



*Hands-On Experience at
A World-Class University*

UNIVERSITY OF WISCONSIN – MADISON

**FARM & INDUSTRY SHORT COURSE
INSTRUCTOR MANUAL 2015-2016**

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The Mission of the University of Wisconsin Farm and Industry Short Course

“To provide the best research-based, short-term education in agriculture for individuals planning careers in production agriculture and related agribusinesses.”

Objectives

1. Teach research-based knowledge and skills needed to manage or work in agricultural production units and related agribusinesses.
2. Acquaint students with College, University, and State resources available to managers and workers in agriculture and agribusiness professions.
3. Help students develop social and communication skills as well as a culture of life-long learning.
4. Assist students with career information, career selection, and provide internship and employment information and opportunities.
5. Provide students with on-campus housing and extra-curricular activities that encourage integration with the wider campus community.

Instructor Expectations:

- Remember your course schedule, be fully prepared, and arrive on time (if not early) for all class meetings.
- Use your course roster to confirm that all participants are enrolled in your class and in the FISC program.
- Endeavor to create an in-class environment that promotes learning by all, is open and democratic, treats all participants evenly and fairly, and allows for social interaction.
- Be enthusiastic about the subject area you are teaching and in your teaching of that subject. Work to instill that enthusiasm in course participants but recognize that not all will necessarily adopt an enthusiastic outlook.
- Attempt to maintain a learner (customer) perspective in all that you do with the course, remembering that the student is the primary reason you are there.
- Endeavor to be an effective communicator in your class sessions, sharing your expectations and those of your students, teaching at a level appropriate for the participants and in a manner free of biased language, actions or activities.
- Use the Short Course program to facilitate information exchange but not to advocate a single point of view, belief, cause or business enterprise.
- FISC instructors are expected to be available to students out of class. This can be accomplished with regular office hours or email.
- Instructors are expected to attend every scheduled class they are appointed to teach. Inform the Short Course office in the event of a missed class session due to illness or emergency. The Short Course office also must approve any changes in class schedules and location.
- Evaluate your instructional performance and the overall course, always working to improve the course and your skills as an instructor.

- Promptly communicate to the Short Course office any change, need, concern, or problem you may have so that we may facilitate the best possible experience for you and your students.
- Read, understand and follow the policies and procedures outlined in this Instructor's Manual and those found on the Vice Chancellor for University Relations Student Academic Disciplinary Procedures website, listed below: https://docs.legis.wisconsin.gov/code/admin_code/uws/14. For ad hoc instructors, non-adherence to any of the policies and procedures in this manual can result in immediate termination of an existing instructor appointment and/or affect the possibility of future instructional opportunities. Please feel free to consult with the FISC Director if you have any questions about how to handle a student discipline issue.

Instructor Checklist:

Listed below are some important items to remember:

- Activate your NetID to gain MyUW access.
- Print the course roster from your MyUW faculty center.
- Take attendance for enrolled students on the first day of class and on the 4th day of class. Communicate any non-enrolled participant information to the Short Course Office.
- Provide students with a course syllabus on the first day of class that follows UW-Madison guidelines for course syllabi. Submit an electronic copy to the FISC Director.
- Create handouts using funding from the CALS Department associated with your course, keeping the number of pages to the minimum necessary for a quality course experience.
- Contact the Short Course office first in the event of any schedule changes (illness, emergencies, severe weather conditions...). (fisc@cals.wisc.edu, 608-263-3918)
- Report all accidents, room of AV equipment problems to the FISC office as soon as possible. Reporting Forms can be found on the Risk Management website at http://www.bussvc.wisc.edu/risk_mgt/risk_mgmt_forms.html.
- Maintain an open, democratic classroom, free of advocacy, racism, and biased language.
- Conduct teacher evaluations using the student assessment of their learning gains (SALG) website: (<https://tle.wisc.edu/resources/student-assessment-their-learning-gains-salg>) *for the purpose of gathering learning-focused feedback from students.*
- Submit final grades no later than three days after the term/session last day of class using your MyUW Faculty Center.
- Enjoy the FISC teaching experience!

Academic Integrity

Academic Integrity is critical to the mission of the University of Wisconsin-Madison, a research one institution with high academic standards and rigor. As a faculty/staff member, you play a crucial role in fostering an environment in which student learning is achieved in a fair, just and honest way. You set the tone in your classroom by communicating clear expectations of your students, educating them on the consequences of academic misconduct, and referring them to campus resources such as the writing center and campus libraries.

Information on how to establish an atmosphere of integrity including sample syllabus statements, the UWS Chapter 14 code of conduct process for academic misconduct and campus resources can be found under the academic integrity tab of the Dean of Students website.

