

IDAHO STATE UNIVERSITY

**FIRST YEAR SEMINAR PROGRAM
ACAD 102**

INSTRUCTORS' MANUAL

May 2003

FIRST YEAR SEMINAR INSTRUCTOR'S MANUAL

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FIRST YEAR SEMINAR

Mission & Goals

First Year Seminar (FYS) is a course that welcomes students into the learning community of Idaho State University. An introduction to campus resources, FYS encourages and supports students' academic success and engagement with the university culture. Participation in FYS assists students to discover how to be in charge of their own education, to embrace the meaning and value of becoming lifelong learners, and to focus on collaborative learning and active engagement.

The following over-arching goals for FYS will be achieved through collaborative and active learning activities:

1. Students will **identify** key campus resources and facilities available to support their individual academic and personal needs.
2. Students will begin to **define** their academic and lifelong learning goals.
3. Students will **explain** how they will begin to achieve their academic and lifelong learning goals.
4. Students will **explain** how they will know when they have achieved academic success throughout their university experience.
5. Students will **explore** their role as a member of the university community.

**The Freshman Year Experience, Monograph Series Number 20
THE 1994 NATIONAL SURVEY OF FRESHMAN SEMINAR PROGRAM:
Continuing Innovations in the Collegiate Curriculum
National Resource Center for The Freshman Year Experience & Students in
Transition, University of South Carolina, 1996
Betsy O. Barefoot, Paul P. Fidler**

CHAPTER TWO

An Historical and Theoretical Framework For the Freshman Seminar

A Brief History

Discussing the history of freshman seminars as a course type presents a number of challenges. First is the challenge of terminology. "Freshman seminar" is a term that has been used to describe two primary types of courses -- the first focusing on providing students an extended orientation to the campus and the world of higher education, and the second replicating a more traditional academic seminar in which students work with faculty on a specific academic topic of common interest. Today many freshman seminars attempt to combine transition issues and academic content; however, historical records indicate that the vast majority of freshman seminars were begun with one or the other as a primary focus (Gordon, 1989).

The second challenge is locating the historical records themselves, many of which are buried in curriculum committee reports or course catalogs of the 19th and early 20th century. Fitts and Swift (1928) maintain that the first freshman seminar for which the focus was extended orientation began at Boston University in 1888. However, this very survey has unearthed an older extended orientation freshman seminar -- one that reportedly began at Lee College in Kentucky in 1882. Levine (1985) traces the history of the academic freshman seminar to a much later date, 1945, and defines it as "a pedagogical technique introduced by Nathan Pusey at Lawrence College which provides freshmen an opportunity to work with a faculty member on a topic of mutual interest" (p. 525).

Since their precise beginning, whenever and wherever that might have taken place, the number of extant freshman seminars has waxed and waned, "virtually disappearing" in the 1960s when American higher education was truly a seller's market and the prevailing educational philosophy was "sink or swim" (Gordon, 1991). The primary growth of this course type has come since the mid-1970s in response to the many challenges, both fiscal and academic, faced by American colleges and universities. Decreasing numbers of traditional-age students, demographic shifts in the entering student population, a commitment to access for students previously excluded from higher education, the alarming student dropout rate which peaks between the freshman and sophomore year, a renewed concern about the quality of undergraduate education -- all these issues have converged to generate increased interest in the first college year and curricular programs that ease the transition of students into college life.

In spite of survey evidence that many institutions continue to initiate freshman seminars of various types in response to any or all of the preceding concerns, the overall percentage of these courses in American colleges and universities (approximately 67%) has remained fairly constant since 1988 (National Resource Center, 1988, 1991, 1994) This may indicate that as freshman seminars are born,

others die an untimely death for a variety of reasons which can be summarized as lack of firm institutional support. Levine and Weingart (1974) offer a partial explanation for the problems that often accompany implementation of a freshman seminar. They argue that freshman seminars, in addition to other general education courses may become a "spare room" that is poorly attended and indiscriminately used in the "house of intellect" (Boyer & Levine, 1981, p. 1). Traditional institutional reward systems often do not favor the teaching of courses that are "extra disciplinary" -- outside of traditionally defined academic disciplines. So other than "pay for services rendered," there are few extrinsic institutional rewards for faculty who teach such courses, especially in rigidly departmentalized colleges and graduate universities. In addition, freshman seminars are generally held to higher expectations with respect to outcomes than any other course in the college curriculum. Because of their reputation as a course type that improves student retention and academic success (Barefoot, 1992), the absence of such outcomes (or lack of research to demonstrate outcomes) may spell the demise of the course, even though other valuable outcomes may be realized.

