



Academic Orientation Day

Tool Kit – Learning Outcomes

2019

Contents

1. Introduction	3
2. Programming	4
3. Tool-Kit	6
4. Learning Outcomes	8
5. Customizable Slide-Deck	18
6. Best Practices	27
7. Active Learning	29

I. INTRODUCTION

Carleton University's Academic Orientation Day (AOD) is an introductory learning experience for all new undergraduate students. AOD takes place on the Tuesday following Labour Day every year in September. The event creates an opportunity for students to meet faculty, staff, and peers from their respective departments. Faculties share valuable insights, strategies for success, and key resources across campus as they begin their academic journey. Staff provide administrative information to ensure that students have access to all of the tools that are at their disposal. Students are able to create valuable connections that are a central component for a successful transition to university.

This document is a part of the Academic Orientation Tool Kit and will provide departments with learning outcomes that can guide their programming preparation.

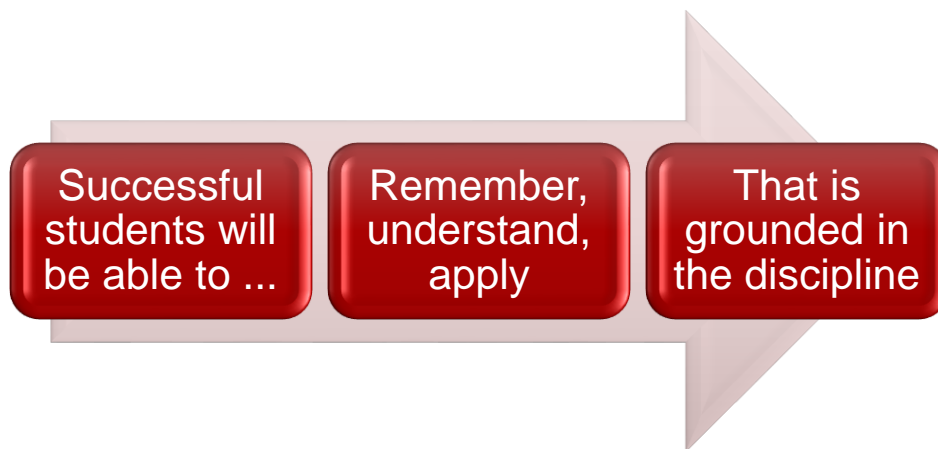


Figure 1: AOD 2019

2. PROGRAMMING

Student Welcome:

Academic Orientation Day is logistically organized into four parts. The first part is welcoming students to their respective departments and faculties. The welcome portion begins by providing students with a shirt with a specific colour that identifies their field of study. Students are encouraged to wear the shirts during AOD, making them identifiable to staff, faculty, and volunteers. The AOD shirts also allow students to identify each other, and as a result, creates an opportunity for networking and relationship building with their peers. The AOD shirts are often times the first Carleton University clothing that students receive and are symbolic to their transition to becoming a member of the university community. Once students have received their shirts and are seated in their respective classrooms, the department or faculty then welcomes the students officially to the Carleton University.

Room Assignments:

The second logistical element of AOD is the location for the presentation that is delivered by the faculty or department. Room assignments are based on the size of the incoming cohort, the specific needs of each department, and considerations for lunch and travel. The SEO assists in meeting the needs of each department, which includes coordinating with Instructional Media Services for access to technology, working with vendors to ensure furniture is set up appropriately, and confirming audio and visual requirements are met for larger venues.

Food Delivery:

The third logistical element of AOD are the lunches and BBQs that are held across campus. The SEO, in partnership with Aramark, Roosters, Mike's Place and Oliver's coordinates a shared lunch between faculty, staff, and students. Faculty and staff from all departments are encouraged to attend the lunch as students will be able to interact, ask questions and forge new and essential relationships to begin their academic journeys. The BBQ and lunches are organized based on accessibility, space availability, and requests that are submitted by faculties.

Academic Orientation Day Tool Kit – Learning Outcomes

2019

Expo:

Academic Orientation Day culminates with the Carleton University Expo. The Expo is tailored to first-year students to showcase the diverse clubs, societies, and services that are offered by the university community. The goal of the Expo is for students to identify ways that will enrich their university experience, access support, and meet new people. Students are encouraged throughout AOD to attend the Expo, and volunteers will guide students to the event once their lunch portion of the event ends.

3. TOOL-KIT

The Academic Orientation Tool-Kit has been designed to provide presenters with guidance as they design their AOD programming. The Tool-Kit is composed of three components, the Learning Outcomes, the fully customizable slide-deck, and the best practices and student interactive suggestion component.

Learning Outcomes

Learning outcomes are statements that describe the knowledge or skills students should acquire by the end of a particular activity with educational implications. Good learning outcomes emphasize the application and integration of knowledge, instead of focusing on the material that is covered. In designing learning outcomes for Academic Orientation Day we have considered the objectives of the Student Experience Office in relation to those of faculties and department stakeholders across campus.

The learning outcomes document identifies three key themes that are essential for student transition to university, which are: *knowledge*, *connecting* and *becoming*.

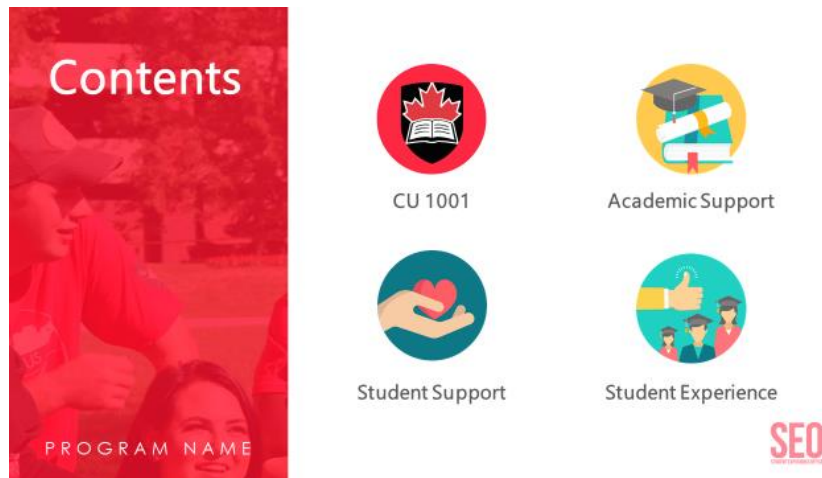
- a. *Knowledge*: It is the process of identifying what students know before they attend university, and providing the necessary information that can assist in the successful transition to Carleton University.
- b. *Connecting*: Is creating opportunities for students to expand support networks as they transition into university. During AOD, connections are formed between student peers, from student to faculty, and from student to staff. In creating these relationships, we are inviting students to join the Carleton University community.
- c. *Becoming*: Becoming intersects with *knowledge* and *connecting* and is the understanding that from the moment students step onto campus they are reflecting on how they will shape their university experience. The process of becoming is challenging for some students as they are transitioning to university, and AOD will deploy strategies, information and strategies that students can engage with and revisit.

