

SAL101 Return to Learning
Term 1, Session 1
Wednesdays 6 –7:30 pm
August 27th, September 3rd, 10th, 17th, and 24th

Welcome to the University of Indianapolis School for Adult Learning (SAL) and the Return to Learning Class. This class builds the foundation for your success in the accelerated degree program. We are glad you are part of SAL, and we want you to be successful.

Facilitator:

Laurie Daeger, BS

Admissions/Marketing Coordinator

School for Adult Learning, 788-3393 or 788-3442

Office: Esch Hall 103

Hours: Monday 11:00a.m.-7:00p.m., Tuesday, Thursday, and Friday 8:00a.m.-4:30p.m.

Wednesday 11:00-5:00 p.m.

ldaeger@uindy.edu

Course Summary:

Text: American Psychological Association, (2005) *Concise Rules of APA Style*
Washington, DC ISBN 1-59147-252-0

In addition to the text, \$10 will be collected the first evening of class. This fee is intended to cover the cost of the tests administered in this class. Please come prepared with cash, check, or money order. Checks should be made payable to “The University of Indianapolis”.

The instructor will furnish handouts and folder. This course is graded as Credit/No Credit (C/NC) for one (1) academic credit hour. All students new to the Accelerated program must take this course in their first term.

The purpose of this course is to orient adult students to the specifics of the School for Adult Learning at the University of Indianapolis in order to facilitate students learning in an accelerated format. **Any student that has not demonstrated Math or English proficiency either by prior placement testing or transferring in the appropriate credit, will be staying to take these exams on September 3rd and September 17th. The exams will begin at the end of the regular class time. Please see instructor if you are not able to stay late to take the Math and English Placement Exams.**

Catalog Description: The Return to Learning New Student Experience Class is designed to help adult students develop skills and relationships that will serve them well as they pursue their degree and career goals. The course consists of a series of personal, academic, and campus success sessions designed to help students new to the Accelerated program make a successful transition to academia in a non-traditional format. The course covers topics relating to the history and philosophy of the University of Indianapolis and the School for Adult Learning, the University Learning Goals, degrees offered, academic and personal support available, diversity, prior learning assessment, and career services.

Course Outcomes:

Students will:

1. Present the philosophy of the University and the School for Adult Learning supports the learning provided.
2. Independently use the information system provided.
3. Use prior learning assessment to their advantage.
4. Present the procedures and services provided.
5. Present the University of Indianapolis Learning Goals.
6. Remember the availability of career services at the university.
7. Take, if necessary, math and English proficiency for placement in appropriate courses.
8. Take the California Critical Thinking Test and the Abbreviated Torrance Test for Adults.

Course Expectations:

Because this course meets only five times, attendance is crucial as your presence is necessary for good discussion and other in-class activities. It is expected that you turn in assignments and arrive to class on time.

Access to the internet is crucial to this course. If you do not have a computer at home, there are several open labs on campus that are open extended hours for the adult learner. Students must have created their university email account prior to this class. To do so, go to accounts.uindy.edu and follow the instructions. This can be done on any web browser from anywhere. Student will be using Blackboard and Self-Service Banner during this course.

To be successful in this class, students need to be in class and be willing to participate. Assignments need to be completed. If you are not able to attend a session, contact the instructor prior to the start of that class.

Services for Students with Disabilities:

If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please inform me immediately so that your learning needs may be appropriately met. Students with a disability must register with the Services for Students with Disabilities office (SSD) in Schwitzer Center 206 (317-788-6153/ www.uindy.edu/ssd) for disability verification and for determination of reasonable academic accommodations. You are responsible for initiating arrangements for accommodations for tests and other assignments in collaboration with the SSD and the faculty.

