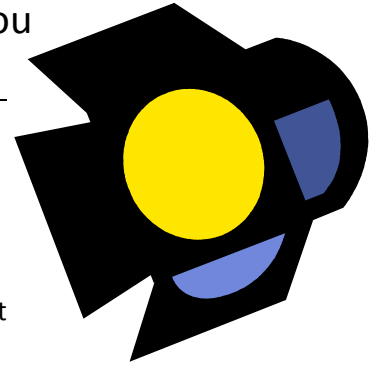


ICC Faculty: Planning to attend a conference or need to miss class for a professional meeting? The UnderStudy Program can help you and help your students!



The UnderStudy Program at Illinois Central College

The UnderStudy program is inspired by the role of the *understudy* in theatre:

- Should you be unable to teach a class, an understudy is willing to take over
- Understudies are willing to cover a class at times but play other primary roles at the college on a regular basis

What is the UnderStudy Program at ICC?

The UnderStudy Program is an idea inspired by a best practice shared at a community college conference. The big idea of the program is that we, the teachers and services providers of ICC, have “packaged lessons” we could facilitate in classes when called upon by faculty or associate deans. This definitely takes place now; faculty members invite experts into their classes to make presentations. However, we believe that this convenient “packaged” program can increase the visibility of college services, promote student success and possibly reduce the time classes are cancelled due to illness or travel. The program offers a “menu” of 50-minute lesson topics from which to choose. A faculty member who is planning to attend a conference, for example, could choose among the topics and request a lesson to be delivered during the class session when the faculty member is absent. If an UnderStudy facilitator is willing, associate deans or department personnel may even call upon someone at the last minute in the case of an unexpected absence or illness.

UnderStudy Program Menu

Each session is 50 minutes in length. For longer classes, facilitators may be willing to adapt sessions or two sessions may be combined. Most lessons are designed for in-class delivery except where noted.

1. **ICC Student Orientation & Resources (In-Person & Online)** – introduces students to the ICC Student Orientation & Resources site in Blackboard where students can experience a self-guided orientation and access student resources. The facilitator also highlights the Learning Lab and Online Writing Lab sites also found in Blackboard. *At the end of this session students will be able to locate online resources to assist them with becoming aware of the academic and support services provided at ICC.*
 - a. Primary Contact: Teaching and Learning Center Staff (Gayle Blodgett or Jeff Maston)
 - b. Phone and Email: x8908, tlc@icc.edu
 - c. Needs and Requirements: This session needs a computer and projector for the facilitator. The session is most effective when done in a computer lab setting.
2. **Orientation to Blackboard for Students** – guides students through the process of identifying their Blackboard usernames and passwords, linking to the Blackboard login page, navigating the Blackboard @ ICC page and basic functions of a Blackboard course website. The session can be customized to cover specific functions in Blackboard as required by the coursework, such as the Discussion Board, Assignments, Groups, Online Testing, etc. *At the end of this session students will be able to efficiently navigate Blackboard and successfully use Blackboard for a class.*
 - a. Primary Contact: Teaching and Learning Center Staff (Gayle Blodgett or Jeff Maston)
 - b. Phone and Email: x8908, tlc@icc.edu
 - c. Needs and Requirements: This session needs a computer and projector for the facilitator. The session is most effective when done in a computer lab setting.

3. **PowerPoint for Students – Level 1 or Level 2** – guides students through using PowerPoint to create electronic presentations. Level 1 is suitable for a class where most or all students are unfamiliar with PowerPoint. Level 2 is suitable for a class where most students have functional knowledge of PowerPoint but would like to do more with creating electronic presentations. *At the end of this session students will be able to use PowerPoint to create a presentation as described by a course assignment.*
 - a. Primary Contact: Teaching and Learning Center Staff (Gayle Blodgett or Jeff Maston)
 - b. Phone and Email: x8908, tlc@icc.edu
 - c. Needs and Requirements: This session needs a computer and projector for the facilitator. The session is most effective when done in a computer lab setting. The session facilitator needs the details of the assignment(s) using PowerPoint in advance so he/she may customize the session to the assignment requirements. The primary faculty member needs to assess the current PowerPoint skills of the class to determine which level is appropriate.

4. **Creating a Newsletter** – guides students through using Word to create a newsletter. *At the end of this session students will be able to use Word to create a newsletter as described by a course assignment.*
 - a. Primary Contact: Teaching and Learning Center Staff (Gayle Blodgett or Jeff Maston)
 - b. Phone and Email: x8908, tlc@icc.edu
 - c. Needs and Requirements: This session needs a computer and projector for the facilitator. The session is most effective when done in a computer lab setting. The session facilitator needs the details of the newsletter assignment in advance so he/she may customize the session to the assignment requirements.