Academic Orientation Day Tool Kit – Learning Outcomes

2019

Customizable Slide–Deck

The customizable slide-deck includes information that has been identified as most important to the introduction of students to Carleton University. The slide-deck is organized by four themes: *CU 1001*, *Academic Support*, *Student Support*, and *Student Experience*.



CU 1001 provides students with core information regarding how university works, faculty expectations, and how to access CU technologies. *Academic Support* highlights key programs and departments that are available for students so that they can achieve their academic goals. *Student Care* delivers information on the various resources that can be accessed by Carleton University students who may need additional assistance. *Student Experience* presents information on co-curricular opportunities, and student involvement opportunities that will allow for a well-rounded university experience.

Active Learning & Best Practices

In collaboration with the Educational Development Centre the Tool-Kit contains examples and information on how to make your presentation engaging. In reviewing the experiences that faculties and departments have had with AOD, the SEO has outline the best practices to include in the programming of your event. The active learning component identifies activities that can be incorporated into your presentation to get students involved. These activities allow students to reflect on the information that is being presented, and work collaboratively with their peers on problems or ideas. As this is the first opportunity for many students to experience a university setting, it is important to have them engage with their peers, faculty and classroom technology.

4. LEARNING OUTCOMES

Academic Orientation Day can be examined in the context of six learning objectives. These learning objectives are emphasized through the AOD customizable slide-deck and in the interactive learning document.

- 1) *Students who attend AOD will be able to navigate systems to access course material, emails, and other resources that are fundamental for their transition to University.*
- 2) *Students will have a better understanding of the expectations that their professors have of them.*
- 3) *Students will be advised of program information that is required for their success, and graduation.*
- 4) *Students will be introduced to the academic resources that are available on campus.*
- 5) *Students will be able to identify health and safety resources that are available to them.*
- 6) *Students will be made aware of extracurricular opportunities so that they can achieve a comprehensive University experience.*

The following section outlines these six learning outcomes and examines the core concepts, learning objectives and supplemental outcomes. These three elements should be considered as you use the slide-deck to customize your AOD presentation.

The core concepts include the material that could be included in the presentation to the students. Please note that this is not an exhaustive list, and some of the information may not be applicable to your specific faculty or department.



Figure 2: AOD 2019

1. *Students who attend AOD will be able to navigate systems to access course material, emails, and other resources that are fundamental for their transition to University.*

Core Concepts:

- Students should be guided through the functionalities of CuLearn and Cmail. This can be accomplished by having a presenter log into these systems and showcase the features of the programs and how to navigate them.
- As there is a limited amount of time, the focus should be on CuLearn and Cmail. If departments use CuPortfolio, or significant number of courses are on CUOL, then time could be allocated to showcasing these platforms.

Academic Orientation Day Tool Kit – Learning Outcomes

2019

Learning Outcome:

- Students will be informed on how to use CuLearn, specifically how to access material, post assignments, and any other functionality that might be useful.
- Students will know of other technologies/programs that they may need to use during their Carleton University experience.
- Students will be able to communicate with their peers, professors and Carleton University staff.

Other Outcomes:

- A reduction in the number of technical questions that faculty and staff need to respond to at the beginning of the academic year.
- Students who have not set up their accounts will be made aware of the importance to have their accounts set up to ensure that they are not disconnected from important components required for their academic success.
- Creating clear expectations for students on when and how they should respond to emails will reduce issues later in the semester for all parties.

Strategy for Delivery:

- The Educational Development Centre (EDC), in collaboration with the SEO are creating an introduction to CuLearn video for AOD. This video will be delivered to faculties and departments in early August to be included in their slide-deck.
- Having a faculty or staff member illustrate the programs and making use of the in class technology is an effective way to show the platforms. You can also ask students who have brought their own technology (computer, smart phone, tablet) to follow along.
- To check for understanding, Poll Everywhere could be used to quiz the students on the presented information. Carleton Universities has an institutional license that can be set up through the Educational Development Centre.

-
- 2. Students will have a better understanding of the expectations that their professors have of them.*

Core Concepts:

- This is an opportunity for professors to emphasize the expectations that they have of the students in the program.
- A Faculty could be asked to explain the following:

Academic Orientation Day Tool Kit – Learning Outcomes

2019

- Basic classroom etiquette – mutual respect, safe space, asking questions, when to attend office hours.
- Submission of work – deadlines, cover page, departmental drop off policies.
- Communication – How an email should be crafted that is being sent to a faculty or staff member.
- Provide an understanding of the work load associated with university studies.
- Any additional introductory specific information that is applicable to a certain department. For example, the expectations for conduct when in a lab could be provided, or the expectations of a first-year tutorial section.

Learning Outcome:

- Students will know of expectations associated with communicating with peers, staff and faculty, which are embedded in an understanding of mutual respect.
- Students will be able to participate in the university setting, with a clear understanding of boundaries and expectations.
- Students will be able to draft an appropriate email to faculty or staff that includes a salutation, a clear message, and a signature that includes their student number

Other Outcomes:

- Alleviates some of the first day stress/anxiety for students that is associated with attending lectures, tutorials, and lab sessions for the first time.
- Outlining expectations for students empowers them to feel confident in how to communicate with professors.
- Creates an understanding of the relationship between faculty and students. This is an important initial step in creating relationships between students and faculty to promote healthy engagement in a classroom or lecture hall.