Link to UWS Chapter 14:

<http://students.wisc.edu/doso/acadintegrity.html#acadintegritystandards>

Ways to Establish an Atmosphere of Integrity

- Clear, concise, and inclusive information on syllabus
- Clear rules and expectations, consequences for misconduct
- Links to websites, Division of Student Life, writing lab, libraries
- Classroom discussion on academic misconduct
- Informing students of usage of on-line plagiarism programs (Turnitin.com)
- Class Honor Code
- Eliminating electronic devices during exams
- Assigning appropriate spacing in exam area
- Ensuring sufficient proctors
- Create multiple versions of an exam
- No book bags in exam area and require Student Identification

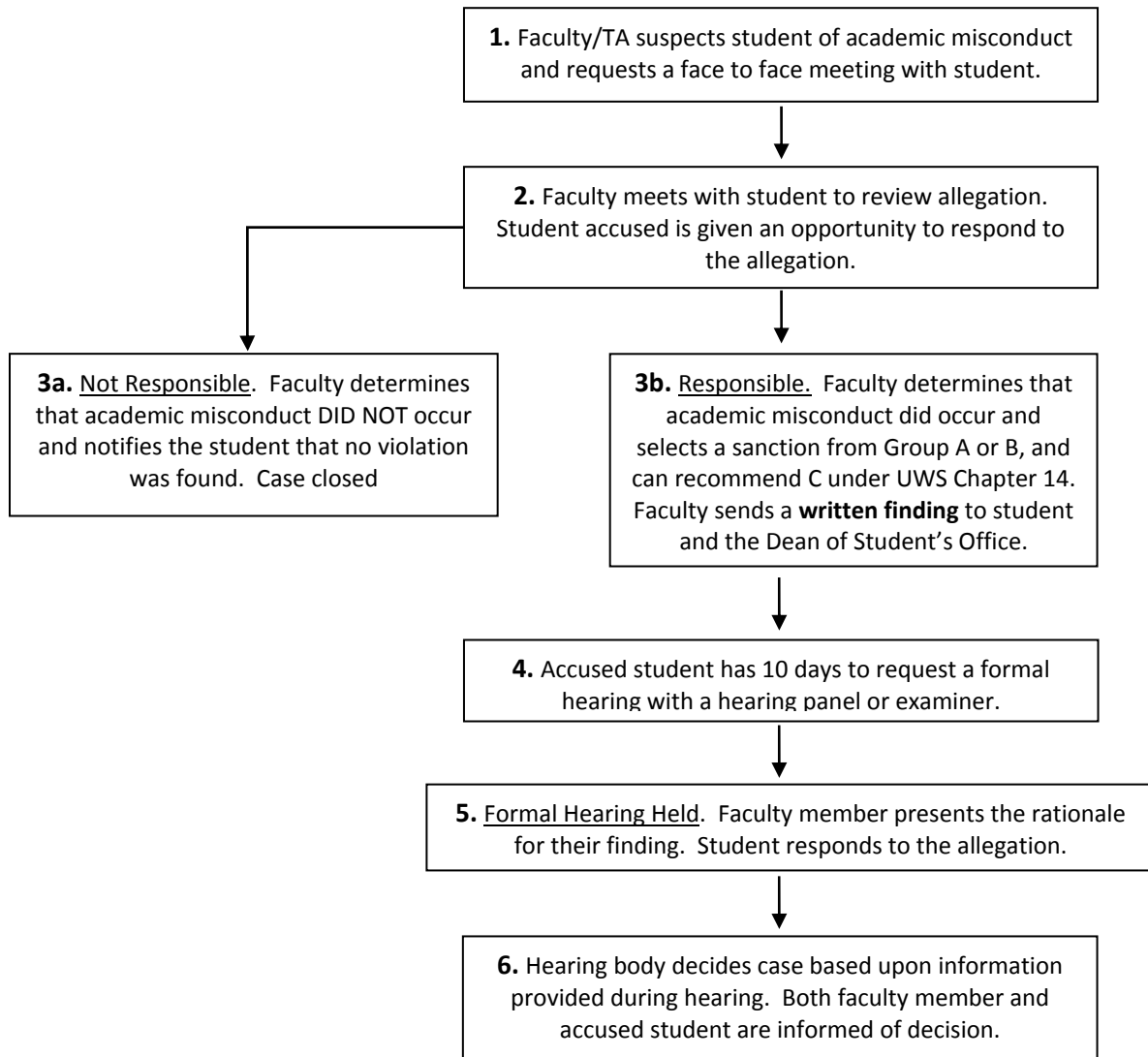
Although we encourage academic integrity as our primary focus, there is always a chance that a student's behavior will cause you to suspect of academic misconduct. The instructions below provide guidance for walking through the process of responding, but instructors should always feel free to contact one of the campus resources for a consultation at any stage in the process, including the Director or Assistant Director of FISC, the CALS Associate Dean for Academic Affairs, or the Dean on Call in the Office of the Dean of Students.

How to Confront Students about Academic Misconduct Violations

1. Tell the student you need to speak to them and set up a face to face meeting
2. In the meeting, tell the student what you suspect and ask them to tell you from their perspective how they wrote the paper or what they were doing in the exam.
3. After the meeting, decide if the student is responsible or not responsible for committing academic misconduct and recommend an appropriate sanction
4. Notify the student via email and send a copy of the letter to the FISC Director and Dean of Students office, dean@studentlife.wisc.edu if the sanction falls into UWS Chapter 14 Group B category .

