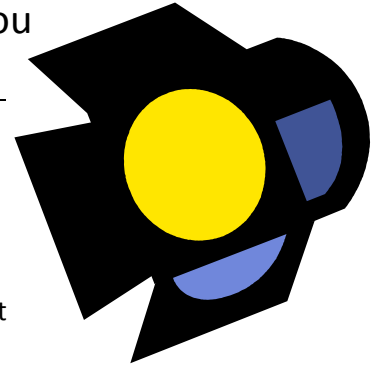


ICC Faculty: Planning to attend a conference or need to miss class for a professional meeting? The UnderStudy Program can help you and help your students!



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 deans/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, deans/associate deans or department personnel may even call upon someone at the last minute in the case of an unexpected absence or illness. Follow the **Program Guidelines** found on the last page of this guide to select your **UnderStudy**.

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. **Student Success is Really No Secret! (50 minutes)** – provides an overview of how students can be successful in their classes through emphasizing class preparation, attendance, active participation, habits of mind and taking advantage of the many resources available at ICC. Group work will be used to engage the students in an active discovery of ICC’s resources and their habits of mind.
 - a. Primary Contact: Janice Kinsinger, Associate Dean, Organizational Learning
 - b. Phone and E-mail: x5758, jkingsinger@icc.edu
 - c. Needs and Requirements: This session is most effective when it is done in a smart classroom but a traditional classroom without presentation equipment can work.
2. **ICC Student Technology and Resources** – introduces students to the student technology resources available for facilitated and self-guided orientation and training. The facilitator will highlight where to seek help with using eServices, email, Blackboard, Google, and computers on ICC campuses. At the end of this session students will be able to locate and use technology systems and be aware of the student technology support services provided at ICC.
 - a. Primary Contact: Teaching and Learning Center Staff
 - 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. Textbooks as Tools (50 minutes or more)

In this interactive session, an instructor will teach your students how to use textbooks as learning tools. Using features like previewing questions, chapter outlines, headings, and end-of-chapter reviews, the UnderStudy will walk your students through the textbook reading and note-taking process. Students will leave class with textbook reading skills, a plan for incorporating reading notes with class notes for later study/review, and their next reading assignment started, if not completed.

- a. Primary Contact: Janice Kinsinger, to help coordinate with the following reading faculty/staff: Dr. Elizabeth Baldrige, Dr. Sarah Parlier, Edwina Jordan, Keith Hembrey, and Linda Leifeld
- b. Phone and E-mail: x5758, jkingsinger@icc.edu
- c. Needs and Requirements: Please plan to meet with the Under Study facilitator identified in advance to provide them a copy of your textbook, the assigned reading and discuss what emphasis you would like the faculty member to provide for your students.

4. Technology Tools to Enhance Teaching & Learning - Teaching and Learning Center staff will guide students through learning to use a specific technology tool of the instructor's request needed to complete a class assignment. Tools might include applications from Microsoft Office (Word, PowerPoint, etc.) or Google (Docs, Slides, Hangouts, etc.) or any other tool from the Tech Tools blog – icctlc.blogspot.com. *At the end of this session students will be able to use the assigned tool to complete a given course assignment.*

- a. Primary Contact: Teaching and Learning Center Staff
- 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 in advance so he/she may customize the session to the assignment requirements.