Learning Goals: University-Wide Learning Goals

The University of Indianapolis is an AQIP accredited university, dedicated to continual quality improvement. As a part of the university, the School for Adult Learning commits to the same learning outcomes and the ongoing assessment of them. The learning outcomes are as follows:

- **Social Responsibility**—In the area of social and personal responsibility, students in the School for Adult Learning are responsible for their own learning, connect the ethical and socially responsible practices presented in the classroom to the worlds in which they live, and understand that their behaviors affect society. Both forms of responsibility involve moral obligation to self and community, and rely upon such virtues as honesty, self-discipline, respect, loyalty, and compassion.
- **Creativity**—In the area of creativity, students in the School for Adult Learning generate, appreciate, and evaluate new possibilities, alternatives, and ideas which enable them to see the world in new ways.
- **Critical Thinking**—In the area of critical thinking, students in the School for Adult Learning intentionally apply higher-order thinking to reach evidence-based conclusions.
- **Performance**—In the area of performance, students in the School for Adult Learning write, speak, compute mathematically, and are technologically literate based upon the standards established by SAL.

Note: Not every learning outcome will be emphasized in each class; however, successful students will have demonstrated all four outcomes upon completion of the SAL curriculum.

Session 1 – Introduction (August 27th)

History and Philosophy of the University of Indianapolis
The Beginning of the School for Adult Learning
The University Learning Goals
The concept of Adult Learning
The concept of accelerated learning and adult learning styles
Learning Self-Assessment

Assignment One: due September 3rd

- 1) Complete the learning style handout and bring to class on September 3rd.
- 3) Send the instructor an email from your UIndy email account prior to class on September 3rd.

Session 2 – Curriculum (September 3rd)

Admitting, advising, and registering
LBST and ORGL degrees
Plotting your progress and course sequence
Credit by Examination: CLEP and DSST
Prior Learning Assessment
Demonstration of: Blackboard, my.uindy.edu, self-service Banner, SAL website

Assignment Two: due September 10th

- 1) Student will log into Blackboard, open the assignment, answer the questions, print the page, and bring their completed page to class on September 10th.
- 2) Student will log into Banner Self-Service, print out their class schedule, and bring it to class on September 10th.
- 3) Student will use their degree audit, planogram, course sequencing form, and class schedule to plan classes student may want to enroll in for the winter term. Student will bring the completed planogram to class on September 10th.

English Placement Administered at the end of class on September 3rd.
Those students who need to take the English placement exam should plan to stay until 9:00 p.m.

Session 3 – Financial Aid and Critical Thinking (September 10th)

Fees and Tuition

Financial Aid presentation

Administer California Critical Thinking Exam (50 Minutes)

Assignment three: due September 17th

1) Complete plagiarism tutorial, print out certificate, and bring certificate to class on September 17th.

Session 4 – Class Preparation (September 17th)

Review APA Style Guide

Discuss Plagiarism and appropriate documentation

Administer Abbreviated Torrance Test for Adults

Review for Final Quiz- Take Home Questions

Demonstrate rubric

Assignment four: due August September 24th

1) Using your APA Style guide, paraphrase one paragraph on class handout, and bring revised paragraph to class on September 24th.

Math Placement Administered at the end of class on September 17th.

Those students who need to take the Math placement exam should plan to stay until 9:00 p.m.

Session 5 – Services Across Campus (September 24th)

Explain: Alpha Sigma Lambda and Latin Honors

Academic Success Center,

Math Lab and Writing Lab

Career Services Overview

Diversity Awareness

Final Quiz

Grading Scale:

Attendance 50 points (10 points per class meeting)
Assignment 1 10 points
Assignment 2 10 points
Assignment 3 10 points
Assignment 4 10 points
Final Quiz 10 points (Students **must** take the final quiz to get credit for this course)

If an assignment is turned in late, five points will be deducted. If you miss a class, you will lose 10 points per class missed. If you are more than fifteen minutes late for a class, you will not receive the points for that class meeting, unless your tardiness is due to an emergency.

To receive credit for this course, a student must earn 61 or more points, take the Math and English Placement Exams (if required), take the California Critical Thinking Test, take the Abbreviated Torrance Test, and complete the final quiz.

**Course material and criteria are subject to change at the discretion of the instructor.