Academic Misconduct Investigation Process at UW-Madison

UWS Chapter 14



UWS Ch. 14 Sanctions:

Determined by Faculty		Determined by Dean of Students Office (DOS)
<u>Group A:</u> (not reported to DOS) <ul style="list-style-type: none"> *An oral reprimand work *Written reprimand (presented only to student) *Repeat work (graded on its merits) 	<u>Group B:</u> (reported to DOS) <ul style="list-style-type: none"> *Lower or failing grade on work *Lower grade in course *Failing grade in course *Removal from course *Written reprimand 	<u>Group C:</u> <ul style="list-style-type: none"> *University disciplinary probation *Suspension *Expulsion

Addressing Disruptive Classroom Behavior: A Guide for Instructors

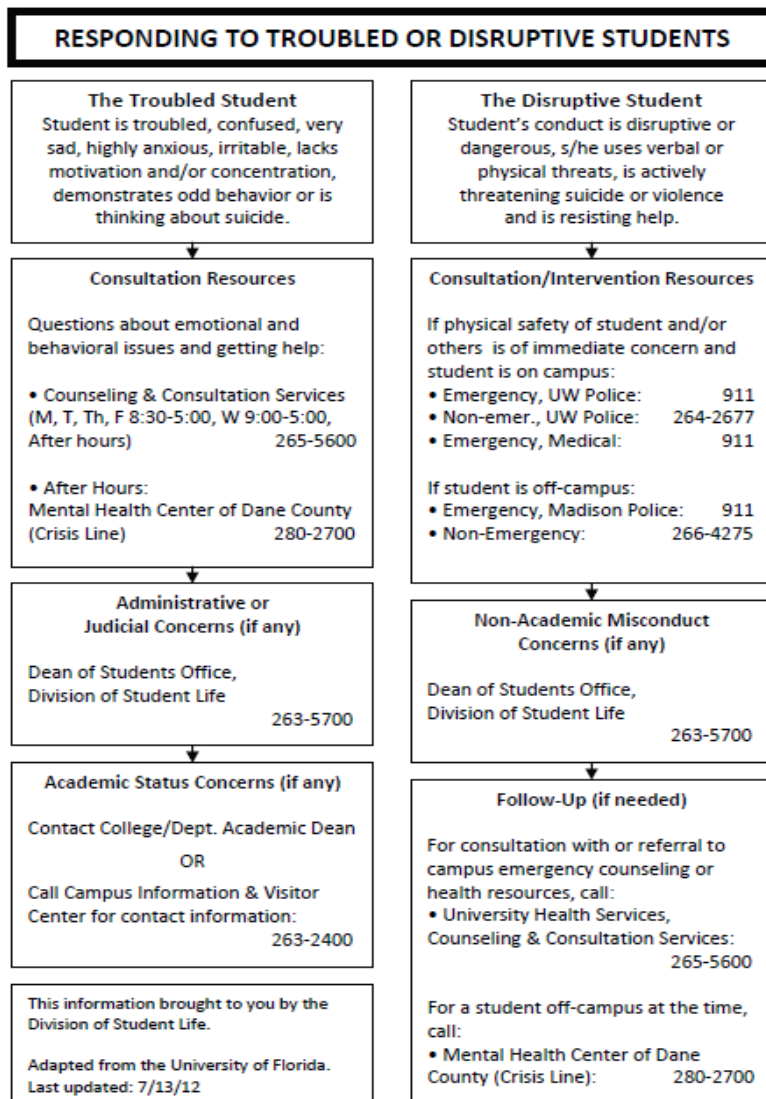
Occasionally instructors may have a student who exhibits disruptive behavior in the classroom. Such disruptive behavior may persistently or grossly interfere with the academic learning environment, thereby making it difficult for other students to learn and instructors to teach. The following guidelines are intended to assist instructors in dealing with these situations. They are not intended to provide information on classroom management or to tell instructors how to teach.

- Some disruptive students may have emotional or mental health disorders. While such students may be considered disabled, and thus fall under the protections of the Rehabilitation Act of 1973, they are expected to meet with same standards of behavior as any student. Instructors should set standards for classroom behavior (including in the syllabus) and enforce them for all students, in accordance with principles of academic freedom.
- Some disruptive behavior can be dealt with by the instructor in an informal manner by speaking directly with the student and setting clear expectations for further conduct in the classroom. Instructors may wish to consult with their Department Chair, the FISC Director and/or other colleagues for help and advice in such matters.
- Since there are a wide variety of disruptive behaviors possible, the instructor may want to discuss the student's behavior with a member of University Health Services, Counseling and Consultation staff (5-5600) and/or the On-Call Dean in the Dean of Student Office. These staff will assist the instructor in developing strategies for working with the student.
- If a student continues to be disruptive, the instructor should direct that student to leave the classroom. If they refuse to leave, the University police should be called to remove the student (911). For such cases of repeated, blatant, and clearly irresolvable disruptive behaviors, instructors should document the situation and contact the FISC Director. The director will consult with appropriate staff and the instructor in determining an appropriate response, which may include initiating disciplinary proceedings.
- Any time a student's classroom behavior is threatening towards any person (including themselves), the University police should be called immediately (911) and the student removed.
- It is vital the instructors clearly document incidents of disruptive behavior so an accurate record may be maintained.
- Students removed from a classroom may be permitted to return to the class after agreeing to the condition that there will be no further disruptive behavior in the class. Such students also may be sanctioned through the University non-academic misconduct procedures, with an Assistant Dean of Students acting as an investigating officer.
- The investigating officer will keep the instructor and student informed the status of any disciplinary proceedings, especially in regard to any return of the student to the class.
- The removal of a student from a class, voluntarily/involuntarily, and/or temporarily/permanently; is a serious step, not to be taken lightly, and therefore must be handled utilizing whatever due process is appropriate.

- There may be situations occurring outside the classroom where instructors feel threatened or very uncomfortable with a student's behavior. Instructors should report these situations to the Dean of Students Office (3-5700) and/or the University police (911) so appropriate interventions can happen before the matter escalates.
- Troubled/distressed students should be referred to the Counseling and Consultation Office at 333 East Campus Mall, 7th floor. There is no appointment need, students can "drop in" between the hours of 9:00 a.m. and 4:00 p.m. M-F.

