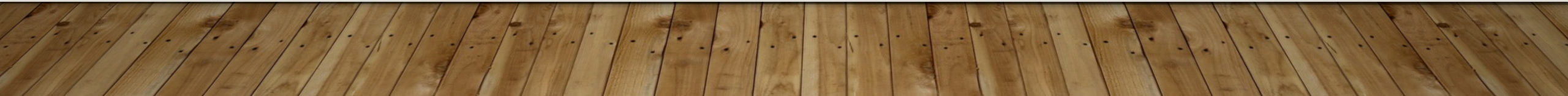


FACULTY DIMENSION TEACHING FTIC/COBAS

JAMES J. PANCRAZIO

LANGUAGES, LITERATURES AND CULTURES & LATIN AMERICAN AND LATINO STUDIES



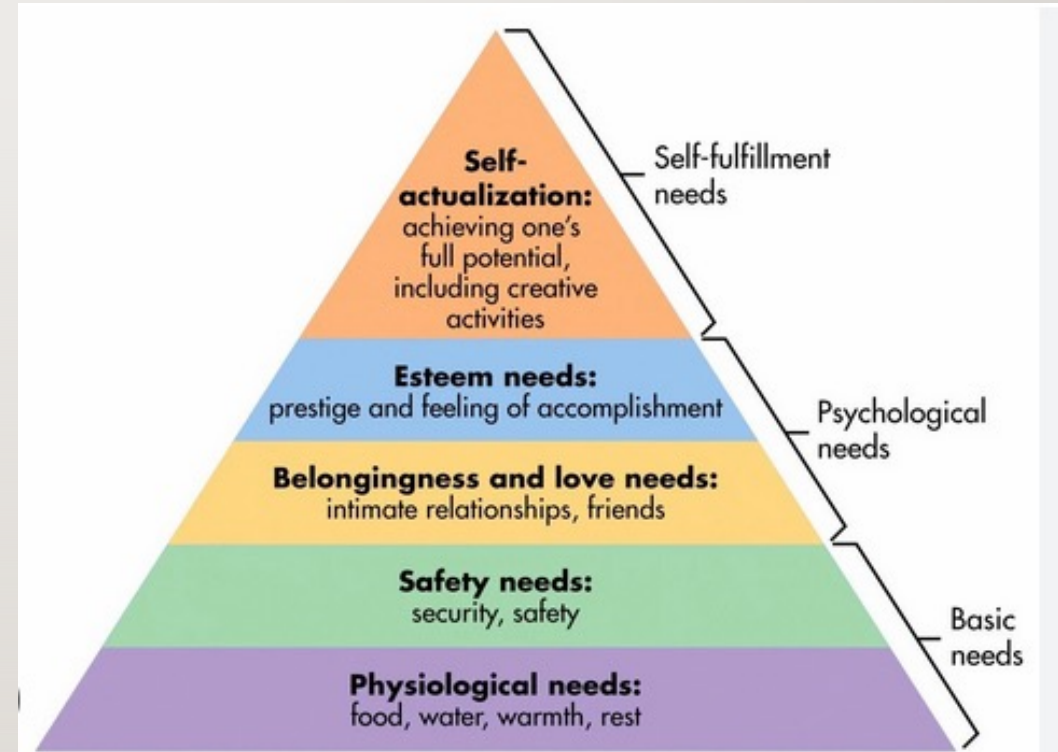
HISTORY OF COBAS

- Communities of Belonging and Academic Success
- Course redesign based on combining Introduction to Latino Studies (LALS 109) with concepts borrowed from U-College's Success 101 and Thrive.
- Course is for First Time in College Students
- Gen Ed course that also meets the Diversity Graduation Requirement
- Class is open to all. Students in this class are expected to be, at the minimum, passive Spanish-English bilinguals.

HISTORY OF COBAS

- COBAS courses have been offered in the fall
- Going into our 4th year
- COBAS courses have been taught by Joint Appointed Faculty: Latin American and Latino Studies has joint hires with the Departments of Languages, Literatures and Cultures, Communication Sciences and Disorders, Criminal Justice, and the School of Communications.
- Students will see their experiences reflected in the course content, themselves reflected in the classroom, and the faculty.