In spite of these inherent difficulties, freshman seminars continue to flourish on numbers of American campuses. In addition to their demonstrated impact on student retention and improvement in grade point averages, faculty praise seminars for serving as a change of pace and for permitting more flexibility than regular courses. Many faculty use the course as a laboratory for experimenting with new instructional formats, and bring these new teaching methods back to their departmental classrooms. (Levine & Weingart, 1974, p. 30)

Linking Scholarship to Practice in the Freshman Seminar

The exponential growth of scholarship and research on student development has provided higher education professionals valuable information that can be used in designing courses and programs for students at all levels of the undergraduate experience. Because of its inherent flexibility, the freshman seminar is a useful structure within which to convert the special body of research on student success and retention into meaningful practice.

The three national surveys of freshman seminars have confirmed that the vast majority of freshman seminars are intentionally designed with one or more of the following research based goals:

Helping students achieve a felt sense of community

Encouraging the involvement of students in the total life of the institution

Academic and social integration of students

Community

Nevitt Sanford (1969) was one of the first higher education scholars to argue the importance of institutional "community" and to note its absence in the contemporary American college or university.

It is fair to say that in most of our universities -- and in many of our liberal arts colleges -- a majority of the students suffer from a lack of a sense of community, confusion about values, a lack of intimate friends, a very tenuous sense of self (including serious doubt about their personal worth), and the absence of a great cause, movement, service, religion, belief system, or anything else that they might see as larger than themselves and in which they could become deeply involved (Sanford, 1988, p. 3).

In his classic, *Where Colleges Fail* (1969), Sanford argued that colleges fail whenever they treat students as less than whole persons and that learning depends on the whole personality, not merely intelligence. He maintained that institutions themselves lack "coherence." He foreshadowed the later research of Astin (1977) and Boyer (1987) by calling for the "involvement" of students themselves in campus life and involvement of faculty in the lives of the students.

Ernest Boyer (1987, 1990) also found that "new [college] students have little sense of being inducted into a community whose structure, privileges, and responsibilities have been evolving for almost a millennium" (1987, p. 43). The comprehensive research that Boyer and his colleagues reported in *College: The Undergraduate Experience in America* found that

a successful freshman-year program will convince students that they are part of an intellectually vital, caring community, and the spirit of community will be sustained by a climate on the campus where personal relationships are prized, where integrity is the hallmark of discourse, and where people speak and listen carefully to each other. (1987, p. 57)

Involvement

Alexander Astin and Robert Pace are the best known of an array of higher education scholars who have researched and documented the positive correlation between student involvement and improved success/retention. Astin (1984) defines involvement accordingly:

Quite simply, student involvement refers to the amount of physical and psychological energy that the student devotes to the academic experience. Thus a highly involved student is one who, for example, devotes considerable energy to studying, spends much time on campus, participates actively in student organizations, and interacts frequently with faculty members and other students. (p. 297)

Both Astin (1984) and Pace (1984) found that highly involved students "who interact frequently with faculty" (Astin, 1977a, p. 223) are more satisfied with the college experience than those who do not. Astin (1977b) found further that virtually every significant effect on student persistence can be explained in terms of the involvement concept. Every positive factor is one that is likely to increase student involvement in the undergraduate experience, while every negative factor is one that is likely to reduce involvement. (p. 145)

Social and Academic Integration

The importance of student social and academic integration into college life has been the central message of Vincent Tinto's (1993) research on student retention. Using the work of Dutch anthropologist, Arnold Van Gennep (1960), as a framework, Tinto identified three stages in students' "rite of passage" into the first college year. The first stage, separation, is characterized by a decline in interactions with members of a former group. The second stage, transition, is a period during which the individual begins to interact with members of the new group. In this stage, persons learn the knowledge and skills necessary to function successfully in the new situation. The final stage, incorporation, may be marked by rituals or ceremonies which certify membership (Tinto, 1988). Tinto states that during the freshman year, students may feel a sense of normlessness. "Having given up the norms and beliefs of past associations and not yet having adopted those appropriate to membership in a new community, the individual is left in a state of at least temporary anomie" (1988, pp. 442-443).

Tinto (1988) found that student integration into the college experience is achieved primarily through interaction -- with peers and with faculty. His findings parallel the more recent work of Astin (1993) who found that the greatest degree of positive student change in both cognitive and affective domains comes about on campuses in which there is a great deal of student-to-student and student-to-faculty interaction. Interaction between students themselves and between students and instructor is an explicit goal of many freshman seminars.