Nothing in these guidelines is intended to infringe upon the academic freedom of instructor or student. Two fundamental principles to observe:

- 1) Students have the right to express opinions germane to the subject matter of a course;
- 2) Instructors have the right to guide classroom discussion and to set reasonable limits on the classroom time made available to students for the expression of their opinions. The responsibility for striking a balance between these principles rests with instructors.



Student Attendance

Absence Excuses

Allowing a student to make up missed academic responsibilities due to illness, injury, family emergency, or other reasons beyond their control is the purview of the instructor. The Dean of Students Office does not issue "absence slips." Students are encouraged to contact their instructor as soon as possible to discuss the request. An instructor may require the student to provide verification/documentation of the reason for the request. Note: The University has a policy on missing class for religious observances which may be found at <http://www.secfac.wisc.edu/governance/ReligiousObservancesMemo.htm>.

In some circumstances the FISC Director will notify faculty/instructional staff when a student may be missing class or needs academic accommodations. Usually this is when the student is unable to do so themselves, is the victim of a violent crime, or is hospitalized. In each case the student is instructed to contact their instructors as soon as possible to discuss making up any missed academic work.

Unexplained Absences/Missing Student

Students are expected to attend class. The FISC students have heard the message from FISC administration that they are to work directly with instructors if/when the student is going to be absent. Unexcused absences are to be dealt with individually.

Extended absence from class/labs/discussions/exams without contact from the student is cause for concern. If a student misses several classes in a row (or an exam) without initiating contact, we strongly encourage faculty/instructional staff to send them a message of concern via e-mail. If there is no response please notify the FISC Director.

Components of a Course Syllabus

The syllabus must include the following elements:

- Course number
- Course title
- Course meeting times and location
- Instructor(s) name and contact information
- Instructor(s) out-of-class student contact policy
- An indication of the time devoted to individual topics together with the hours of instructor-student instruction and/or discussion
- Learning objectives
- Text(s) or reference(s) to be used
- Representative list of readings
- How students will be evaluated:
 - Assignments, papers, exams, etc. and the weight assigned to each of these requirements; and

- What constitutes an A, AB, B, BC, C, D, F. For example, A=93-100%, AB=88-92%, B=83-87%, BC=78-82%, C=70-77%, D=60-69%, F=0-59%. Or, if the course will be graded on a curve, indicate that.
- **Statement on Academic Integrity:** (*Sample statement*) “Our course is an academic community that is bound together by the traditions and practice of scholarship. Honest intellectual work – on examinations and on written assignments – is essential to the success of our own community of scholars. Using classmates’ responses to answer exam questions or disguising words written by others as your own undermines the trust and respect on which our course depends.

The work in this course is challenging and will demand a good deal of each of you. I have every confidence that each of you can succeed. Doing your own work will enhance your sense of accomplishment when the term comes to a close.”

- **Statement on inviting students with disabilities to request accommodations in the classroom:** (*Sample statement*) Your success in this class is important to me. If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we may work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course. The McBurney Disability Resource Center (263-2741) provides resources for students with disabilities. You will need to provide documentation of disability to them in order to receive official university services and accommodations.

Please don’t hesitate to let me know if you require assistance or accommodations for any reason. I look forward to working with you to meet your learning goals.

Grading Policies

The general quality of a student's work is expressed in terms of a grade point average (GPA). It is based on the total number of credits taken for which grades of A through F are received. Semester grades are reported by letter only; plus and minus signs are not authorized. The highest possible GPA is 4.0, representing A grades in every course; the lowest possible is 0.0. The following is the official scale of grades at UW–Madison.

Grades with Associated Grade Points per Credit:

Grade — Grade Points Per Credit

A (Excellent) — 4

AB (Intermediate Grade) — 3.5

B (Good) — 3

BC (Intermediate Grade) — 2.5

C (Fair) — 2

D (Poor) — 1

F (Failure) — 0

- Excluded from the grade point average are:

- S or U (Satisfactory or Unsatisfactory) in courses taken on the pass/fail basis: S for grades A through C; U for grades D and F.
- Cr or N (Credit or No Credit) in courses offered on a credit/no credit basis.
- I (Incomplete), a temporary grade used when work is not completed during a term. The symbol IN will be used to indicate an incomplete in a Cr/N course.
- Audited courses, denoted as AU in place of a number of credits on grade reports and transcripts, are graded either S (Satisfactory) or NR (No Report).
- P (Progress), a temporary grade used for courses extending beyond one term. The final grade determines the grade for each term and replaces P grades for the course.
- DR (Dropped), recorded for any course officially dropped later than two days before the last day to add courses.

Keep in mind that College of Agricultural and Life Sciences (CALs) students can take courses in FISC to receive degree credit. A maximum of 15 credits may be transferred to the CALs degree program. These courses can be transferred to a student's undergraduate record if they earn a "B" grade or better upon course completion. Grades of "B" or better in the Short Course should reflect undergraduate quality work at the same grade level.

Submitting Grades

To submit grades, log into MyUW, then click on the "Teaching" tab, on the top right you will find a link to the "Faculty Center", click on it. Then go to your class and in the row of information the second icon from the left is the grade roster, click on it. Then you can enter grades for your students and when finished click on "Submit to Registrar".