5. Career Services – see the session descriptions; mix and match sessions to cover one or many classes!

- a. Primary Contact: Cara Schmidt, Coordinator, Career Services
- 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 make the first step! (Can 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, Career Services Associate
- 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.
6. **Student Leadership and Engagement** – see the lineup below; work with the session facilitator to design a session to meet your needs!
- a. Primary Contact: Abbie Alsene, Student Leadership and Engagement Manager
 - b. Phone and Email: x5202, abbie.alsene@icc.edu
 - c. Needs and Requirements: Podium computer and projector desired, but not necessary.
 - **New Student Orientation**
 - **Welcome Days**
 - **Campus Involvement, Grade Point Averages and Student Satisfaction**
 - **Student Clubs**
 - **Student Activities and Events**
 - **Managing a Student Club or Activity**
7. **Financial Literacy** - Help your students stay in school with additional financial information from our knowledgeable financial aid staff. The discussion will focus on helping students make more informed financial decisions while attending college to help their living maintain a healthy balance financially.
- a. Primary Contact: Dana Williamsen, Financial Assistance Manager
 - b. Phone and E-mail: x5556, dana.williamsen@icc.edu
 - c. Needs and Requirements: Please plan to discuss with the UnderStudy facilitator what financial emphasis you would like covered.
8. **Learning Resources Center (Library)**
- a. Primary Contact: Amy Glass - Librarian
 - b. Phone and Email: Amy Glass, x5748, amy.glass@icc.edu
 - c. Needs and Requirements: Podium computer and projector in classroom; computer lab classroom desirable.
 - ALLI (Active Learning in Library Instruction) is a partnership between librarians and instructors to ensure students meet the information literacy general education goal. Librarians develop a 50 minute active learning session focusing on information literacy personalized for your course. Possible topics include “Introduction to the Library,” “Plagiarism & Paraphrasing,” “Scholarly vs. Popular Articles,” and “Database Comparisons.” See <http://libguides.icc.edu/alli> for more details.
9. **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.*
- a. Primary Contact: Ethan Hedman, Learning Lab Coordinator (EP)
 - b. Phone and Email: x5768, Ethan.Hedman@icc.edu
 - c. Needs and Requirements: Podium computer and projector

10. **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.*
 - a. Primary Contact: Ethan Hedman, Learning Lab Coordinator (EP)
 - b. Phone and Email: x5768, Ethan.Hedman@icc.edu
 - c. Needs and Requirements: Podium computer and projector

11. **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.
 - a. Primary Contact: Markie Castle, Copyright Coordinator
 - b. Phone and Email: x8907, mcastle@icc.edu
 - c. Needs and Requirements: Podium computer and projector is desired

12. **Campus Police** – see the list below and allow the Campus Police to customize a program for you!
 - a. Primary Contact: Tom Larson, Campus Police Chief
 - b. Phone and Email: x5225, Thomas.Larson@icc.edu
 - c. Needs and Requirements: Podium computer and projector with internet access.
 - Emergency Response Guides
 - Annual Campus Safety and Fire Reports
 - Personal Safety
 - Pedestrian Crossing Safety
 - Parking Regulations
 - Law Enforcement Careers

Another option to avoid cancelling class is the **Virtual Faculty, Virtual Guest Speaker Videoconference**. The Videoconference allows a faculty member at a distance to participate in and/or facilitate a class session using videoconferencing technology over the internet. TLC staff assist the faculty member, in advance of the class session, with arranging a videoconference connection to the classroom. The faculty member also arranges for an on-site substitute while connected to the class via videoconferencing technology during the session. There is a webcam and microphone in the classroom for students and with a webcam and microphone, the faculty member can transmit video and/or audio to the classroom. This setup can also be used effectively for virtual guest speakers when the faculty member is on-site but the speaker is at a distance.

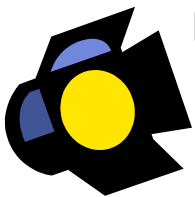
- a. Primary Contact: Teaching and Learning Center Staff
- b. Phone and Email: x8908, tlc@icc.edu
- c. Needs and Requirements: This session needs a computer and projector in the classroom. The virtual faculty or virtual guest speaker needs a computer, camera, microphone, and reliable connection to the internet.

Program Guidelines

1. The sooner you schedule 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 if a staff member is used, but will for a faculty member.

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! If you have an idea, want a different topic than listed or cannot reach someone, contact Janice Kinsinger at

jkingsinger@icc.edu or 694-5758.