Strategy for Delivery:

- This information could be presented by a faculty member in a traditional lecture style approach.
- When the information has been delivered, scenarios could be provided to students for consideration, and then reviewed together as a group.
- A demonstration that showcases what an inappropriate email in comparison to what an appropriate email to a faculty member can be showcased. *Please note – a video is currently in production that can be used to show what is an appropriate and not appropriate email to sent to a staff or faculty member.*

3. *Students will be advised of program information that is required for their success, and graduation.*

Core Concepts:

- Students are provided with vital information in regard to program requirements.
- The following information should be provided.
 - Audit: How to access and review your audit.
 - Academic standing
 - GPA and CGPA
 - 12 point scale
 - Breadth requirements
 - Requirements for graduation
 - Co-op and internships
 - Course sequencing 1st to 2nd year.
 - Maintaining your scholarship
- Note – this is not an exhaustive list, and additional information central to a program should be included.

Learning Outcome:

- Students will be able to identify the requirements for the completion of their degree, including course requirements and minimum CGPA necessary for graduation
- Students will know the requirements to maintain scholarship and Co-op eligibility.
- Students will know who to contact in regard to program requirements, and issues that they may encounter in their first-year of study.

Other Outcomes:

- This is an opportunity to showcase some of the specific opportunities that are available through your department. Additionally, in providing information on course sequencing and prerequisites, it is a chance to tell students about the exciting things they can look forward to in their 2nd year of study.
- Desired result for faculty and staff would be a reduction in the number of inquiries regarding core information.

Academic Orientation Day Tool Kit – Learning Outcomes

2019

- Students may see this as an opportunity to begin goal setting for their first semester at Carleton University. These goals can be framed within the program requirements.

Strategy for Delivery

- This information should be delivered by a presenter, typically the Undergraduate Chair or Departmental Administrator.
 - A suggested activity to engage students with this information would be have them do goal setting for their first year in university. Students should be reminded that their goals are personal, and should be attainable.
 - Activity: Write three goals that you hope to achieve this year. One academic goal, extracurricular goal, and one personal goal. Put that goal sheet on the front of your binder, and review it on October 1st to see if you are keeping up with it.
-

4. *Students will be made aware of the academic resources that are available to them.*

Core Concepts:

- This segment of the presentation will provide students with all of the resources academic resources that are available to them at Carleton University.
- Key messaging
 - These services are not remedial but are available for all students who are looking to achieve their academic goals.
 - Use these services early, be proactive rather than reactive as they can be significantly impactful.
- Below is a list of services that are available to Carleton University students.

Academic Support Services General:

(1) Academic Advising Centre

- Meet one on one with an academic advisor to discuss your path to academic success
- Covers a variety of topics such as
 - Choosing or changing degree elements.
 - Learning to read and understand your audit to review degree requirements.

Academic Orientation Day Tool Kit – Learning Outcomes

2019

- Exploring academic difficulties and looking at ways to develop a plan to get you back on track.
- Direct you to specialized advisors for specific programs.
- Located in 302 Tory Building open from 8:30am-4:30pm and offers drop-in advising from 8:30am-4:00pm (Monday-Friday)
- Email academicadvising@carleton.ca

- a. Paul Menton Centre
- b. CSAS
 - i. Learning Support Sessions/Workshops
 - ii. Writing Services
 - iii. English Conversation Sessions
 - iv. Peer Assisted Study Sessions
 - v. Subject Coaches
- c. Faculty Support Services
 - i. Science Student Success Centre
 - ii. Math Tutorial Centre
 - iii. Elsie MacGill Learning Centre
 - iv. Language Learning Resource Room
 - v. Audio-Visual Resource Centre
 - vi. Carleton Chemistry and Biochemistry Society
 - vii. Cognitive Science Student Association
 - viii. Computer Science Teaching Assistants (Herzberg Labs 4125)
 - ix. French Speaking Support Services
 - x. French Written Support Services
- d. Librarians
 - i. Research Assistance
 - ii. African Studies Research and Library Resources
 - iii. Kristof Avramsson: Science and Engineering Librarian
- e. Centre for Indigenous Initiatives

Learning Outcomes:

- Students will be able to identify the various resources across campus, and incorporate them into their first-year of study.
- Students will understand when to access the services, and how to incorporate them in their academics.
- Students will be able to inform their peers of these services, and as such, are able to promote Carleton University Academic Services.

Other Outcomes:

Academic Orientation Day Tool Kit – Learning Outcomes

2019

- In publicizing academic support programs/services, it creates opportunities for students to engage with professional staff across campus early, thus increasing students support networks.
- Having students engage with various services early, it increases participation and improves the sense of community in the university and within departments.

Strategy for Delivery:

- Information will be delivered by a presenter and through videos that are being created in by the Student Experience Office. An activity could be incorporate during this portion of the presentation that asks students to reflect on a key academic topic such as time management.
 - Activity: Provide students with the time management handout that is located in the active learning section of this tool-kit. Ask students to reflect on their schedule, and begin to chart their weekly time commitments. The schedule should include all classes, tutorial, and labs. The timetable should also include extracurricular commitments and time specifically assigned to studying. Ask students to revisit this schedule after the first full week of classes and update it based on their experience from the first week.
-

5. *Students will be able to identify health and safety resources that are available to them.*

Core Concepts: This information can be pre-recorded or presented by staff/faculty. The following information would be provided:

- a. Health and Counselling Services (2600 CTTC)
- b. Residence Students Counselling
- c. International Student Counselling
- d. Campus Safety Services
- e. Equity Services
- f. Sexual Assault Support Centre
- g. From Intention to Action (FITA)

Learning Outcomes:

- Students will be able to identify the resource that might best respond to their situation, and seek assistance early.

Academic Orientation Day Tool Kit – Learning Outcomes

2019

- Students will be able to inform each other about the services that are available, and potentially help their peers that might be struggling by directing them to the appropriate group/people.

Other Outcomes:

- Staff/Faculty will be made aware of situations earlier and potential open the stream of communication with students who require support earlier than normal.
- This is also a learning opportunity for staff and faculty who may not be aware of all of the services that are available on campus.