Honors Credit

Students may elect to take some classes for **Honors credit** each term, at the discretion of the instructor. Honors credit usually involves more work and some individualized consultations with professors. Courses available for Honors credit vary from term to term, with most instructors announcing this option (if available) on the first day of class. It is up to the instructor whether or not to offer an Honors option for their class.

In accordance with University policy, FISC students must submit their request to take a course for Honors at the beginning of a term by submitting the Honors Request form to 116 Ag Hall. The form can be found on the FISC website at: <http://fisc.cals.wisc.edu/> under the "Current Students" tab. They complete the form after discussing with the instructor the details of the additional work required. Students must submit the form **within the first week of the 3-week term, and within the first two weeks of a 6-week term.**

Students completing a total of at least ten (10) credits of Honors coursework and who earn at least a 3.5 GPA on all credits will receive an Honors designation on their transcript and graduation certificate.

Any administrative questions students may have regarding how to formally designate Honors should be addressed to the Undergraduate Programs & Services/FISC office staff in 116 Ag Hall. All of their questions regarding the required course work and additional time to earn the Honors credit will be addressed to the instructor.

Scholastic Actions and Policies for FISC based on a 4.0 scale

1. A student shall be considered in **good standing** if that student has a GPA of 2.0 or above in the term just completed, and a cumulative GPA of 2.0 or above.
2. A student shall be placed on academic **probation** if they are admitted with academic deficiencies or, in the term just completed, that student has attained less than a 2.0 GPA, but greater than a 1.0 GPA. Once on probation, the student is **continued on probation** until either removed from probation or dropped.
3. A student shall be **removed from probation** when that student has attained a cumulative GPA of at least 2.0, and earned a GPA of at least 2.0 in the term just completed, and has no outstanding Incompletes.
4. A student on probation who fails to attain a 2.0 term GPA in their next term will be **dropped** for one term. A student not on probation who earns less than a 1.0 GPA in any single term will be dropped for one term. A student may request permission to return after being away the required length of time. If readmitted, the student will return on probation. If dropped again, the student will not be eligible to re-enroll. All decisions related to re-entry are at the discretion of the FISC Scholastic Policies and Actions Committee.
5. On behalf of the director, the FISC Scholastic Policies and Actions Committee may suspend or modify the operation of these regulations if their enforcement is judged to work an injustice to the student. The appropriate **appeal** forms can be obtained from the FISC office in 116 Agricultural Hall and must be submitted to the director, and appeals will be reviewed with a decision made within the first three days of each term.
6. **Student grievance procedures.** Students who believe they have been treated *unfairly*, in any academic or nonacademic matter, may contest the treatment. The complaint may involve any matter of perceived unfairness, including grading or classroom treatment, or sexual or racial harassment. If the student cannot resolve the fairness question directly with the person at whom the complaint is directed, the student may pursue a series of steps to achieve a fair hearing and protect the rights of both parties involved. These steps are spelled out in a statement titled "Achieving Fairness: Grievance Procedures for Students in the College of Agricultural and Life Sciences." This statement is available from the Office of Undergraduate Programs and Services, or www.cals.wisc.edu. Matters of interpretation of academic requirements *not involving questions of fairness* should come via the student's advisor to the college's Scholastic Policies and Actions Committee. Students are encouraged to consult with the Director before submitting an appeal.
7. **Expecting to graduate.** Students who expect to graduate must indicate their intent while enrolling for their final term. Also, their academic records will receive a final evaluation by staff in the Office of Undergraduate Programs and Services. Students should report any change in graduation plans to the FISC Office.
8. A **course drop** will be permitted up to a deadline date in each term. For a schedule of each term's deadline dates refer to "FISC Important Academic Dates 2015-16" at the end of this

section or on the FISC website. A late drop will result in a "DR" notation recorded on the transcript. Late drops will be at the discretion of the Director and only in response to circumstances outside the student's control. Late drops that are not approved will receive the grade earned. For refunds resulting from course drops, refer to the section "Tuition Adjustment/Refunding Schedule."

9. An **Incomplete "I"** may be reported for a student who has carried a subject with a passing grade until near the end of the semester. If a student is unable to take the final examination or complete a term project because of illness or other circumstance beyond his or her control, the student may be granted an Incomplete. The schedule for completing missing work shall be set at the discretion of the instructor but not to exceed half again as long as the length of the course. Failure to do so will result in a lapsed grade of F, unless the time limit has been formally extended.
10. **Repeating Courses.** Students thinking about repeating a course should talk with their advisor. Students must do all the work in the repeated course, including laboratory; attend regularly; participate in class discussions; and take examinations. Students will earn a final grade in the course. Such credits are indicated with an X on the transcript. Students should know that: (1) the original grade still counts in GPA and remains on the transcript; (2) credits in the repeated course do not count toward the certificate, unless the course was failed the first time; (3) grade points in the repeated course do count toward calculation of cumulative GPA; (4) credits carried on courses being repeated count toward the maximum credits permitted in a term.

Course Management

Class Roster

To access your class roster, log into your My UW portal and click on the teaching tab at the bottom of the banner. Then on the Teaching Resources page you will find a link to your Faculty Center, click on it. This will take you to your teaching schedule. You can see your class roster by clicking on the people icon to the left of the row under the column Class Roster. Use your internet browser to print the page. To get your photo roster, click on the Photo Roster tab and save the document into your personal course file. I suggest renaming the file during the saving process.