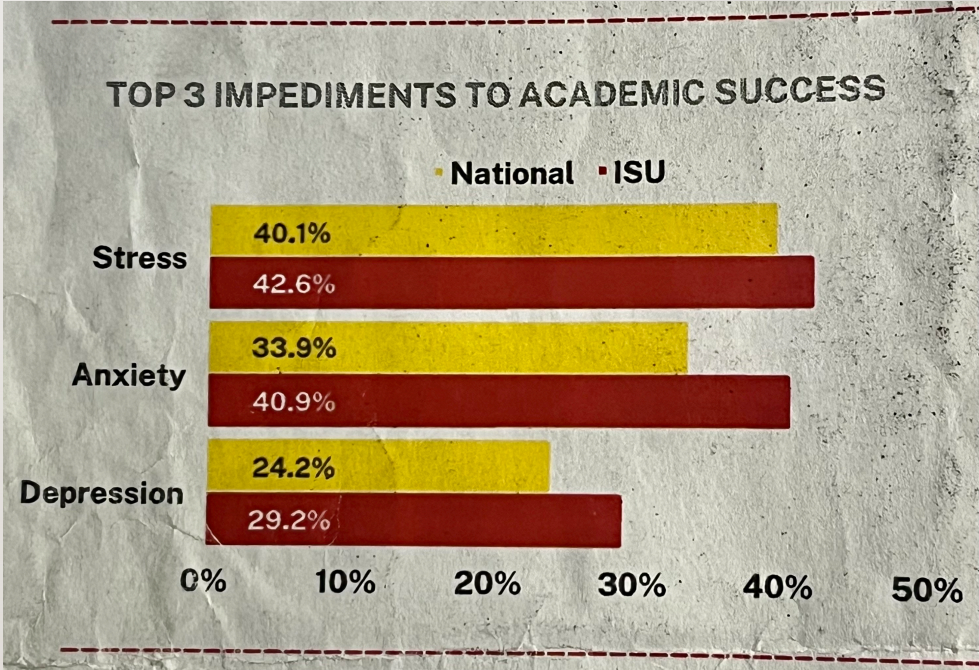
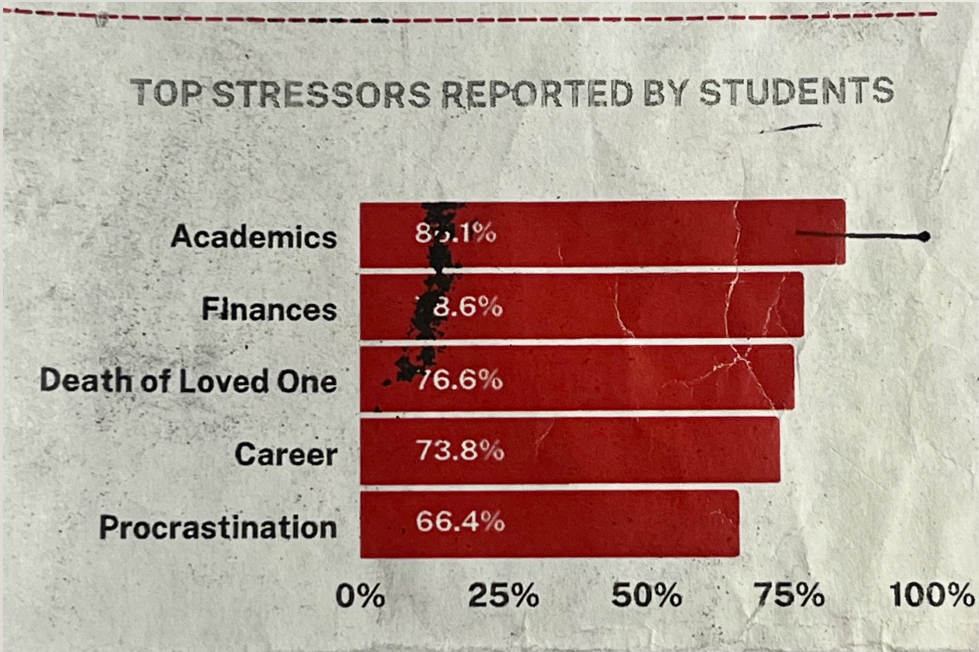
RELATIONSHIP BETWEEN BELONGING AND ACADEMIC SUCCESS



WHY IS THIS SIGNIFICANT?

- **Being much more intentional about the transition between home/high school and college is important for FTICs in general.**
- **FTICs** make up the largest group of students that end up on **academic probation after the first semester.**
- Underrepresented Students are overrepresented in this group, and, they have the added challenges of being **first-generation college students.**
- In the first two semesters, students discover the expectations of college-level academics, they learn how to navigate the campus, and how to find a peer group.

WHY BE INTENTIONAL ABOUT ACADEMIC SUCCESS SKILLS?



WHY IS OUR APPROACH DIFFERENT?

- **The typical approach from ISU is to inform students of the available services and wait for them to come.**
- Most of the faculty and staff involved in COBAS classes come from a study-abroad background.
- The basic premise is that adjustments to new environments are **normalized**, and adjustments will ease the tensions of culture shock.
- So, we believe it is more useful to address the transition before the issues become too complicated. **We can do that by normalizing the stress and anxiety of the transition.**

WHAT ARE THE SUCCESS SKILLS?

- Time management: getting up in the morning, getting enough rest, and studying regularly.
- Basic organization: checking university email accounts daily, using the syllabus and planner, and preparing for class each day.
- Project management: start on your paper / project early in the semester.
- How to communicate with faculty
- Content reading: reading textbooks independently.
- Note-taking and regular review.
- Quiz and exam preparation: start a week before the assessment.
- Process writing: multiple drafts
- Where to get additional support: U-College, Visor, Financial Aid, DOS, Health Services

IN WHAT WAY IS TEACHING FTIC'S DIFFERENT?

- Three years teaching Success 101
- I use the Success skills and concepts in my Gen Ed course
- The results are good.
- There is still some complexities

'Calling Mom' | Chicken Doodle Soup by Claire Wagner | Vidette Cartoonist



OUR CHALLENGE

- The hardest part of our jobs is guiding students when they are FTICs.
- This is the time when they can benefit most from advice,
- And the time when *they are least inclined to ask it.*
- They may say that they came to ISU for a degree and a job, they are also here to claim their **independence**.
- So, they may never ask for help. So, be prepared to reach out.