5. **Academic Integrity and Plagiarism: Introduction to Turnitin.com for Students** – guides students through creating Turnitin.com user accounts and uploading writing assignments to generate a Turnitin.com originality report. The facilitator will address basics of plagiarism and academic integrity. Faculty must setup in advance of the session an instructor Turnitin.com account with a class, enrollment password and assignment. For further faculty assistance with Turnitin.com, contact the TLC at x8908 or tlc@icc.edu. *At the end of this session students will be able to submit writing assignments to Turnitin.com as described by course requirements.*
 - a. Primary Contact: Teaching and Learning Center Staff (Gayle Blodgett or Jeff Maston)
 - b. Phone and Email: x8908, tlc@icc.edu
 - c. Needs and Requirements: This session needs a computer and projector for the facilitator. The session is most effective when done in a computer lab setting. The session facilitator needs the Turnitin.com class ID, join password and assignment name prior to the session.

6. **Career Services – see the session descriptions; mix and match sessions to cover one or many classes!**
 - a. Primary Contact: Cara Schmidt
 - b. Phone and Email: x5727, cschmidt@icc.edu
 - c. Needs and Requirements: The session facilitator may choose to lead these sessions in the David R. Leitch Career Center on the East Peoria Campus.
 - **Career Services Overview (5-10 Minutes)** - A brief summary of Career Services is given, including an overview of services, location, hours, etc. Students will also be told how to look for jobs on College Central Network.
 - **Career Exploration (40-50 Minutes)** - Are your students undecided about what their future career holds for them? Career Services staff will come to your students and offer various assessments to help them to make the first step! (Can also be combined with a “Career Services Visit.”)
 - **Career Services Visit** - Take your class on a field trip! Come and tour Career Services. See firsthand where the office is located and the resources and services which are available. Ask about the opportunity to combine your tour with a presentation during your visit!

- **Mock Interviews** – Mock interviews are a great tool for uneasy job seekers! Participants will interview with Career Services staff and will be critiqued upon completion.
- a. Primary Contact: Dawn Gries
- b. Phone and Email: x5321, dgries@icc.edu
- c. Needs and Requirements: The session facilitator may choose to lead these sessions in the David R. Leitch Career Center on the East Peoria Campus.
- **Resume Writing (40-50 Minutes)** - The focus of the presentation will be designing a professional resume. We will cover necessary resume components and organization of these components. This presentation can be tailored to specific occupational areas or areas of study. Students will receive a packet of useful information.
- **Interviewing Skills (40-50 Minutes)** - Highlights of the interviewing process will be reviewed. Students will be instructed on how to prepare for the interview. Difficult questions, and how to answer them, will be discussed. Students will receive a packet of useful information, including many difficult interview questions.

7. Student Activities - see the lineup below; work with the session facilitator to design a session to meet your needs!

- a. Primary Contact: Jaclyn Thompson
- b. Phone and Email: x5202, Jaclyn.thompson@icc.edu
- c. Needs and Requirements: Specific to the chosen session.

- **Community Service Program**
- **Campus Involvement, Grade Point Averages and Student Satisfaction**
- **Student Clubs**
- **Student Activities and Events**
- **Managing a Student Club or Activity**

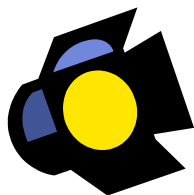
8. Learning Resources Center (Library)

- a. Primary Contact: Amy Glass (EP); Kathy Gerber (Downtown); Tom Eertmoed (North)
- b. Phone and Email: Amy Glass, x5748, amy.glass@icc.edu; Kathy Gerber, x4612, kathryn.gerber@icc.edu; Tom Eertmoed, x6837, teertmoed@icc.edu
- c. Needs and Requirements: Podium computer and projector in classroom, lab classroom desirable.
- **NoodleBibs** -- students frequently need help creating bibliographies for their research papers/projects. This online tool allows students to "fill in the blanks" in order to create an accurate MLA or APA bibliography.
- **Library Databases (General)** -- this session would go over the basic databases for finding articles in general magazines, journals and newspapers.
- **Library Databases (Subject Specific)** -- this session would be tailored to an instructor's particular subject or assignment. The LRC has many subject specific databases available to students; just contact us for more information.
- **Web site evaluation** -- What makes a web site credible? Why would I NOT want to cite a web site as a resource? Why can't I just cite Wikipedia and call it good? This session would answer these, and many more questions.