Four-Year Undergraduate Students Taking FISC Classes

Four-year undergraduate students in the College or Agricultural & Life Sciences (CALs) may enroll in and receive credit for FISC courses. Students from any other college will NOT receive any credit for FISC classes. CALs students must be full-time students prior to applying.

CALs students must first apply to take the FISC course. The standard form can be found at this website: <https://fisc.cals.wisc.edu/wp-content/uploads/2014/01/Undergrad-FISC-Application.pdf> .

If CALS students are approved to take the course (after evaluating the application and space in the course) students will be notified of the enrollment date, which is no more than two days prior to the start of classes. This is done to ensure that FISC students receive top priority.

As FISC Instructors, please do not grant exceptions to this rule by opening up spaces in your class or approving enrollment in the course. All students must follow this process. If you have any questions about this process please contact the FISC Director.

FISC Academic Schedule 2015-16

131st Year

October 9 – 2nd Year Student Registration and Orientation Day

October 14 – 1st Year Student Registration and Orientation Day

Fall Term

November 9 – Term begins

November 26 - 29 – Thanksgiving recess

December 18 – Term ends

December 18-January 10 – Winter recess

Winter Term

January 11 – Term begins

January 29 – Term ends

January 30 – February 7 - Spring Recess

Spring Term

Feb 8 – Term begins

March 18 – Term ends

March 19 – Graduation

FERPA Guidelines for Faculty & Staff

FERPA recognizes a student enrolled at UW-Madison to have certain rights, regardless of that person's age. Those rights include access to his/her records and an obligation on the part of UW-Madison school officials (i.e., faculty, staff, field supervisors, etc.) to maintain confidentiality about the records.

Accessing & Retaining Records

- Access student records only when there is a legitimate educational interest.

- Keep only the student records needed for the fulfillment of professional responsibilities; check departmental information about [record retention and disposal](#).

Emergency Situations

- In an emergency situation, a staff member may be reached through the [Division of Student Life](#) (608-263-5700).
- Observe changes in a student's behavior which could provide [warning signs of distress](#).

Ensuring Privacy while Managing Records in Classes

- Maintain the privacy of all student academic work (paper and electronic) at all times - at work, at home, and in transit.
- Never allow students to pick up their academic work by sorting through materials that include classmates' work.
- Do not use or circulate printed class lists/rosters that include student names, IDs, etc. for attendance purposes.
- Do not use student personal information, including name, ID and/or SSN, for the public posting of grades or for any other use.
- Students who participate in a course that uses a course management system (e.g., Learn@UW, Moodle) may have access to personal information and academic work produced by other students and faculty members. FERPA and UW-Madison policy require that students and faculty not reveal any information about classmates, course work content, or its authors to anyone outside of the class.

Releasing and Sharing Information

- Student directory information that has been restricted may not be released to the public without the written consent of the student. If you have access to the Integrated Student Information System (ISIS) and if there is a FERPA flag on the student's record, you can view the releasable information for that student under Campus Community >Personal Information >Biographical >Person FERPA >Review FERPA Display.
- Do not share private or withheld student information with others who do not have a legitimate educational interest without first having the student's written consent. Written consent must: 1) specify the records to be released, 2) identify the party or class of parties to whom the records should be released, and 3) indicate the reason for the release.
- Do not release or discuss student information to parents or guardians without written consent by the student. Parents and guardians do not have a legal right to his/her child's educational records, even if that child is a minor.
- Obtain the student's prior written consent before writing a letter of recommendation.
- When in doubt do not release student information; instead contact the Office of the Registrar at 608-262-3811.

Technology Best Practices to Ensure Privacy

- Always place student e-mail addresses in blind copy when sending e-mail to groups of students.
- Avoid using personally identifiable information about students in e-mail subject lines and in the bodies of e-mails.
- Be careful about sharing private information via wireless technology (cell phones, wireless Internet, etc.).
- Advise students to take caution in the use of Web sites, electronic communication, and social technology software (Facebook, Twitter, blogs, etc.). [Security advice and training is available.](#)
- Follow UW-Madison [guidelines for appropriate use of technology.](#)

Faculty and Staff Working with Students with Disabilities

A. Evaluating the Need for an Accommodation

A student may contact the McBurney Disability Resource Center during the admissions process, once admitted, or after enrollment. After reviewing the appropriate disability documentation and meeting with the student, a McBurney accommodation specialist determines whether the student is qualified to receive services. If so, the McBurney accommodation specialist will make accommodation recommendations, which are then recorded in the student's "VISA" (Verified Individualized Service and Accommodation plan). The VISA is a tool that provides:

- McBurney recommendations
- An expiration date
- The name, phone number, and email address of the student's McBurney accommodation specialist

Students also have the right to bypass the McBurney process and work directly with faculty in receiving accommodations. Faculty, however, have the right to have the disability verified and the accommodation request evaluated by McBurney Center staff when the student does not have a VISA.

B. Accommodations

Commonly used accommodations include:

- Test Accommodations
- Note taking – *FISC staff will recruit and arrange note taking services, but may call upon you to help make recruitment announcements if needed
- Document Conversion Services
- Interpreting
- Captioning

For further information regarding the above-mentioned accommodations, visit <http://www.mcburney.wisc.edu/facstaffother/faculty/index.php>. For a guide to working with students with disabilities, visit <http://adac.wisc.edu/Resource%20Manual%20ToC.htm>.