Tinto's views on the importance of academic and social integration have been validated by numbers of other campus-specific studies. One of the most significant is the report of a 17-year investigation of the freshman seminar (University 101) at the University of South Carolina. Fidler (1991) found that the positive significant relationship between participation in University 101 and freshman-to-sophomore retention was related to course "process"; that is, "University 101 participants are more likely than non-participants to achieve strong relationships with faculty... [and this] reflects greater social integration" (p. 34).

Tinto's recent research interests have focused on the learning community concept (Tinto & Goodsell, 1994). Learning communities (i. e., linked courses, cluster courses, blocked courses) link courses across the curriculum so that a single cohort of students enrolls in two or more courses together. The learning community concept enables a single group of students to share the same academic (and social) experience, therefore bringing together the related concepts of academic and social integration. Whether freshman seminars have or have not been intentionally grounded in student development theory relates to when and why the seminars were begun. But with or without intent, common practice in many freshman seminars is consistent with theoretical constructs. Anecdotal evidence exists to indicate that when seminars depart from sound theory, their effectiveness, as measured by correlation with improved retention, grade point average, and overall student satisfaction, drops. Freshman seminars, in order to be most effective as tools for enhanced student success, need to be designed to bring about a sense of community, student involvement, and social interaction between all participants about academic topics and other issues of concern to students.

Conclusion

Frederick Rudolph (1977) stated that "the curriculum has been an arena in which the *dimensions* of American culture have been measured. It has been one of those places where we have told ourselves who we are. It is important territory" (p. 1). Throughout higher education's history, the changing curriculum has mirrored the changing needs and values of society. But the curriculum has also become the arena within which some of the fiercest and most interminable educational battles have been waged.

As a classroom structure with many specific and varied definitions, the freshman seminar represents a popular curriculum reform which has grown slowly but steadily, generally from the bottom up, with little in the way of accompanying fanfare. Campus by campus, institutions have chosen to employ the freshman seminar as a structured, intentional way to ease the transition into college life. This reform, like others before it, has seen its share of resistance from sincere educators who, like Mayhew, Ford, and Hubbard (1990), believe that "there should be some limit as to how much effort an institution should expend on individual students"(p. 101). But in spite of such resistance, many American colleges and universities continue to redefine the limits of their responsibility to first-year students through the implementation of a freshman seminar.

WHAT IS FIRST-YEAR/FRESHMAN SEMINAR (FYS)?

These seminars are special courses for first-year students designed to enhance their academic and social integration to college. Recent survey data from the National Resource Center for The Freshman Year Experience and Students in Transition indicates that approximately 70% of American colleges and universities offer a freshman or first-year seminar. The precise content and goals for these seminars differ from institution to institution. Some are academic courses which focus on a faculty member's special area of scholarly interest or an interdisciplinary theme. Others are offered within academic departments or professional schools in order to introduce students to the expectations of a major career. However, the overwhelming majority (about 70%) of such seminars are designed to provide students essential strategies and information to enhance the likelihood of their retention and academic/social success.

Freshman seminars as a course type have been part of the curriculum at American colleges and universities for over 100 years. The first freshman seminar was offered at Lee College, Kentucky, in 1882, and the first "for-credit" seminar became part of the curriculum at Reed College in 1911. But the popularity of this course type has fluctuated since that time. After almost disappearing in the 1960's, the freshman seminar has enjoyed a gradual and steady rebirth since the mid-1970's. It is now recognized as an effective curricular structure which addresses many of the issues and problems of contemporary college life. But more importantly, freshman seminars give students the opportunity to interact with and gain support from other students and the seminar instructor and to experience a real sense of community within the larger campus. Many of these seminars have been broadened in focus to include other categories of first-year students, especially transfer students, who, like freshmen, truly are students in transition. Hence, many of these former freshman seminars are becoming reconstituted as "new" student seminars.

What is First-Year Seminar at Idaho State University?

ACAD 102 First Year Seminar 1 Credit. Provides an extended orientation to the university for new students. Utilizes presenters from various campus support systems, collaborative learning activities, and written assignments which involve students in resources and activities on campus. F, S

FYS provides an introduction to the nature of higher education and a general orientation to the functions and resources of the University. The course is designed to help first-year students adjust to the University, develop a better understanding of the learning process, and acquire essential academic survival skills. The course also provides a support group of students in a critical transition year by examining problems common to the first-year experience.

Due to efforts of Jonathan Lawson, Janet Anderson, Jennifer Fisher, Barbara Lawrence and others committed to student success, the program expanded. First Year Seminar has been offered at ISU since Spring 1990, staffed by volunteers from Office of Enrollment Planning and the Division of Student Affairs. A relatively small enrollment waxed and waned.