9. **Safety & Security** – see the list below and allow the Campus Safety and Security Department to customize a program for you!
- Primary Contact: Gary Ashby
 - Phone and Email: x5225, gashby@icc.edu
 - Needs and Requirements: This session needs a computer and projector for the facilitator.
- Emergency Response Guides
 - Annual Campus Safety and Fire Reports
 - Personal Safety
 - Pedestrian Crossing Safety
 - Parking Regulations
 - Law Enforcement Careers
10. **Textbook Skills** - demonstrates two skills students can use to get more out of their textbooks. **Chapter Subtitle Mapping** is done before reading a chapter and provides a quick outline of the material. It gets a student ready to read and understand the chapter, provides a guide for taking class notes, and acts as a study guide. **Chapter Subtitle Questioning** is done while the student reads the chapter; the student turns each subtitle into a question and writes the answer next to the subtitle. CSTQ takes time to do but makes reviewing for a test quick and easy. *At the end of the session students will be able to recognize how subtitles divide a chapter and will be able to make a CSTM. They will also know how to turn subtitles into questions, find and write answers next to each subtitle, and see that just underlining information is a poor substitute for CSTQ.*
- Primary Contact: Pat Pusey
 - Phone and Email: x5768, ppusey@icc.edu
 - Needs and Requirements: This session needs a computer and projector for the facilitator.
11. **T-Notes** – demonstrates and explains the T-Note system of note taking. The lecture includes tips on how to recognize the eight types of information that should be included in class notes, how to place notes on the page so they will be valuable as a study tool, and practice taking notes on a short lecture. *At the end of the session students will be able to take good T-notes on a practice lecture and know how to use the notes to study for a test.*
- Primary Contact: Pat Pusey
 - Phone and Email: x5768, ppusey@icc.edu
 - Needs and Requirements: This session needs a computer and projector for the facilitator.
12. **Test-Taking Tips** – provides handouts to show students how to handle objective test questions. There are clues hidden within multiple-choice and true-false questions, and once students know how to look for the clues, they can concentrate on choosing the correct answers confidently. *At the end of the session students will be able to make the best “educated guess” on questions they are unsure of by knowing how to look for clues within a test.*
- Primary Contact: Pat Pusey
 - Phone and Email: x5768, ppusey@icc.edu
 - Needs and Requirements: This session needs a computer and projector for the facilitator.
13. **Copyright and Fair Use** – Explains the different components of copyright law and if applicable, fair use. Session can focus on general knowledge of copyright, fair use in the classroom, downloading of music, ethical issues with copyright infringement, etc. – whatever is appropriate for the course and subject matter.
- Primary Contact: Markie Castle
 - Phone and Email: x8907, mcastle@icc.edu
 - Needs and Requirements: Computer and projector are needed for the presentation. Although, group discussion can be facilitated without a computer.

Program Guidelines

1. The sooner you book the better your chances of getting the program you want! As a courtesy, request a session no later than one week prior to your class. Some facilitators may be able to step in at the last minute. However, all sessions are subject to availability.
2. Make arrangements for an UnderStudy session with the session facilitator and follow the absence reporting protocol described in the Faculty Handbook. Using an UnderStudy facilitator does not require arrangement for substitute compensation.
3. The arrangement is considered an “understudy” when the faculty member is not present at all during the class. When the faculty member is present for all or a portion of the class the session is considered a “guest speaker”. Guest speaker arrangements do not need to follow the UnderStudy program protocol. This program is not intended to replace the normal process of substitutes among faculty but provide faculty with options for when they are absent from regularly-scheduled class.
4. The session will be facilitated in the classroom where the class normally meets unless alternative arrangements are made by the primary faculty member. Some sessions are best suited for a computer lab environment for hands-on instruction. At the time of the understudy request the type of classroom space needed will be confirmed and if an alternate space is needed the primary instructor will make the space scheduling arrangements and confirm the location with the session facilitator.
5. The faculty member must provide the understudy facilitator with logistical information for class attendance. The faculty member should indicate to the facilitator if the class session is mandatory or optional for students to attend and if sign-in or roll-taking is required. The faculty member should also share any assignments or ways the students in the session will be held accountable, if in any way, for the information from the session.
6. Each faculty member may request up to two understudy sessions per term.
7. Following an understudy session faculty members may be asked to have students complete an assessment of the session. Program details, session scheduling and assessment data will be analyzed and shared to help continuously improve program offerings.



Ready to book an understudy?

Contact the primary facilitator listed in the program menu and make arrangements with your dean or associate dean. Again, be sure to allow enough lead time to get the session you need!