Students will contact you directly to request accommodations such as requiring textbooks in an alternate format, extra time on an exam, testing in a small group setting (generally to reduce distractions and aid in concentration), having an exam in an audio format (read aloud during the exam or pre-recorded by a live reader), use of a calculator, use of a computer or assistive technology, etc. Students will share with you a copy of their VISA.

When a faculty member has a question about the appropriateness of an accommodation, they may call upon the AARC, Access and Accommodation Resource Coordinator (FISC Program Coordinator Danielle Zink, 608-263-3918 or fisc@cals.wisc.edu) to discuss their concern(s). The AARC is uniquely positioned to appreciate the standards of the department/program while remaining mindful of the legal requirements and University guidelines regarding disability access. Faculty members are encouraged to consult with the program's AARC before denying an accommodation. A student may also contact the AARC to consult with a neutral staff member regarding a requested accommodation or proposed alternative to an accommodation.

C. Confidentiality

A student's disability documentation is confidential. Communication about disability or accommodations should respect a student's right to privacy at all times. Conversations between instructors and students about disability-related matters, including accommodation arrangements, during class or in other public settings are discouraged. Please do not single out students in front of the class by calling attention to their use of accommodations.

What Makes for Effective Adult Learning

There has been much research on what contributes to an effective learning environment for adults. Malcolm Knowles was perhaps the most famous researcher in this area. In his groundbreaking work in the 1950's and 60's Dr. Knowles determined that learning in adults was most effective when the environment included factors of:

- *Respect*
- *Safety*
- *Immediacy*
- *Relevance*
- *Engagement*

In other words, adults learn best when they feel that they are being respected and their prior experience is acknowledged and incorporated into the learning, they feel safe in the class environment, they can see the immediate applicability of the learning to something that is relevant to their lives, and they are engaged in the learning process, i.e. when they are learning by doing. Dr. Knowles research further showed that adults can recall:

*20% of what they hear
40% of what they see and hear
80% of that they do!*

Learners need to do something with the new information they are receiving in order to effectively integrate it into their lives and retain the information for future use.

Other researchers have found that to effectively learn something we must use the whole body in the learning. Our brain must process the new knowledge (cognitive learning), our heart must explore how we feel about this new learning (affective learning) and our muscles must do something with the learning (psychomotor learning). To truly know something our learning must involve all three domains. For example a course on investments might introduce mutual funds as a form of investment by defining a mutual fund and listing the types of funds available (cognitive piece), then table groups could share with each other their experiences, successes and fears with funds (affective segment), and finish up with a problem solving exercise (psychomotor) that requires them to apply what they have learned to the problem and move from table to table to compare strategies and plans.

Many others in the field of adult education have taken this research and expanded upon it. Dr. Jane Vella, drawing upon twenty-plus years of experience in teaching adults around the world and on her work with the famous Brazilian educator Paulo Freire, has developed a set of twelve principles to guide instructors in the design and practice of their teaching.

12 PRINCIPLES FOR EFFECTIVE ADULT TEACHING & LEARNING:

1. Needs Assessment - the participation of the learners in informing and in some cases naming what is to be learned.

2. Safety - in the environment and the process, for both the participants and the instructor.
3. Sound Relationship - between the teacher and the learners for learning and development.
4. Sequence and Reinforcement - moving from simple concepts to complex, from group supported learning to solo efforts and reflection, and then using repetition of facts, skills and attitudes in diverse, engaging and interesting ways.
5. Praxis - action (learning) with reflection (thought after doing).
6. Respect - for the learner, their life experiences, AND as subjects of their own learning.
7. Cognitive, Affective & Psychomotor - involving ideas, feelings and actions, or the head, the heart, and the hands.
8. Immediacy - of the learning, seeing that is it instantly useable, using it right away.
9. Roles - clearly defined and developed for both learner and teacher. The teacher as a facilitator of learning, not a “professor” of knowledge.
10. Teamwork - using small groups. Learners in dialogue with each other, not just with the instructor.
11. Engagement - of the learners in what they are learning.
12. Accountability - How does the learner know that they know? The Instructor is accountable for preset objectives, not for the learning. As adults the learners will decide for themselves what they learn...

Adapted from: Learning To Listen, Learning To Teach: The Power Of Dialogue in Educating Adults, Jane Vella, 263 pages, Jossey-Bass, 2002.

Dr. Vella maintains that designing and offering learning sessions that adhere to these principles will engage the learners in a dialogue about the learning. If the design includes learning by doing with time for reflection and integration into the learner’s life experiences then the teacher helps insure that the learners “know they know” the subject at hand.

TECHNIQUES FOR CREATING DIALOGUE AND ENGAGEMENT:

Central to Dr. Vella’s principles of effective learning is creating dialogue in your “classroom.” This is dialogue not only between you and your participants, but also between the participants themselves. Listed below are some possible techniques that can be used to create this kind of dialogue:

The Warm-Up

More than an icebreaker, a warm-up is an introductory learning task related to the topic at hand. It helps set the stage for greater learning throughout the session. A typical warm-up might ask people to reflect on a previous experience or activity and share their thoughts with a partner. Working in pairs first creates safety and time to talk in private conversation before having to open up to the entire group. The group can then be “sampled” (see below) for those things that they wish to share.

The Learning Task

A learning task is an open question, or problem, provided to a group or individual, along with the resources needed to create an answer. Learning tasks should be properly sequenced so that

they build on one another and do not assume prior knowledge. A variety of learning tasks keeps your course fresh and can provide reinforcement of the learning.