However, in Fall 1996 and Spring 1997, a concerted effort was made to increase enrollment by offering 7 sections. In addition, two sections of a 2-credit special topics course called "Freshman Seminar" were offered in Idaho Falls; this course combined selected First Year Seminar topics with study skills content covered in EDUC 101 Study Skills. During Spring 1998, nine sections of First Year Seminar and one section of Freshman Seminar were offered for new freshmen as well as second semester freshmen who did not participate in the fall. A total of 561 students were enrolled 1997-98. This was the year

faculty and professional staff teamed for the first time. This collaborative effort has been successful and continues.

Forty sections were offered 1998-99, enrolling 684 students. During this time we concentrated on program evaluation through student focus groups conducted by Melisa Moon Gorder, graduate assistant. What we learned provided the basis for changes in the course content and emphases. Nicole Fontana, Presidential Intern, also joined the staff to team teach First Year Seminar with a faculty/staff instructor fall and spring semesters. She has developed and implemented a peer instructor program which is in place for Fall 1999, beginning another exciting and challenging year for this expanding program.

Forty-five sections were offered 1999-2000, enrolling 818 students on both campuses and the School of Applied Technology, a 20% increase over 1998-1999. For the first time a peer instructor joined a faculty/staff team as teaching partner in 12 sections. Peer instructors earned two academic credits for completing "Spring Training", teaching, and completing a one-hour course provided to help them become effective instructors and mentors.

WHAT'S IN A SEMINAR?

A seminar is what sets this class apart from many other types of classes. So what is a seminar? How do you prepare for a seminar? What and how do you learn in a seminar?

A seminar brings together an interested group of learners who have done some preparation, including having heard a presentation, having read, thought about and written about a particularly good book, etc..

- a) When listening to a presentation, one should actively listen, making appropriate notes, and posing questions for further discussion.
- b) Solitary preparation should include marking the text for interesting passages, reviewing those sections, organizing one's thoughts on paper and producing significant questions that need to be explored when reading a text.

In the seminar the group is responsible for exploring the concept/idea/text and probing the ideas people have brought from their individual reading of the text or hearing of a presentation. It is a time to "mine" the concept/idea/text, to work it over as a group, to think aloud about it, and to test some ideas against the group. For example, the following might be overheard in a seminar: "I don't know if this is valid but it seems that the author/presenter is saying...." Or: "Here on page 15 at the bottom of the page there is this passage [read from the text]. This seems to be an important passage. It is worth looking at closely...." Or: "This part connects interestingly with this other part."

A seminar is not an arena for performance to show you've read the text, nor to summarize all that people have heard. It's more than a class discussion and it definitely is not a time for lecture from an expert who will tell the group what they should get from this book/presentation. There may be places for those activities but not in seminar. Seminar is a special time for a unique intellectual activity. The exchange of ideas is focused on a source (a book, play, film or presentation) and is aimed primarily at getting more deeply *into* the source.

A good way to keep focused on the text/presentation at hand is to respond to the following three questions:

1. WHAT DOES THE TEXT/PRESENTATION SAY?--Point to the exact page and paragraph so everyone can read along. Read your notes from the presentation.
2. WHAT DOES THE TEXT/PRESENTATION MEAN?--Explain or interpret the passage/idea in your own words.
3. WHY IS THIS POINT IMPORTANT?--Agree or disagree, or compare it to other ideas or experiences.

Make sure you keep these questions distinct, because each question forces the group to discuss the concept/idea/text in different ways. The first one asks for the facts. The second searches for **concepts or interpretations** behind the exact words or inferences between the lines. The third seeks an **evaluation or hypothesis** — your own analysis, reaction, or evaluation.

Sometimes the seminar will be focused and free-flowing. Sometimes it will be searching, questions, going deeper to understand ideas from a book, from others or from within yourself. Sometimes the group will come to some conclusions. Sometimes it will seem like a series of disconnected activities, like a popcorn popper, with ideas jumping around the table without clear connections. In either case, the seminar is a place to discover new ideas, to re-look at old ideas, or to develop insightful connections among ideas.

The teacher's role in a seminar is, at best, to be a model of an experienced learner; not to be the focus of attention, or the authority who will tell you what you should learn. Don't let the faculty member give a lecture in seminar! Everyone must take responsibility for co-leading and sharing ideas.

Participants must learn to actively listen to each other and speak openly to the whole group, not just the leader. The group must learn to be sensitive to the needs of the all. The natural talkers must be disciplined in order to learn how to listen better. The quiet people must learn to be more assertive and share their insights, even if they are not comfortable doing that. Everyone should speak during each seminar.

Speak in turn and allow others to finish their thoughts. Do not interrupt one another. Silent periods are OK. Silence gives time to process thoughts, so try to become comfortable with it. Address an idea or argument by connecting it to what someone else has said. Summarize the point you are responding to, then provide your own idea.