Strategy for Delivery:

- Traditional speaker delivery. Scenarios could be provided, but the context of the material should be considered if this approach is used.
- Focus should be given to the importance and accessibility of these services so that students feel comfortable seeking assistance if they require.

-
6. *Students will be made aware of extracurricular opportunities so that they can achieve a comprehensive University experience.*

Core Concepts: This information can be pre-recorded or presented by staff/faculty.

- a. Academic Involvement
 - i. Paul Menton Centre (Note-Taking, Tutoring)
 - ii. Undergraduate research (Conduct research through I-CUREUS program)
 - iii. Undergraduate Teaching Assistant
 - iv. Academic societies
 - v. PASS facilitator
 - vi. CCR
- b. Raven Involvement:
 - i. Alternative Spring Break
 - ii. Campus Activity Board
 - iii. Fall Orientation
 - iv. Campus to Community
 - v. Redzone
 - vi. Intermural Sports
 - vii. Clubs

Academic Orientation Day Tool Kit – Learning Outcomes

2019

Learning Outcomes:

- Students will know of the opportunities found within clubs, societies and departments and will be able to identify ways to get involved.
- Students will gain real experiences that will contribute to a holistic university experience. Research has shown that these experiences can shape students career paths and positively impact their academic results.
- Students will understand that co-curricular opportunities can be used to as real experiences that can have a positive impact on future career opportunities.

Other Outcomes:

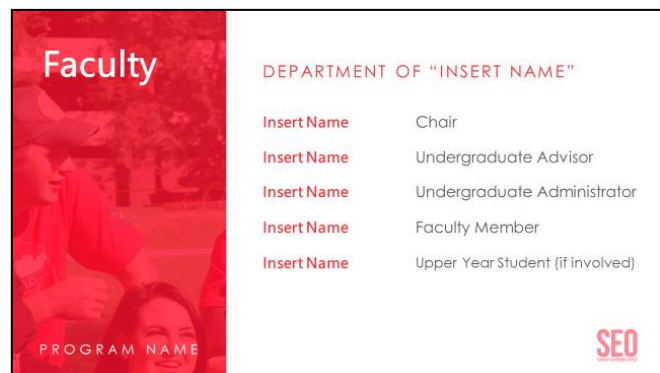
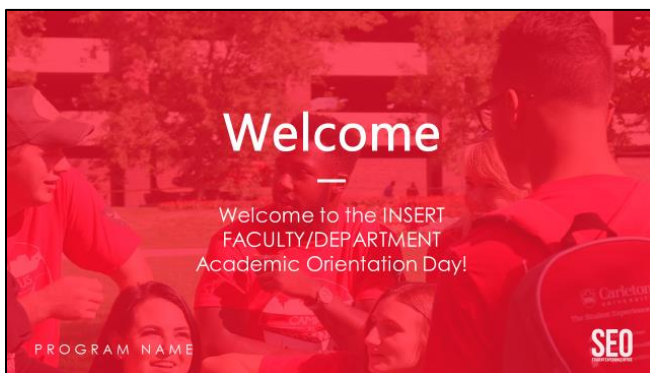
- In creating a connection between students and the larger Carleton University community, it can have a positive impact on expanding students support network.
- Students transitioning to University often struggle with a sense of belonging. In informing students

Strategy for Delivery:

- Traditional speaker delivery. A focus on a holistic university experience could be discussed, providing a question period for students. This could also be an opportunity to have a student panel who would be able to provide further insights and suggestions on being a member of the CU community.
- Activity: Student Connection Think – Pair – Share.
 - Have students reflect on the various clubs and activities (1 minutes). Ask students to pair with another student beside them and have them share with each other some of the ways that they might get involved on campus (3 minutes). Have students group together with up to 10 students. Have them introduce themselves and share one way that they may participate on campus (7 minutes).

5. CUSTOMIZABLE SLIDE-DECK

The customizable slide-deck contains information that may not be applicable to students in your department. If there are slides that you believe would not be valuable for your students, please remove them when appropriate.



Academic Orientation Day Tool Kit – Learning Outcomes

2019

Faculty

DEPARTMENT OF "INSERT NAME"


Insert Name Chair

Insert Name Undergraduate Advisor

Insert Name Undergraduate Administrator

Insert Name Faculty Member

Insert Name Upper Year Student (if involved)

PROGRAM NAME 

Agenda

9:30 am – 10 am	Shirt Pick up
10 am – 12 pm	Presentation (+ Breakout Sessions*)
12 pm – 1 pm	Lunch + BBQ
1 pm – 4:30 pm	Carleton Expo


Room # Breakout Room (if applicable)

Room # Breakout Room (if applicable)


Room # Breakout Room (if applicable)

PROGRAM NAME 


Contents




CU 1001




Academic Support



Student Support



Student Experience

PROGRAM NAME 

CU 1001

TRANSITIONING TO CARLETON

High School	University
Mandatory Attendance	Voluntary Attendance
Free (Usually)	Pay Tuition
Designated schedule	Self-arranged schedule
Need permission for activities	Choice of activity participation
Actions are monitored & corrected	Responsible for own actions


PROGRAM NAME 


CU 1001

CULEARN

An introductory video is being created by Kim Loenhart in the EDC to introduce students to CuLearn. CuLearn introductory video will be made available in mid-August to be included in your presentation.

- Navigating
- Assessments
- Grades
- Messaging
- Calendar



PROGRAM NAME 

CU 1001

CULEARN



PROGRAM NAME 

CU 1001

MYCARLETON ONE


Email


Wireless Network


Campus Computers


MyCarleton Account


Directory Storage

- Setup through Carleton Central
- Visit IT Services for support (Discovery Centre, 4th Floor, MacOdrum Library)

PROGRAM NAME 

CU 1001

EMAILING PROFESSORS

professor@carleton.ca Sent from: janedoe@gmail.com


Subject

Hey

Im a student in one of your classes but i dont know how to find the textbook LOL. where do I find this book?

also I missed the first class cause i was sick, can you send me all your notes from the class for me:)?