Sampling

Ask participants to share verbally their conclusions/discussion with the large group after they have worked in a small group or pair. A quick sample of two or three is usually sufficient. More can be taken (time permitting, of course) if the information is important and people are willing to share.

Modeling

Never ask your participants to do something that you have not done yourself. Provide an example, or model, of what you expect them to do in a learning task. Your model should be real, and related to the actual learning. This insures that people understand the directions and provides an opportunity to ask questions before they begin the task.

Affirmations

Actively affirm all contributions given by your class members. This can be done verbally and through body language. Your learners need to know that they are being heard and that what they say is valued. Acknowledging their participants are much more likely to contribute their own thoughts and ideas if they know their Instructor values them.

SNOW Cards/Post-Its

Use large post-its (Sticky Notes On the Wall) for participants to record their discoveries or conclusions. Have them post their snow cards on a flip chart or board, saying out loud what they have written. This captures the information generated and gets people to write, and say, what they came up with. Remember the research shows that we recall more of what we both say and do!

Teamwork/Small Group Work

Have people work in pairs or small groups of three or four. This creates a greater sense of safety (only having to talk to one or two other people vs. the whole class) and allows people time to think. Results of the small group work can be sampled verbally or by using snow cards. On important points/topics allow time for everyone who wants to speak, but do not require that everyone speak.

Read, Circle, Share

Have participants read a short (less than one page) passage of text. Beforehand give them the direction to circle or underline those things that stand out or strike them in the passage. The group is then sampled for the things that people picked out as they read. Important points can be reinforced and learners are given a chance to share what is important to them.

Open Questions

Asking questions that cannot be answered with a simple “yes” or “no” requires greater thought and reflection by your participants. “Do you have any questions?” becomes “What questions do you have?”. “Is everything clear?” turns into “What else would you like to explore around this topic?”. Allow for silence when using open questions – people need time to think!

Critical Incident/Case Study

Providing a scenario or short case study followed by a short series of open questions or some form of analysis offers the opportunity for strong reinforcement of previous topics and opportunity for application to the learners own life. The scenario must be close enough to be relevant yet distant enough for the audience to feel comfortable dealing with the issue(s) presented.

The Question Bin

Hang a piece of flip chart paper on the wall with the headline “The Question Bin.” When people ask questions that are relevant, but not exactly timely, have them write the question on a snow card and post it in the bin. Then before a break or at the end of the session take time to visit the questions in the bin. People are welcome to put questions up at any time, and reminded to take down their question should it eventually get answered in the course of the workshop.

Bouncing the Question

When appropriate, put a question from a participant back to the audience. Allow them to answer the question based on what they have learned so far. You can incorporate your own responses (allow two to three others to respond first!) as people answer and the discussion progresses. This is a great way for people to reflect on what they have learned and reinforce it by saying it out loud.

Web Chart

Ask your participants what connections they see between the various items posted or written on a chart or chalkboard. Have them actually draw lines making the connections and explain why they see a connection. The finished “web” graphically shows the interconnectedness of the various topics/items on the chart.

Bumper Stickers

Have participants/pairs create a bumper sticker demonstrating a point or important factor. Provide bumper sticker sized paper and markers for people to use. Encourage creativity and limit the time they have to create the bumper sticker (Allowing only 3 to 5 minutes creates a lot of energy!).

Gallery Walk

After having pairs/small groups create a graphic representation of a concept or idea (like the bumper sticker) have them post their work on the wall. As a group, walk around and review everyone’s work. Have each pair/group explain their drawing. Provides visual learning, verbal reinforcement, and a psychomotor activity.

Put It To Music

Have pairs or small groups create (and perform!) a song that synthesizes the learning so far. This should only be used with a group that is already very comfortable with each other. The songs should be short (3 to 5 lines) and sung to popular/known melodies. Make sure you model an example for the group (making a fool of yourself first! - never ask a group to do something you would not do yourself). Again, like the bumper sticker, limit the work time (5 minutes maximum!).

Transitions

A transition summarizes what was just covered and connects it to the next topic. It helps the learner review what has been covered and know where the learning is going.

Synthesis Task

A synthesis task allows participants to pull things together and reflect on what they have learned. It provides good reinforcement and opportunity to represent important points in a new way. A case study, a video clip, a short summary reading, or a list of open questions can all be made into synthesis tasks.

Feedback - Force Field Analysis

One easy and safe way to get verbal feedback on your course is to use a force field analysis approach. At the end of a session ask two questions:

1. What did you like about today's presentation?
2. What suggestions do you have for improving this presentation?

Deal with each question separately, in the order listed above. If people offer suggestions for improvement during the first question politely ask them to hold the thought until the second question is posed. When participants do offer suggestions acknowledge them with a "thank you" and reserve judgment. You do not need to justify your course in front of the entire class or offer excuses. This is an effective and safe way for you to get oral feedback that all benefit from hearing. A written feedback form should also be used for those who want to make private comments.

CONCLUSION

To insure a quality experience in your Short Course class you might consider giving some serious thought to how you will make the learning effective in your course. You can borrow the ideas and techniques listed above.

What will you do to help people remember the important points you want to make? In what ways will you draw out people's previous experience and help them apply this new learning to their own lives?

How will your learners know they know what you are teaching?

What techniques will you use to engage your learners in a dialogue about the learning? How will you insure that people learn using not only their minds but their feelings and muscles too? What opportunities do you provide for safely learning by doing?

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