Finally if things are not going well, it is our responsibility individually and collectively to put things right. Keep taking the pulse of the group and make adjustments so that everyone can have the opportunity to have a meaningful intellectual experience in seminar. The best question to ask is not "how am I doing," but rather "how is our seminar going?"

Leaving the seminar with more questions than you can with, or being somewhat confused and overwhelmed with new ideas, is a sign your seminar is working. A seminar is an activity which stimulates continuing intellectual curiosity and which demands from you a re-reading of text and a continuing discussion of ideas/concepts, etc. — maybe for the rest of your life.

Adapted by B. Bain
from *What's in a Seminar*, Jim Harnish, NSCC
Learning Community Conference, Miami, Florida
January, 1998

FIRST YEAR SEMINAR INSTRUCTOR RESPONSIBILITIES AND CHECK LIST

Turn in the following items to Cindy Haddon, CeTL Administrative Assistant 1:

Copy of your syllabus by the first week of classes.

Two copies of final grades.

Course/instructor evaluation— during close week conduct course evaluation, which will be standard across sections and sent to you near the end of the semester.

Handouts, activities, ideas you are willing to share with other instructors.

Course Materials:

The following student materials— Student Handbook (available at Student Affairs office and on the ISU web page), and The Freshman Advisor— is provided to students by Supplemental Advising Center.

New students (of any kind) should have received a \$5 coupon for an ISU catalogue.

A Copy Code for class copying will be assigned to you by Cindy Haddon before the semester starts.

Administrative Details:

Schedule regular office hours.

Respond to memos and requests.

Attend FYS staff development seminars throughout the semester (usually 2-3).

If you cannot attend a class, arrange for someone to substitute for you. If class is canceled, notify the director.

Each section of First Year Seminar has up to \$50.00 (approx. \$2.00 per student) to spend as the instructors wish for food and entertainment related to class activities.

To access the \$50.00 for First Year Seminar you have three options:

Purchase

1. Buy the food, prizes, etc., with your own money.
2. GET A RECEIPT (must have a receipt to get reimbursed), BRING IT BACK, and give it to Cindy.
3. A cash voucher will be done then you can pick the cash up.
4. You will be reimbursed for up to \$50 only.

Purchase Order

1. Plan where you will spend the money, make sure the business will take a P.O.
2. Contact Cindy to request a Purchase Order (up to \$50).
3. Cindy will type a P.O. to the business that is to supply the items.
4. You will be given the white copy of the P.O. to take to the supplier. GET A RECEIPT, BRING IT BACK, and give to Cindy.

Chartwell's

1. You can make your arrangements with the Chartwell's.
2. Have Chartwell's fax a copy of your arrangements to Cindy at ex. 5361. (Please be sure Chartwell's put the instructor name on the billing). Be sure to verify if there will be a delivery charge because it will be included in the \$50 allowance.
3. Cindy will do a Chartwell's P.O. for up to \$50 (They have their own P.O.) and send it to Chartwell's before the date of your activity.

FIRST YEAR SEMINAR INSTRUCTOR COMMITMENTS

In order to assist students and carry out the purpose and description of the First Year Seminar, the following responsibilities and commitments are required of instructors:

1. Attend and actively participate in orientation and training programs and other meetings for instructors, which will be scheduled regularly.
2. Incorporate class topics to carry out the description of the course.
3. Incorporate class topics relevant to the characteristics of students in your section(s).
4. Develop the agenda and materials to be used in conducting specific class sessions.
5. Attend every class session, unless some extenuating circumstance prevents your attendance.
6. Contact specific resource individuals and confirm their willingness to facilitate a particular class session(s). Facilitators need to be selected by their area of expertise and willingness to promote the course purpose and objectives by actively involving students.
7. Develop an atmosphere of support and caring in your class in order to support students in being successful in school.
8. Be available to students outside the classroom. Communicate your availability and encourage students to contact you for assistance.
9. Evaluate each class session for its strengths and weaknesses and make recommendations for change or modification.
10. Assess each student's performance and determine each student's grade, using previously established criteria.
11. Communicate with the director regarding any relevant issues, problems or concerns.
12. Communicate with other instructors regarding ideas and resources for particular class sessions.
13. Use the course structure recommended for the First Year Seminar.
14. Encourage students to develop or enhance skills and abilities which will assist them in being successful, such as: listening and speaking; thinking about new ideas and information; being self-disciplined and self-confident; being responsible for educational and life experiences; being persistent, patient and determined; being self-motivated; seeking help when needed, both in and out of the classroom; and learning actively.
15. Provide students with the opportunity to evaluate the course and instructor, both formally and informally throughout the semester and at the end of the semester.