Jane|

PROGRAM NAME 

Academic Orientation Day Tool Kit – Learning Outcomes



2019

CU 1001

TIPS AND TRICKS TO EMAILING YOUR PROFESSOR

1. If you think the information is readily available, make sure to look for it before you ask
2. Be courteous
3. Identify yourself, your student number and the course you are in
4. Be precise and specific
5. Proofread your email before sending it
6. Use your Carleton email address
7. Use the subject line well so its relevant and useful
8. Thank your instructor for their response and help

PROGRAM NAME

CU 1001

PATHWAYS TO GRADUATION



Pathways to Graduation
pathways.carleton.ca



PROGRAM NAME




CU 1001

BREADTH REQUIREMENTS

- Goal is to offer a diverse educational experience
- Must complete at least 1.0 credit in three of the four breadth categories
 - Culture and Communication
 - Humanities
 - Engineering, Science and Design
 - Social Sciences



PROGRAM NAME




CU 1001

BREADTH AREA 1: CULTURE AND COMMUNICATION

Breadth Area 1: Culture and Communication		
American Sign Language	Art History	Art and Culture
Communications and Media Studies	Comparative Literary Studies	Digital Humanities
English	Film Studies	French Music
Journalism	Media and Production Design	German
Arabic	English as a Second Language	Indigenous Languages
Greek	Hebrew	Korean
Italian	Japanese	Russian
Mandarin	Portuguese	
Spanish		

PROGRAM NAME




CU 1001

BREADTH AREA 2: HUMANITIES

Breadth Area 2: Humanities		
African Studies	Applied Linguistics and Discourse Studies	Canadian Studies
Child Studies	Classical Civilization	Directed Interdisciplinary Studies
Disability Studies	European and Russian Studies	History
Human Rights	Humanities	Indigenous Studies
Latin American and Caribbean Studies	Linguistics	Medieval and Early Modern Studies
Philosophy	Religion	Sexuality Studies
South Asian Studies	Women's and Gender Studies	

PROGRAM NAME






CU 1001

BREADTH AREA 3: ENGINEERING, SCIENCE AND DESIGN

Breadth Area 3: Engineering Science and Design		
Architecture	Biology	Chemistry
Computer Science	Earth Sciences	Engineering
Environmental Science	Food Science and Nutrition	Health Sciences
Industrial Design	Information Technology	Mathematics
Neuroscience	Statistics	Physics
Technology	Society	Environment

PROGRAM NAME

CU 1001

BREADTH AREA 4: SOCIAL SCIENCES

Breadth Area 4: Social Sciences		
Anthropology	Business	Cognitive Science
Criminology and Criminal Justice	Economics	Environmental Studies
Geography	Geomatics	Global and International Studies
Global Politics	Interdisciplinary Public Affairs	International Affairs
Law	Migration and Diaspora Studies	Political Management
Political Science	Psychology	Public Administration



PROGRAM NAME




CU 1001

Grade points for 1.0 credits	Grade Points for 0.5 credits	Percentage Equivalency
A+ = 12.0	A+ = 6.0	90-100%
A = 11.0	A = 5.5	85-89%
A- = 10.0	A- = 5.0	80-84%
B+ = 9.0	B+ = 4.5	77-79%
B = 8.0	B = 4.0	73-76%
B- = 7.0	B- = 3.5	70-72%
C+ = 6.0	C+ = 3.0	67-69%
C = 5.0	C = 2.5	63-66%
C- = 4.0	C- = 2.0	60-62%
D+ = 3.0	D+ = 1.5	57-59%
D = 2.0	D = 1.0	53-56%
D- = 1.0	D- = 0.5	50-52%
F = 0.0	F = 0.0	0-49%

PROGRAM NAME

Academic Orientation Day Tool Kit – Learning Outcomes

2019

CU 1001

CALCULATE YOUR CGPA

Check your Audit!

Overall GPA Major GPA

PROGRAM NAME **SEO**

CU 1001

SETTING THE BAR

Graduating students in any undergraduate degree will have exceptional academic achievement recognized if the student:

- Completes 10.0 credits at Carleton University
- High Distinction = Overall CGPA above 10.40
- Distinction = CGPA between 9.80 to 10.40
- These successes will be recorded on transcript and diploma.

PROGRAM NAME **SEO**

CU 1001

DEAN'S HONOURS LIST

- To get onto the Dean's Honour List, you must achieve a CGPA of 10.0+
- Candidates will be considered for scholarships and the Deans' Honour List based on the grade point average (GPA) of all Carleton credits/courses taken in the 12-month period May to April.

PROGRAM NAME **SEO**

CU 1001

CHECKLIST FOR SUCCESS

- Collect all syllabuses, usually found online or given out in the first week of class
- Record down all professor and TA email addresses and office hours
- Write down a list of all the textbooks you need so you can buy them at the Bookstore, Haven Books and Café and other vendors
- Compile all due dates in a calendar planner
- Attend class

PROGRAM NAME **SEO**

Academic Support

ACADEMIC ADVISING CENTRE

302 Tory Building

- Meet one-on-one with an academic advisor to discuss your path to academic success
- Discussion topics:

Changing program elements

Develop a plan to stay on track

Review your academic audit

Understand academic rules

PROGRAM NAME **SEO**

Academic Support

ACADEMIC ADVISING CENTRE

PROGRAM NAME **SEO**

Academic Support

DEPARTMENTAL ADVISORS

- Undergraduate Administrator: INSERT NAME
- Can help you with course sequencing and other important elements
- Can answer program specific questions such as:

Assist with course selection

Information on prerequisites

Graduate study opportunities

PROGRAM NAME **SEO**

Academic Support

LIBRARY LAYOUT

- 1st Floor
Maps, Data and Government Information
- 2nd Floor
Research Help Desk
- 3rd Floor
Silent Study
- 4th Floor
Discovery Centre
Centre for Student Academic Success
- 5th Floor
Graduate Floor

PROGRAM NAME **SEO**

Academic Orientation Day Tool Kit – Learning Outcomes

2019

Academic Support


ROLE OF A LIBRARIAN

Library Services Desk

- Answer any questions you may have related to the library
- Help find library materials

Research Help

- Specialists help you navigate the library archives to find journals or resources to help with your research or studies



PROGRAM NAME

Academic Support

LIBRARY RESOURCES

Borrowing

- Houses a collection of over 3.4 million books, journals, government documents, maps, newspapers and many more

