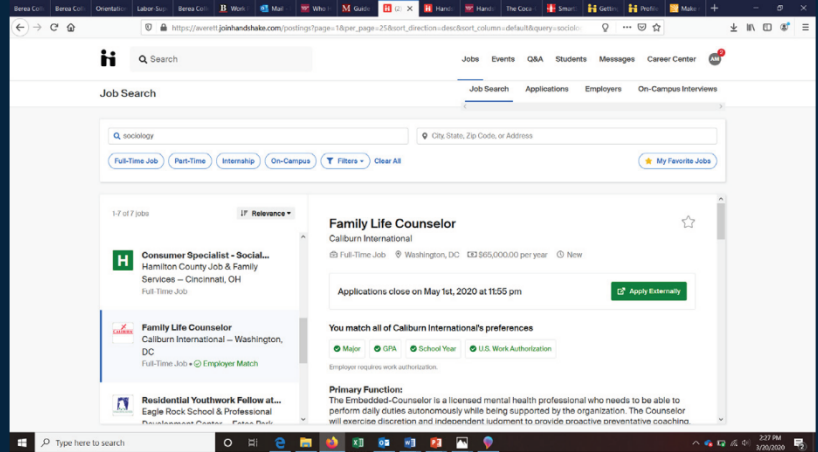
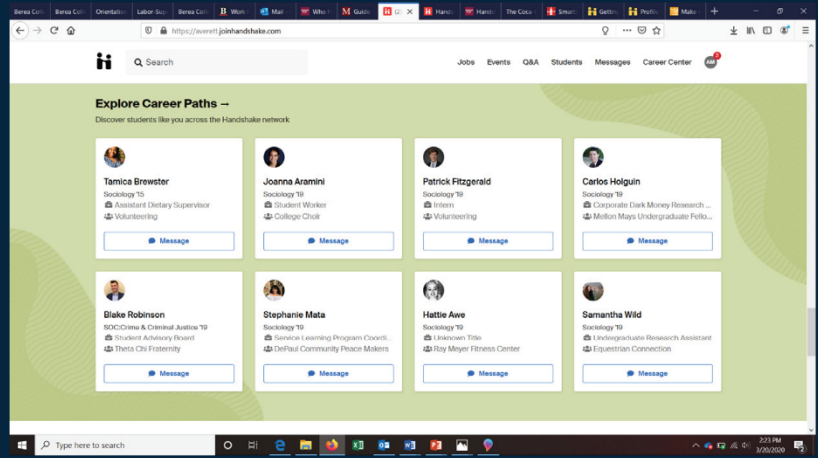
- Your uploaded document appears when you click on “Documents.” To feature it in your profile, click the blue button that says “Feature on Profile” at the top right-hand corner of the document preview.

- To add another document, click “Add New Document.”