DIRECTIONS ON HOW TO GET CLASS LIST WITH PICTURES

1. Go into Netscape
2. Then select Faculty/Staff Tools
3. You will then be at Faculty & Staff Tools Login
4. Enter your login name and password (the password is your e-mail password, if it does not work then contact the computer center to get access)
5. Click on login
6. Select Class List and click on Retrieve
7. You will be at Class List Information Menu
8. Select Standard w/Student Pictures
9. Enter Course Index Number
10. Click on Submit
11. The class list with pictures for you section will be on the screen
12. From here you can print the class list

If you have any questions or problems with this you may contact Cindy Haddon, Administrative Assistant 1, Center for Teaching and Learning at ext. 3197.

FIRST YEAR SEMINAR INSTRUCTORS FALL 2003

June 3, 2003 (6:31pm)

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€ New Instructors
 € Peer Instructors
 ZCLASS Program
 VTRIO
 ® ADA
 © Computer Lab Instructors

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**FIRST YEAR SEMINAR / ORIENTATION TO UNIVERSITY
CLASS AND WORKSHOP SCHEDULE
FALL 20003**

June 3, 2003 (1:18pm)

INDEX # SECTION	INSTRUCTORS	DAY/TIME LOCATION	WORKSHOP	DATE	LOCATION
110034 01	MARTIN HOREJSI (FACULTY)	M - W	COMPUTER	SEPT 8 / 10	LA 270
	MELISSA MILLICAN (STAFF)	11:00 - 11:50	LIBRARY	SEPT 22 / 24	LIBR 212
	KATIE BOLANDER (PEER)	ED 355	HEALTHY	NOV 3	GRAV 117
110035 02	DAWN LATTIN (FACULTY)	M - W	COMPUTER	SEPT 15 / 17	LA 270
	ⓄLOWELL RICHARDS (STAFF)	11:00 - 11:50	LIBRARY	SEPT 29 / OCT 1	LIBR 212
		P S 313	HEALTHY	NOV 5	GRAV 117
110037 03	ALAN FRANTZ (FACULTY)	M - W	COMPUTER	SEPT 15 / 17	LA 270
	TERRILEE HANCOCK (STAFF)	2:00 - 2:50	LIBRARY	SEPT 29 / OCT 1	LIBR 212
	KARI COPELAND (PEER)	L A 256	HEALTHY	NOV 3	GRAV 117
110038 04	ⓄLAURALEE ZIMMERLY (FACULTY)	M - W	COMPUTER	SEPT 22 / 24	BA 506
	TROY KASE (STAFF)	3:00 - 3:50	LIBRARY	OCT 6 / 8	LIBR 212
		L A 339	HEALTHY	NOV 3	GRAV 117
110039 05	SCOTT BENSON (FACULTY)	M - W	COMPUTER	SEPT 8 / 10	LA 270
	DEBBIE DAHLQUIST (STAFF)	9:00 - 9:50	LIBRARY	SEPT 22 / 24	LIBR 212
		P S 305	HEALTHY	NOV 5	GRAV 117
110040 06	ALAN FRANTZ (FACULTY)	M	COMPUTER	SEPT 15	BA 506
	LYNN LEONARD (STAFF)	5:00 - 6:40	LIBRARY	SEPT 29	LIBR 212
		MUSE 432	HEALTHY	NOV 10	GRAV 117
110041 07	LYNELLE WILLIAMS (FACULTY)	T - TH	COMPUTER	SEPT 23 / 25	TURNER
	BARBARA CUNNINGHAM (STAFF)	9:00 - 9:50	LIBRARY	OCT 7 / 9	LIBR 212
	JEREMY RYDALCH (PEER)	P S 132	HEALTHY	NOV 4	GRAV 117
110043 08	ⓄVALERIE WASIA (FACULTY)	T - TH	COMPUTER	SEPT 2 / 4	ED LAB
	BILL MACLACHLAN (STAFF)	9:00 - 9:50	LIBRARY	SEPT 16 / 18	LIBR 212
	BRITTON CAMPBELL (PEER)	L A 160	HEALTHY	NOV 6	GRAV 117
110044 09	EARL PHIPPEN (FACULTY)	T - TH	COMPUTER	SEPT 9 / 11	BA 506
	LYNELLE WILLIAMS (STAFF)	10:00 - 10:50	LIBRARY	SEPT 23 / 25	LIBR 212
		L A 243	HEALTHY	NOV 13	GRAV 117
110045 10	LEIGH CELLUCCI (FACULTY)	T - TH	COMPUTER	SEPT 16 / 18	BA 506
	ⓄJOSEPH PEARSON (STAFF)	11:00 - 11:50	LIBRARY	SEPT 30 / OCT 2	LIBR 212
		P S 307	HEALTHY	NOV 4	GRAV 117