Laptop Loan Program

- Borrow one of our laptops to use anywhere in the library

Group Study Rooms

- Book a study room to do work with your classmates

Discovery Centre

- Interactive learning space equipped with state of the art technology that works to cultivate immersive learning



PROGRAM NAME

Academic Support

CSAS

4th floor of MacOdrum Library

Centre for Student Academic Support




Writing Services



Learning Support



Peer Assisted Study Sessions



PROGRAM NAME

Academic Support

CSAS WRITING SERVICES

Supporting students in learning how to write for their academic disciplines

Services

- One-on-one consultations with a trained writing consultant
- Workshops for undergrad and in-grad students
- Customized class workshops



PROGRAM NAME

Academic Support

CSAS ENGLISH CONVERSATION SESSIONS

Weekly small group sessions that help students practice conversational English while learning about resources available to be a successful student

Activities

- Teamwork tasks
- Debates
- Practice Presentation
- Elevator Pitches
- Q&A



PROGRAM NAME

Academic Support

CSAS LEARNING SUPPORT

Supporting students in developing effective learning strategies and study habits needed for academic success

Services

- Group Workshops
- (+ the Incentive Program)
- 1-on-1 individualized sessions
- Customized in-class workshops
- Online workshops via cuLearn



PROGRAM NAME

Academic Support

CSAS PASS SESSIONS

Regular study sessions focusing on course content and study skills, available in select courses

Students work on:

- Discussing readings
- Comparing notes
- Working together to predict test items
- Sharing ideas for deeper understanding class material



PROGRAM NAME

Academic Support

SCIENCE STUDENT SUCCESS CENTRE

3431 Herzberg Laboratories

Helps all undergraduate students in the faculty of science define and achieve their academic, career and social goals

Services:

- Weekly workshops
- Ease academic transition
- Explore study techniques
- Drop-in mentoring
- Exam prep



PROGRAM NAME


Academic Orientation Day Tool Kit – Learning Outcomes

2019

Academic Support

MATH TUTORIAL CENTRE 
4302 Herzberg Laboratories

- Individual or group study space available to students in math and statistics courses
- One-on-one meetings with teaching assistants
- TAs can help with specific questions and key concepts



PROGRAM NAME 

Academic Support

ELSIE MACGILL LEARNING CENTRE 
5030 Minto Centre

Free drop-in centre for students taking first year engineering courses and CCDP 2100


Engineering scholars help:

- Answer questions regarding engineering, math and science courses
- Address university transition difficulties




PROGRAM NAME 

Academic Support


CARLETON UNIVERSITY ONLINE 
D299 Loeb Building


- Flexible learning platform offering university credit courses online


Recorded classes	Web-based Courses
Recorded lectures that students can watch at home or on the go	Online course made up of different modules (recorded presentations, discussion forums and online assessments)

PROGRAM NAME 


Academic Support

CARLETON UNIVERSITY ONLINE 




PROGRAM NAME 


Contents




CU 1001




Academic Support




Student Support





Student Experience

PROGRAM NAME 

Student Support

STUDENT SUPPORT 



PROGRAM NAME 

Student Support

PAUL MENTON CENTRE 
501 University Centre

Paul Menton Centre for Students with Disabilities
Designated department at Carleton coordinating disability services on campus

Services offered:

- Assistive technology
- Individual learning support
- Captioning
- Transition support
- Notetaking services



PROGRAM NAME 

Student Support

HEALTH AND COUNSELLING 
2600 CTTC Building

Counselling Services

- Appointment Hours: Monday to Friday 8:30am–4:30pm
- Short term counseling for problems like anxiety, depression or stress



PROGRAM NAME 

Academic Orientation Day Tool Kit – Learning Outcomes

2019

Student Support

HEALTH AND COUNSELLING



Medical Services

- Appointment Hours: Monday to Friday 8:30am - 4:30pm
- Walk In Hours: Monday to Friday 8:30am - 3:45pm

Health Promotion

- Resources, pop-up events, workshops and activities that focus on promoting student wellness and overall health



Health Promotion
CARLETON UNIVERSITY

SEO

Student Support

FIRST YEAR CONNECTIONS



- Get paired with an upper year student
- Help ease transition to university
- Focus on academic success and personal growth



SEO

Student Support

FROM INTENTION TO ACTION

 407 MacOdrum Library

- Supports undergraduate and graduate students
- Stress management and improving academic performance
- Students meet with their coordinator for one hour, once a week for 12 consecutive weeks



SEO

Student Support

ISSO: INTERNATIONAL STUDENTS



International Student Services Office

- Strives to provide positive international experiences for all Carleton students

Services:

- Immigration advising
- UHIP University Health Insurance Plan
- Exchange and other international opportunities
- Pre-departure support
- Orientation & transition support



SEO

Student Support

OJIGKWANONG INDIGENOUS CENTRE



Carleton University's Centre for Indigenous Initiatives

- Supporting Indigenous peoples working and studying at Carleton

Aims to:

- Inspire
- Encourage
- Empower



Ojigkwanong

SEO

Student Support

CARLETON THERAPY DOGS



- 7 dogs on campus with more coming soon!
- Staff and faculty handlers
- Classroom visits and professor office hours
- "Pawsitive Support"



SEO

Student Support

CAREER SERVICES

 401 Tory Building

- Meet one-on-one with a career advisor to get support with career options, changing majors and furthering your education

Services:


- Resume and Cover Letter Reviews
- Job search
- Networking
- Interview prep



SEO

Student Support

CAMPUS SAFETY



Addresses needs of the community for personal safety, protection of property and parking needs

Consists of:

- Carleton University Student Emergency Response Team
- Student Safety Patrollers and Special Constables
- 24/7 Communication Centre



SEO

Academic Orientation Day Tool Kit – Learning Outcomes

2019

Student Support

CAMPUS SAFETY SERVICES



PROGRAM NAME

SEO

Contents



CU 1001



Academic Support



Student Support



Student Experience

PROGRAM NAME


SEO

Student Experience

STUDENT EXPERIENCE OFFICE

430 Tory Building

- Offers services and resources to provide a holistic university experience
- Supporting personal, academic and social growth
- Gain learning experiences and build communal relationships both on and off



PROGRAM NAME

SEO


Student Experience

CO-CURRICULAR RECORD

The Co-Curricular Record (CCR) is an official record of students' out of the classroom, on campus involvement