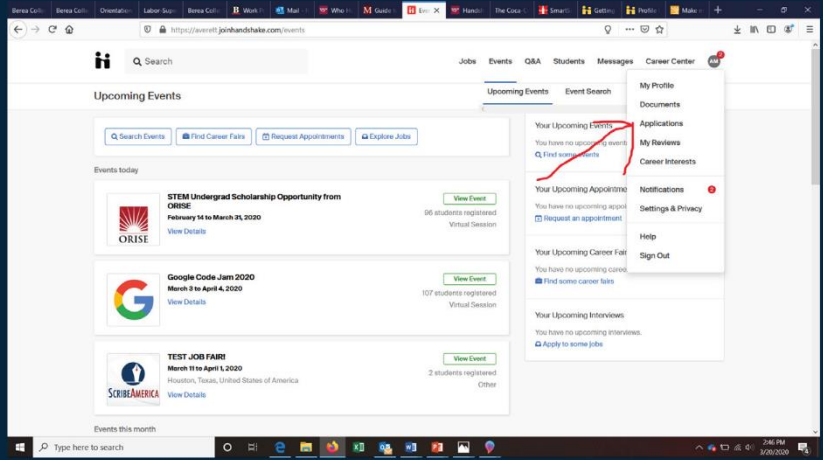


STEP 3 DEVELOP YOUR HANDSHAKE PROFILE

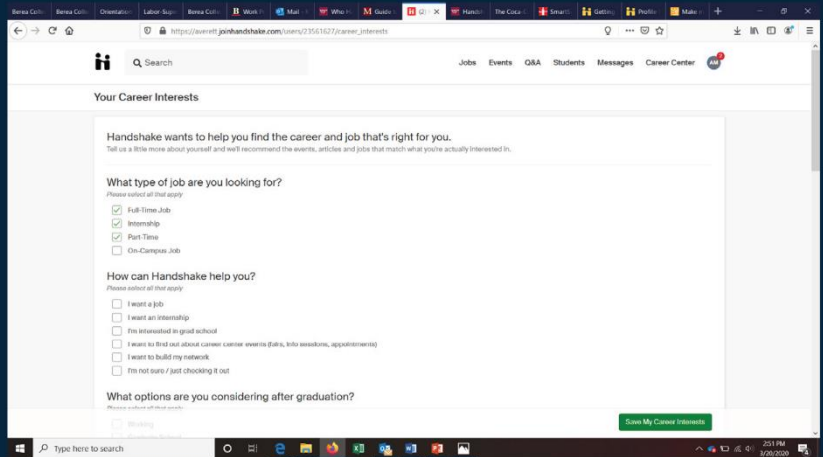
- Your main profile has several important features.
- View Career Paths that students in your major have explored. Connect with these students to expand your network.
- Search for positions in your field using key words and various locations across the country.
- View upcoming events both on-campus at Averett and/or virtually through Handshake.
- Click “Career Center” at the top of the page. Under “Appointments,” schedule an appointment with Angie or Ryan to discuss careers, internships, graduate school applications and resume and cover letters.



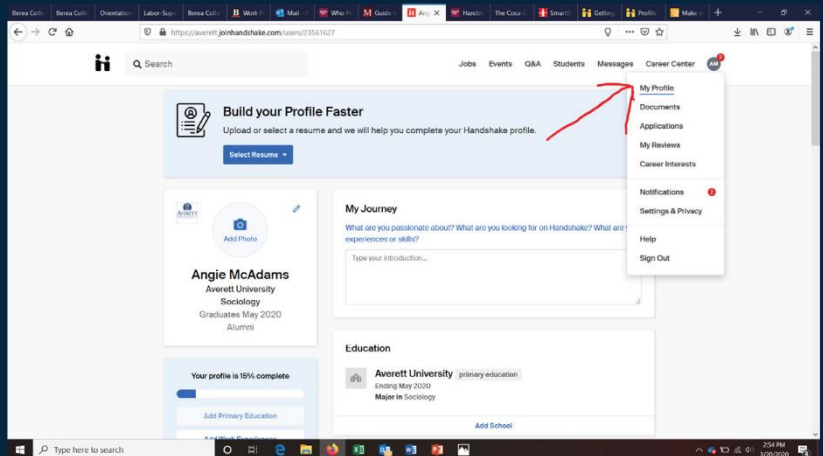
- Under your name, which is posted in the top right-hand corner of the screen, view your pending or submitted applications. Click on “Applications.”



- In the dropdown menu under “Applications” click “Career Interests.” Update your results consistently as your interests and career aspirations change.



- As you continue to use Handshake, consistently update your profile. Add a professional headshot to your profile picture, updated work and volunteer experiences, class projects, certifications, and other skills and interests. Modify your profile by going to your name and clicking “Profile.”



Angie McAdams

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Ryan Taube

Coordinator of Career Competitiveness
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204 Woodland Drive, Danville, VA

Bonnie Jones

420 West Main St. Danville, VA 24540 bonniejones@averett.edu (434) 555-1212
www.linkedin.com/in/averettstudent

EDUCATION

Averett University, Danville, VA

August 2018 - present

Bachelor of Science

Expected Graduation - 2022

Majoring in Sociology & Criminal Justice; minoring in Psychology

Coursework includes: Introduction to Sociology, Introduction to Statistics, French, Applied

Calculus, and Child Psychology

North High School, Your Town, VA

June 2018

Captain of cross-country team; Commonwealth Scholar; Graduate of Merit; Completed 40 credit hours of college courses while in high school.

EXPERIENCE

Averett University - CCECC, Danville, VA

Fall 2018 - present

National Bonner Leader – Membership Coordinator, The ARC Southside

Develop and implement strategies to increase the membership of the organization. Coordinate campaigns or drives to increase membership. Manage agency social media and marketing for the purpose of building a greater community presence. Participate in legislative advocacy as a means of supporting membership. Support outreach efforts and events. Build and maintain membership, contact rosters, and databases.

Virginia Organizing, Danville, VA

Fall 2018

Volunteer

Worked voter registration drive at Averett University during the Fall 2018 semester. Assisted students with filling out voter registration forms. Staffed voter registration awareness tables across campus.

Reading Buddies Program at My Hometown Church, Your Town, VA 2012-2017

Group Member and Leader

Co-founded program to help community children from impoverished neighborhoods to overcome literacy barriers. Led weekly tutoring sessions in which local children worked with tutoring volunteers in the subjects of reading and math; created weekly lessons. Increased volunteer participation from 5 to 20 volunteers. Organized coat drive, meals for children, and other events with the local church community.

ACTIVITIES

Week-To-Engage, *Volunteer*, Fall 2018

Interact Club, *Member*, 2014-2018 & *President* 2017-2018

North High School Yearbook, *Editor and Contributing Writer*, 2017-2018

North High School, *Beta Club Member*, 2014-2018

SKILLS

Strong knowledge of Microsoft Word, Excel, and PowerPoint

Familiar with Adobe Photoshop and Illustrator

Basic proficiency in Spanish

FRESHMAN YEAR



10 STEPS TO BEGIN YOUR CAREER DEVELOPMENT JOURNEY

ENGAGE 1

Averett has combined community engagement activities and career development under one roof - the CCECC. This unique model offers students a multitude of meaningful career development opportunities. Visit CAMPUSengage.org to see current community engagement needs.