INDEX #	INSTRUCTORS	DAYS	WORKSHOP	DATE	LOCATION
110047 11	CARLEN DONOVAN (FACULTY)	T - TH	COMPUTER	SEPT 2 / 4	LA 270
	ⓄJEFF MADSEN (STAFF)	1:00 - 1:50	LIBRARY	SEPT 16 / 18	LIBR 212
		MUSE 432	HEALTHY	NOV 11	GRAV 117
110048 12 ADA	ⓄDENNIS TONEY (FACULTY)	M - W	COMPUTER	SEPT 22 / 24	LA 270
	AMANDA PARK (STAFF)	2:00 - 2:50	LIBRARY	OCT 6 / 8	LIBR 212
		MUSE 432	HEALTHY	NOV 10	GRAV 117
110049 13	ⓄNANCY BOWERS (FACULTY)	T - TH	COMPUTER	SEPT 2 / 4	LA 270
	BERNADETTE HOWLETT (STAFF)	2:00 - 2:50	LIBRARY	SEPT 16 / 18	LIBR 212
	GERRON TILLMAN (PEER)	LIBR 266	HEALTHY	NOV 13	GRAV 117
110050 14	ALAN JOHNSON (FACULTY)	W	COMPUTER	SEPT 3	BA 506
	DAVE MEAD (STAFF)	3:00 - 4:40	LIBRARY	SEPT 17	LIBR 212
		LA 273	HEALTHY	NOV 12	GRAV 117
110042 15	CINDY HILL (FACULTY)	T - TH	COMPUTER	SEPT 9 / 11	LA 270
	DOUG MILDER (STAFF)	1:00 - 1:50	LIBRARY	SEPT 23 / 25	LIBR 212
		B A 411	HEALTHY	NOV 13	GRAV 117
110046 16	KRIS RUDD (FACULTY)	M - W	COMPUTER	SEPT 8 / 10	LA 270
	ⓄWILL DONOVAN (STAFF)	10:00 - 10:50	LIBRARY	SEPT 22 / 24	LIBR 212
		MUSE 204	HEALTHY	NOV 10	GRAV 117
111046 17	ⓄTRACY PAYNE (FACULTY)	T - TH	COMPUTER	SEPT 9 / 11	BA 506
	JIM FULLERTON (STAFF)	11:00 - 11:50	LIBRARY	SEPT 23 / 25	LIBR 212
		P S 308	HEALTHY	NOV 11	GRAV 117
111048 18	ⓄFOLKE PERSON (FACULTY)	T - TH	COMPUTER	SEPT 9 / 11	LA 270
	LINDA HILL - E.P. (STAFF)	2:00 - 2:50	LIBRARY	SEPT 23 / 25	LIBR 212
	EDWIN GUERRA (PEER)	L A 325	HEALTHY	NOV 20	GRAV 117
111049 19	ⓄCLAYN LAMBERT (FACULTY)	M - W	COMPUTER	SEPT 8 / 10	TURNER
	DIANNE NORTON (STAFF)	12:00 - 12:50	LIBRARY	SEPT 22 / 24	LIBR 212
	ARNOLD WILLIAMS (PEER)	RFC 381	HEALTHY	NOV 17	GRAV 117
122033 20	ⓄDAVE ADLER (FACULTY)	M - W	COMPUTER	SEPT 15 / 17	LA 270
	JULI MEAD (STAFF)	1:00 - 1:50	LIBRARY	SEPT 29 / OCT 1	LIBR 212
	MATT HARRIS (PEER)	P S 304	HEALTHY	NOV 12	GRAV 117
110032 21	ⓄED NUHFER (FACULTY)	M - W	COMPUTER	SEPT 15 / 17	LA 270
	ⓄDEBRA EASTERLY(STAFF)	10:00 - 10:50	LIBRARY	SEPT 29 / OCT 1	LIBR 212
		L A 351	HEALTHY	NOV 12	GRAV 117