Benefits

- Record and track your campus activities
- Market your skills to prospective employers and graduate schools
- Use it as a database to search for opportunities for involvement



PROGRAM NAME

SEO

Student Experience

ALTERNATIVE SPRING BREAK

Year long program that culminates with a week of action, reflection and social engagement with a partner organization during reading week in February

- Learn how to build community both domestically and internationally
- Past destinations: Guatemala, Costa Rica, Ecuador



PROGRAM NAME

SEO

Student Experience

CAMPUS TO COMMUNITY

Community engaged learning program combining hands-on service work with reflection

- Help make an impact in the local Ottawa Community
- Great opportunity to get involved, gain new experiences and meet like-minded peers



PROGRAM NAME

SEO

Student Experience

SOAR LEADERSHIP CONFERENCE

- Annual leadership conference for student leaders at Carleton University
- Challenges and inspires students to develop leadership skills through information, interactive workshops and presentation



PROGRAM NAME

SEO

Student Experience

CAMPUS ACTIVITY BOARD

Student organization that provides innovative programming for students

Highlights

- On-campus movies
- EPIC Bingo
- Amazing Race
- Coffee houses



PROGRAM NAME

SEO

Academic Orientation Day Tool Kit – Learning Outcomes

2019



6. BEST PRACTICES

Organization and Overview

- The tone of AOD should be one that is welcoming to students as they prepare to begin their academic journey.
- Students are being provided more information than they will be able to absorb during the first week of university. If there is key information that needs to be reiterated or expanded upon, ask the professors teaching first year level classes to review it during the first week of classes.
- The information in this document is not exhaustive, it is important that you make this presentation your own so that it is reflective of your department.
- Provide clear details of the expectations regarding Academic Orientation Day to faculty and staff. It is important for a strong faculty and administrative turnout so that students feel welcomed to the University.
- The presentation portion of AOD should be approximately two hours in length. If you are able to adequately present all of the necessary information in a shorter time period, please modify your schedule when appropriate. Please notify the SEO of any changes so that we can update the website and inform students of changes.

Slide Deck

- When creating your slide-deck, always be conscious that in a large lecture hall, not all students will be able to see what is written. Try to keep the text in the deck at 32 point or above. This might mean that you reduce the amount of information on each slide, but it is important when making your slides visible to students.
- Update the presentation header, so that it has your Faculty/Department emblem, as well as name.
- Complete all slides and remove any instructions attached by the SEO.
- If there is a program or information specific to your department, include images (if applicable), and key information such as location, contact, and hours of operation.
- Included in the slides are a number of videos. These videos have either been created by the SEO or by the Department and should assist in the presentation of the material.

Presenters

- It is important that multiple voices and experiences are shared with students during the departmental or faculty presentation. It is highly encouraged that faculty, staff and students all participate in the presentation.
- It is beneficial to have faculty who are teaching 1000 level classes be involved in the presentation as these are the faculty members that students will first engage with.
- Having a staff representative such as an undergraduate administrator in the presentation to provide key information will give students a reference point to the staff support in the department.
- Including the Chair, Associate Deans, Deans, or any other figure who is able to provide a message of welcome or support has a positive impact on welcoming students to the University.
- Have presenters introduce themselves to the students at the start of the presentation.

Academic Orientation Day Tool Kit – Learning Outcomes

2019

Active Learning

- Active learning gives students the opportunity to engage with the information that is being presented to them.
- Research has repeatedly shown that active learning approaches are more effective than passive knowledge-transfer models.
- Any form of teaching that requires learners to engage directly with and/or to do something with the content is more likely to be absorbed.
- Active learning allows students to engage with each other, thus providing additional opportunity for peer to peer connections to form.
- Active learning can occur at any time during a presentation. In using activities to engage students throughout the presentation, you will be able to keep student's attention longer and provide breaks in speaking for the presenters.

Technology

- Incorporating technology into the presentation allows you to showcase high impact learning practices that will be used in the classroom.
- In using technology, be mindful that the set-up of an activity may take longer than normal as some students may not have experience with a program such as Poll Everywhere.
- Be mindful that not all students have smart devices or laptops. If this is the case, ask students to pair up before an activity to ensure that no one is excluded.

7. ACTIVE LEARNING

Research has shown that active learning results in a better understanding of material that is being presented by a speaker. In the context of AOD, active learning creates opportunity for students to interact with each other, and creates an engaging introduction to University learning.

1) CU Trivia (10 – 30 Minutes)

Class Size: Large, Medium or Small

Material: Poll Everywhere, Kahoot, Powerpoint Presentation

Instructions: Students answers multiple choice questions related to: Carleton University services, campus life, and questions related directly to the department. Ask students to pair up, or combine into larger groups so that they are working collaboratively to answer the questions with their peers. As an added bonus, create a faculty team to compete against the students.

Examples:

Carleton Trivia

- What was the first building on campus to be completed? (Tory Building)
- How many students attend Carleton? (~30,000)
- How many kilometers of tunnels are there? (5km)
- In what building is the Academic Advising Centre located?
- True or false, writing services will edit your paper? -False

Department Specific

- Political Science: Which riding had the highest voter turnout in the 2015 Federal Election? (Ottawa South)
 - Psychology: How large is the human brain? (~3lbs)
 - Women and Gender Studies: What year did Canada pass the Civil Marriage Act, legalizing same-sex marriage? (2005)
-

2) Jeopardy (10 – 30 Minutes)

Class Size: Large, Medium or Small

Materials: Factile, Power Point Presentation

Instructions: The room can be divided into 2, 3 or 4 teams based on where students are seated. Each team will alternate answering a question from the Jeopardy Power Point. A moderator can click on a category and money value (e.g. Carleton Trivia for 500) and a question will appear. The students can answer the questions with the help of the peers on their team. The moderator will click the slide to see the answer, if the team was correct they will earn the money value of the question as points. This continues until time or questions run out.

