SLS 1515 Cornerstone Experience Modules	Framework
QEP Course Overview and Objectives The decision to create a unique version of a first-year experience course as the focus of Florida Southwestern State College's Quality Enhancement Plan (QEP) resulted from a collegial, thoughtful and deliberate process among faculty, administrators, students, and staff over a two-year period beginning in August 2008. The resulting *Cornerstone Experience Course* will empower new students to enhance their learning and self-reliance at FSW and beyond. The course was designed with four theoretical anchors supporting retention, academic success and lifelong learning: Relevancy, Applied Learning, Success Strategies, and Critical Thinking. In this workshop, the presenter(s) will review the history of the development of FSW's QEP, provide an overview, and discuss the research-based design of the Cornerstone Experience and its learning outcomes. Participants will review the course assignments and assessments that align with the First-Year Experience (FYE) program goals, as well as the Cornerstone Experience learning outcomes.	Critical Thinking Applied Learning Relevancy Success Strategies
QEP Course Assignments and Assessments In this workshop, participants will take an in-depth look at assignments and assessments that align with the First-Year Experience (FYE) program goals, as well as the Cornerstone Experience learning outcomes. New and continuing faculty will work together to examine Cornerstone Experience assignments and assessments. Continuing faculty will share how assignments were implemented and how they assessed the achievement of Cornerstone Experience Student Learning Outcomes. Examples of student products will be available for analysis and reflection.	Critical Thinking Applied Learning Relevancy Success Strategies
Critical Thinking Critical Thinking will play a vital role in our FYE course, and therefore it's important that we all have the same understanding of this concept. Led by the Critical Thinking Leadership Group and expanding on the Elder/Paul model, this workshop will serve as a starting point to familiarize participants with a common vocabulary as we strive to incorporate Critical Thinking in our classes and interactions with students. This is not being taught as a discrete subject, but rather as the language of instruction.	Critical Thinking
The Way I Learn Making a conscious effort to know your learning style and the environments that best suit you can help you be successful both inside the classroom and beyond. This presentation will discuss the various learning styles: auditory, visual and kinesthetic. Discussion points will include ways to help students determine and understand what motivates them to learn, how the learning environment and teaching delivery method can affect their intake and retention of the knowledge, and what types of internal and external distractions can impede their process. Assessment types for learning style modality and multiple intelligences will be discussed and provided to participants. While it is not always possible for students to choose the learning environment in which a course is delivered. It is important for them to understand their own learning styles and preferences in order to determine the delivery format that best fits their needs	Success Strategies Critical Thinking Applied Learning

Understanding the First Year Student In this workshop, participants will examine various characteristics of first year students to better enable instructors and staff to interact with students to promote their self-efficacy, independence and responsibility. Several variables and their causality will be discussed: cognitive ability; academic competence/preparedness; educational background; demographic information; income; intrinsic, external, and internal support structures; external time commitments; time management abilities; motivation; problem solving skills; critical thinking skills; multimedia mastery; and study behaviors. This data will include national trends but will also reflect the student populations of each of unique campuses, allowing faculty and staff to customize their approach accordingly. While the primary focus of the training will be to examine the implications of the above characteristics on student performance and resilience, the training will offer insight into teaching, advising and interacting strategies and tools to foster engagement, success, and persistence among students.	Critical Thinking Applied Learning Relevancy Success Strategies
Diversity on the College Campus and Beyond The word difference often comes up when defining diversity. But what does it really mean? How can we help each other to understand that differences do not make a particular group superior or inferior, but rather help us understand ourselves and take pride in our own unique qualities? Self-knowledge includes a grasp of our own talents, personalities, interests and values. Having an understanding and appreciation for the concept of diversity can help everyone be successful in all aspects of life: work, school, and play. This presentation will look at the stigmas attached to stereotypes, prejudice, discrimination and racist viewpoints. It will shed light on the diversity of student population that enters our classrooms and how we as instructors can help establish a learning environment that provides equity in the classroom regardless of the different cultures, beliefs and values of students. This presentation will include individual and group activates to help participants assess their own strengths and weaknesses and how they relate to their personalities and characteristics as leader in our institutions and communities. By understanding what diversity is, we can become better instructors, and in turn, help our students before successful learners.	Critical Thinking Applied Learning Relevancy Success Strategies
Introduction to College Services, Programs, Support This workshop familiarizes faculty with onsite services and support available to all student. Faculty and staff from the Division of Student Services will explain how their areas enhance students' success and welfare. Participants will take a short field trip or two to see some of these areas in action. The benefits this workshop offers are 1) time and space to learn about the various services available to and for students; 2) information so that faculty are able to converse with and guide their students appropriately.	Success Strategies

Constructive Pedagogy and the Student-Centered Classroom Constructivist pedagogy has its roots in the sociocultural theories of Vygotsky and Bruner. Teaching with constructivist principles allows instructors and students to co-construct knowledge through interaction and authentic experiences. Constructivist pedagogy can be used to provide differentiated instruction to leaners with diverse abilities and aptitudes. In this workshop, the presenter will summarize sociocultural theory and explain the concept of the Zone of Proximal Development (ZPD). The presenter will demonstrate how instructors can create a student-centered classroom and use instructional scaffolding to help students acquire knowledge and skills.	Critical Thinking Success Strategies
Discipline Paradigms and Career Goals This workshop helps participants distinguish between the Humanities and Science paradigms. The workshop will include discussion on the general assumptions and methods of operations shared by members of each branch of knowledge. The philosophical stance, mindset, or worldview of each discipline constitutes a framework which helps perpetuate a set of values that back current practices of generating or applying knowledge until they are disrupted by new, sometimes revolutionary ideas. Participants will discuss the implications of discipline paradigms for teaching and learning, and for helping students choose a path of study and/or career.	Critical Thinking Relevancy
Universal Design in Higher Education Universal Design in Higher Education (UDHE) is a concept by which instructional goals, methods, materials, or assessments are created to work for everyone by utilizing flexible approaches that can be customized and adjusted for individual needs. Originally devised as an application for architecture and consumer product design, it has emerged as a unique paradigm in higher education, addressing such issues as equality, accessibility, and inclusion. As more students enter college with learning disabilities or special educational needs. UDHE provides ways for creating college programs that are beneficial to all students. In this workshop, the presenters will introduce the principles of UDHE, will provide examples of UDHE practices relevant for Cornerstone and First Year courses, and will lead a discussion of applications of its design in the college classroom.	Critical Thinking Applied Learning Relevancy Success Strategies