INDEX #	INSTRUCTORS	DAYS	WORKSHOP	DATE	LOCATION
110033 22	MARTIN HACKWORTH (FACULTY)	T - TH	COMPUTER	SEPT 2 / 4	TURNER
	MELISA MOON (STAFF)	10:00 - 10:50	LIBRARY	SEPT 16 / 18	LIBR 212
		MUSE 432	HEALTHY	NOV 20	GRAV 117
111111 23 TRIO	B.J. PIANTANIDA (FACULTY)	M - W	COMPUTER	SEPT 22 / 24	LA 270
	RAM EDDINGS (STAFF)	1:00 - 1:50	LIBRARY	OCT 6 / 8	LIBR 212
	CHARLENE SAMUELS (PEER)	P S 107	HEALTHY	NOV 3	GRAV 117
110062 60 CLASS HONORS	LISA ZOTTARELLI (FACULTY)	M	COMPUTER	SEPT 8	LA 270
	ⓄMIKE JOLLY (STAFF)	2:00 - 3:40	LIBRARY	SEPT 22	LIBR 212
	ZACHARY VINEYARD (PEER)	L A 161	HEALTHY	NOV 17	GRAV 117
110063 61 CLASS BUSINESS	DARRELL SCOTT (FACULTY)	W	COMPUTER	SEPT 17	TURNER
	MICHELLE LEWIS (STAFF)	12:30 - 2:10	LIBRARY	OCT 15	LIBR 212
		B A 308	HEALTHY	NOV 5	GRAV 117
110065 62 CLASS EDUC	LARRY HARRIS (FACULTY)	M - W	COMPUTER	SEPT 22 / 24	LA 270
	PAULA MANDEVILLE (STAFF)	9:00 - 9:50	LIBRARY	OCT 6 / 8	LIBR 212
	HEATHER SWANSON (PEER)	HEVTE 104	HEALTHY	NOV 17	GRAV 117
110067 63 CLASS HEALTH	LINDA RANKIN (FACULTY)	T - TH	COMPUTER	SEPT 9 / 11	TURNER
	DAVE HARRIS (STAFF)	8:00 - 8:50	LIBRARY	SEPT 23 / 25	LIBR 212
		GYM 111	HEALTHY	NOV 20	GRAV 117
110069 64 CLASS BIOL - A	MAUREEN BRANDON (FACULTY)	W	COMPUTER	SEPT 10	ED LAB
	JOANN HERTZ (STAFF)	3:00 - 4:40	LIBRARY	SEPT 24	LIBR 212
		L S 136	HEALTHY	NOV 5	GRAV 117
110071 65 CLASS BIOL - B	ⓄBILL SIEBOLD (FACULTY)	TH	COMPUTER	SEPT 18	LA 270
	MICHELLE KLAR (STAFF)	12:30 - 2:10	LIBRARY	OCT 9	LIBR 212
		L C 3	HEALTHY	NOV 6	GRAV 117
110075 66 CLASS PRE PHARM	JOHN SUTTER (FACULTY)	T - TH	COMPUTER	SEPT 16 / 18	ED LAB
	CYNTHIA FOSTER (STAFF)	2:00 - 2:50	LIBRARY	SEPT 30 / OCT 2	LIBR 212
		PSC 147	HEALTHY	NOV 4	GRAV 117
110077 67 CLASS GENERAL	TONY CELLUCCI (FACULTY)	T - TH	COMPUTER	SEPT 23 / 25	TURNER
	ⓄJAN MCDOUGAL (STAFF)	10:00 - 10:50	LIBRARY	OCT 7 / 9	LIBR 212
	KATIE BROCK (PEER)	P S 306	HEALTHY	NOV 11	GRAV 117

IDAHO FALLS

INDEX #	INSTRUCTORS	DAYS	WORKSHOP	DATE	LOCATION
152034 30	HEIDI IGARASHI (FACULTY)	T	COMPUTER	SEPT 9	IF 201
	CHERYL ZIMMER (STAFF)	11:00 - 12:40	LIBRARY	SEPT 23	IF 201
		CHE 305	HEALTHY	NOV 18	
152035 31	ⓄDEBRA SHEIN (FACULTY)	M - W	COMPUTER	SEPT 8 / 10	IF 202
	LEE KREHBIEL (STAFF)	9:00 - 9:50	LIBRARY	SEPT 22 / 24	IF 201
		CHE 305	HEALTHY	NOV 19	
152036 32	ⓄSYLVIA JOHNSON (FACULTY)	T - TH	COMPUTER	SEPT 16 / 18	IF 201
	ⓄTODD DEVRIES(STAFF)	3:00 - 3:50	LIBRARY	OCT 7 / 9	IF 201
		CHE 307	HEALTHY	NOV 18	
152033 55	ⓄBARBARA FRANK (FACULTY)	M - W	COMPUTER	SEPT 15 / 17	IF 202
	GREG HORTON (STAFF)	1:00 - 1:50	LIBRARY	TBA	IF 201
		CHE 307	HEALTHY	NOV 19	

ⓄNew Instructors