Academic Orientation Day Tool Kit – Learning Outcomes

2019

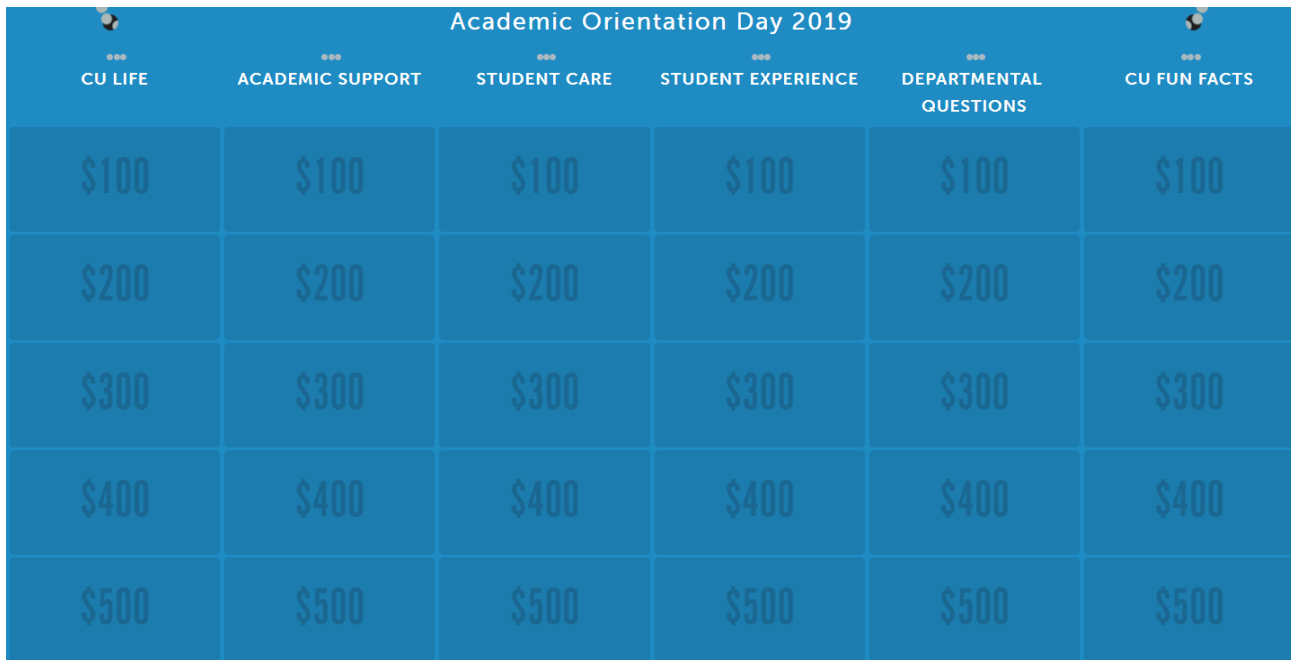


Figure 4: Image from Facfile AOD 2019

3) Scavenger Hunt (30 – 60 minutes)

Class Size: Large, Medium or Small

Materials: Handout with scavenger hunt tasks, hints and space for answers.

Instructions: Students should be grouped together in a way that allows them to work collaboratively to finish the scavenger hunt, while also being able to move around campus. Suggested maximum number of students per group is 10. Students are provided a handout, with questions and tasks that they must complete. Once students have completed the tasks, they are directed to return to the assigned room to submit their scavenger hunt answers to a faculty or staff member. The scavenger hunt should be organized in a way that it is topical to the department, but also allows for the exploration of campus.

Task	Question	Answer
Locate	In the Discovery Centre – Gaming Station 1, what is the name of the third game displayed on the outside of the room.	
Locate	In the Chet Mitchell Law Resource Centre, there is a picture of a famous Supreme Court Judge hanging on the wall. What is the name of this Judge?	
Picture This	Get a group photo of your group in front of the river. Bonus points for the best picture.	

4) Stump the Prof (10 – 20 minutes)

Class Size: Large, Medium or Small

Materials: Prepared questions and a method of scoring if you choose. Questions should relate to the mandate of the Departmental Open House and/or relevant topics.

Instructions: The format of this game can be Jeopardy-style or like a quiz show. Depending on time, the number of questions, and how many participants there are, scoring can be done differently. The students will attempt to answer more questions as a group than their professors can as individuals.

5) Activities During Presentation (Varies)

Class Size: Large, Medium or Small

Material: Depends on how the activities are structured in your session. Most of these activities are organized where they can be deployed without material.

Instruction: Please see the notes on each slide:

CU Activity: Goal Setting

Goal Setting in University

S	M	A	R	T
Specific	Measurable	Attainable	Realistic	Time-bound
Do: Set real numbers with real deadlines. Don't: Say, "I want more visitors."	Do: Make sure your goal is trackable. Don't: Hide behind buzzwords like, "brand engagement," or, "social influence."	Do: Work towards a goal that is challenging, but possible. Don't: Try to take over the world in one night.	Do: Be honest with yourself: you know what you and your team are capable of. Don't: Forget any hurdles you may have to overcome.	Do: Give yourself a deadline. Don't: Keep pushing towards a goal you might hit, "some day."

PROGRAM NAME

SEO

CU Activity: Time Management

Time Management in University

	Urgent	Not Urgent	
Important	Urgent & Important Do it right away	Not urgent, but important Do it soon	
Not Important	Urgent but not important Delegate or Reschedule	Not urgent & not important Avoid or Ignore	
	Urgent	Not Urgent	

PROGRAM NAME


SEO

Academic Orientation Day Tool Kit – Learning Outcomes

2019


CU
Activity:
GPA Calculation

PROGRAM NAME

Calculating your GPA 


Course Code	Letter Grade
CHEM 1001	A-
LAWS 1001	C-
MATH 1004	B+
PSCY 1001	A+
BIOL 1104	D+

Calculate your Grade Point Average for the Semester




CU
Activity:
Academic Support Jigsaw

PROGRAM NAME

Academic Support University 

- 1) Academic Advising Centre
- 2) Departmental Advisor
- 3) MacOdrum Library
- 4) Writing Services
- 5) English Conversation Sessions
- 6) Learning Support
- 7) Peer Assisted Study Sessions
- 8) Elsie MacGill Learning Centre
- 9) Science Success Centre



If you have any questions or require additional support, please contact the Student Experience Office:
SEO@carleton.ca

Have a great Academic Orientation Day!