6 BUILD

Begin the process of building your personal brand. Now is the time to decide how you want others to view you personally and professionally.

VISIT 2

Visit the CCECC early in your freshman year. Get to know the Director of Career Competitiveness. Learn about programs especially for freshmen. Visit the Jobs page on Moodle to learn about part-time employment opportunities.



7 ATTEND

Attend career development workshops that are offered throughout the year. Learn how to build your personal brand, how to utilize Handshake, how to best prepare for an interview, and more.

PARTICIPATE 3

Participate in campus and community activities. Getting involved in campus activities and community activities is one of the best ways to ensure a smooth transition to college. Engagement is a leading cause of student success!



8 NETWORK

Begin making important career connections your freshman year. Network with alumni and business professionals throughout the year at various career development events.

EXPLORE 4

Explore career options. It's okay if you are not sure of your long-term career path. Stop by the CCECC to complete a career assessment or to talk about your areas of interest.



9 SEEK

Seek advice from others on a regular basis. Talk to faculty members, advisors, staff, upper-class students, and the CCECC staff. We are all here to help you with your professional development journey!

CREATE 5

Create your résumé! It's never too early to begin this process. Schedule an individualized meeting with the CCECC to build and review your résumé.



10 SERVE

Participate in Service-Learning courses. Service-Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience. It offers you a way to apply classroom knowledge while helping the community. Visit the CCECC to learn more!

ANGIE MCADAMS

Director of Career Competitiveness

amcadams@averett.edu

434.791.5629

FOLLOW US.
@myCAMPUSengage



Module 21: Career Interest Inventory

General Aim: Students will share best-practices learned from business professionals who graduated from Averett

ACTIONS:

- Use your assigned code (TBA) to complete the online career interest inventory and obtain your results.



Today's Competencies: Critical Thinking/Problem Solving, Oral/ Written Communications, Career Management, Leadership, Teamwork/Collaboration, and Professionalism/Work Ethic



Module 22: Advising & Registration Workshop

General Aim: General Aim: Students will learn why advising is vital for college success and how to register for classes smoothly

ACTIONS:

Watch the pre-recorded video online in Canvas and be prepared to ask questions about advising.



Today's Competencies: Critical Thinking/Problem Solving, Oral/Written Communications, Career Management, Teamwork/Collaboration



What is your GPA?

KNOW THE IMPORTANCE OF YOUR GRADE POINT AVERAGE.

Your GPA is the average grade for all of the courses you have taken in college. GPAs range from 0.0 ("F") to 4.0 ("A"). Your GPA affects your future in many ways. A minimum GPA of 2.0, a "C", is required to graduate, regardless of how many credits you have accumulated. Students who fall below the minimum GPA can be ineligible for certain types of financial aid and cannot play intercollegiate sports. In some cases, they are in danger of academic dismissal, particularly for students who are already on academic probation. Academic honors (such as the dean's list) and some scholarships are based on your GPA. Finally, potential employers often note GPAs to determine if prospective employees have achieved success in college.

Refer to the course catalog for complete details on graduation requirements. GRADUATION REQUIREMENTS INCLUDE (BUT ARE NOT LIMITED TO):

Total College Hours	Most majors require 120. Some require more. Check the catalog.
Senior College Hours	At least 60 (these are credits from four-year institutions, including Averett)
GPA	Students must have at least a 2.00 overall GPA. Some majors require a higher GPA. Check the catalog.
Major GPA	Students must have at least a 2.00 GPA in their major. Some majors require a higher GPA. Check the catalog.

KNOW HOW TO COMPUTE YOUR GRADE POINT AVERAGE.

You can compute your own grade point average by using the formula in the following box. Or, you can calculate your GPA online at <http://www.back2college.com/gpa.htm>.

The grade point average (GPA) is calculated by dividing the total number of attempted semester hours of credit into the total number of quality points earned. An "A"=4; "B"=3; "C"=2; "D"=1; "F"=0; "WF"=0*. If a student takes a four-semester hour course and receives an "A," she will have 16 quality points (4 x 4=16). If she takes a three-semester hour course and receives a "C," she will have 6 quality points (3 x 2=6).

As each semester is completed, a student's semester hours attempted and total quality points earned are added to any already acquired, and a new grade point average is calculated.

*A grade of WP (Withdraw Passing) is not included in hours attempted; therefore, it has no effect on the GPA. However, a grade of WF (Withdraw Failing) is included; therefore, it counts the same as an "F."

A cumulative average is calculated by dividing the total number of attempted hours into the total number of quality points earned. This will include all work attempted at Averett University.