



DAKOTA COLLEGE COURSE SYLLABUS

Course Prefix/Number/Title: UNIV 105 First Year Experience

Number of Credits: 1

Course Description: This course is required for all freshman students and is intended to provide them with insight and information about what the institution deems are the most important concepts in student retention and positive student outcomes.

Pre-/Co-requisites: NA

Course Objectives:

As a two-year college, Dakota College at Bottineau subscribes to a philosophy that promotes student success through faculty, staff, and student interaction. This course is formatted to foster that interaction and meet the following objectives:

- Increase student's ability to adjust to the demands of the first year of college
- Assist students in developing positive learning skills
- Expose and orient students to the programs and services available at Dakota College at Bottineau
- Inform students about policies and procedures that govern student life

Instructor: Heidi Hauf

Office: NA

Office Hours: Evening appointments arranged upon request.

Phone: NA

Email: Course Messages feature within Blackboard is preferred. heidi.hauf@dakotacollege.edu

Lecture/Lab Schedule: Online; See course outline for details

Textbook(s): NA

Course Requirements:

- View PowerPoint/video presentations as required
- Complete weekly tests and/or assignments
- Final Paper

Tentative Course Outline:

Week	Dates	Chapters, Tests
1	January 13-17	Online Courses Pre-Test Using Key Features
2	January 20-24	Study Skills Understanding Financial Aid & Fee Payment
3	January 27-31	Library ProctorU Information
4	February 3-7	Respondus Lockdown Browser Blackboard Collaborate Ultra
5	February 10-14	Policies & Procedures Career Awareness
6	February 17-21	Online Scavenger Hunt Bookstore
7	February 24-28	Review Online Courses Post-Test
8	March 2-6	Final Paper using SafeAssign

Grading Scale:

100-90%	A
89-80%	B
79-70%	C
69-60%	D
Less than 60%	F

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):

- Nature - Objective 2: Demonstrates appreciation of the natural environment
 - Skill 1: Recognizes the interrelationships between living and non-living entities and their effects on the environment
 - Skill 2: Assesses the impact of human activity on their environment
 - Skill 3: Identifies and implements wise use management of our natural resources
 - Skill 4: Promotes and applies an ethic of stewardship for our environment

- Technology - Objective 2: Uses electronic resources for course related assignments and information
 - Skill 1: Selects appropriate electronic resources
 - Skill 2: Recognizes differences in Internet resources based on address extensions
 - Skill 3: Identifies proper academic library search engines
 - Skill 4: Evaluates quality/value of web-based information

- Beyond - Objective 4: Works collaboratively with others
 - Skill 1: Participates in class discussions and in any group projects or activities
 - Skill 2: Participates in class discussions, peer editing, and group activities or projects, responding productively and respectfully to the work and ideas of others and considering the ideas and suggestions of others

Relationship to Campus Theme: This course utilizes technology to enhance the educational environment and encourages personal growth as they embark on the adventure of being a college student.

Classroom Policies:

- Regular participation is expected.
- The student is expected to complete all assignments and tests as outlined; assignments and tests must be completed in the order that they are presented.
- All weekly discussions, assignments, and tests are due on Friday at 11:59 p.m. CST.
- **Late assignments will be docked 10% per day late.** I do understand that sometimes emergencies do occur. In this case, arrangements can be made with instructor for a new due date, but ONLY if arrangements are made before the original due date.
- The student is expected to communicate with other students and instructor via course messages or discussions when it is required.
- The student will complete each assignment before taking the related test.

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs:

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services within the first two weeks of the semester to line up accommodations.

Title IX:

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX

Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX Webpage.