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What is Academic Coaching?

Academic Coaching at the University of Memphis is designed to target several populations of students, namely freshmen and sophomores on Academic Warning (meaning they made below a 2.00 the previous semester) and possibly other populations.

Academic coaching often takes the form of other interventions that take place around campus. For instance, at times academic coaching looks like mentoring, but it’s much deeper than that. Other times academic coaching looks a lot like tutoring. Our academic coaches are more than willing to work with students to help them achieve success in the classroom; however, they focus more on the game plan for success and less on the specific content of the course. Finally, academic coaching may look like counseling as students become comfortable with their coach. Our coaches are not counselors, tutors, or mentors.
Students participate in bi-weekly coaching sessions with an Academic Coach over the course of a semester. During these sessions, an **Academic Coach** helps the student to:

1. Bridge the gap in knowing what resources are available to them
2. Identify external factors that impinge on their success in the classroom
3. Manage their time and learn how to organize and improve their study skills
4. Be accountable for their academic behavior
5. Establish personal and academic goals to foster independence and future success
6. Know that someone cares

Academic coaches at the University of Memphis are graduate students who are committed to helping students achieve the maximum effort IF the student is motivated to try their best. When the student and the coach collaborate together on a regular basis, our research shows that these students achieve statistically significant higher grade point averages after one semester.
Resources for Referral

Center for Academic Retention and Enrichment Services (CARES)
500 Wilder Tower
901-678-2393
cares@memphis.edu
This office works directly with students who are on Academic Warning, Academic Probation, and Academic Suspension. In addition, this office oversees ACAD 1100 & 2200, Learning Communities, Living Learning Communities, and Academic Coaching.

The Counseling Center
214 Wilder Tower
901-678-2068
cpcc@memphis.edu
This office provides free counseling services to students who are enrolled in at least six credit hours. Walk-ins take place Monday-Friday 10:00 a.m. – 2:00 p.m. The Center also provides a Relaxation Zone that is open 9 a.m. - 4 p.m. Monday-Friday.

Educational Support Programs
217 Mitchell Hall
901-678-2704
ESP provides academic support programs such as tutoring and supplemental instruction. It also provides Learning Centers,
which are focused on subject-specific areas, located throughout the campus.

**Disability Resources for Students**
110 Wilder Tower
901-678-2880
This office provides services and accommodations for students who have a documented disability and who register with the office. Some of the services they provide include: early registration, classroom accommodations, and memos to faculty.

**Academic Counseling Center**
212 Wilder Tower
901-678-2062
acc@memphis.edu
This office works directly with students who are undecided about their major, pursuing pre-Nursing as a major, taking pre-major courses, and/or exploring alternate majors.

**TRIO – Student Success Programs**
405 Mitchell Hall
901-678-2351
trioclassic@memphis.edu
This office works directly with first-generation college students, low-income students, and students who have a documented disability. This office provides counseling, a walk-in lab, financial assistance, workshops, and cultural activities.
Technology

Appointment Plus: Scheduling program for students on Academic Warning. Allows students to sign up for a time slot with a specific coach.

https://www.appointment-plus.com/login.php/

Username: ccockrum@memphis.edu
Password: letmein

1.) To view appointments by day, click the “Appointments” tab. Use the calendar to identify the day specific day that you want to see.

2.) To schedule recurring appointments with your students (see next page).
To make a Recurring Appointment in Appointment Plus:

*NOTES*

Appointments made by the student cannot be converted to recurring...a new appointment must be made. These instructions are for making the appointment recurring after the student has made the appointment online in the student view. If you are making the appointment for the student in the appointment grid, start at Step 5.

The recurring function will skip days that your location is closed (on the Settings tab; Closed Days).

Step 1 If the student makes the appointment on the Student View

Step 2 Log in to Appointment-Plus (not the student view). The appointment will appear on the appointment grid (appointment tab).
Step 3 Click on the appointment, make note of the student name, the day and time of the appointment, and UNCLICK the email notifications to the student. **Cancel Appointment.**

Close that window.

Step 5 Click on the Students tab. Search for the student.
Step 6 Click “Make Appointment” on the left margin.

Step 7. Click the plus sign at the time and on the day that they student had requested.
SELECT APPOINTMENT TYPE: RECURRING!
Select an End Date for this semester’s appointments. Select the number in the group.

Add any Special Instructions for Student or Appointment Notes (internal only). Finalize the Appointment.

To cancel a recurring appointment, click on the chasing arrows on the appointment grid, and select Status Cancelled.
Podcast on how to Navigate eCourseware

https://podcasts.memphis.edu/courses/NCPklnnnlly071113091151/data/0224151051.MP4
Academic Coaching Weekly Curriculum

Session 1       Time-Management
Session 2       Organization
Session 3       Study Strategies
Session 4       Problem Solving & Decision Making
Session 5       Pre-Advising
Session 6       My Future Professional Profile
Session 7       Grit/Resiliency
Academic Coaching Curriculum

SESSION 1 – Time-Management

This is the first week of classes for students – Fall/Spring Semester. The students chosen for the academic coaching program have obtained a GPA of less than a 2.0 required for the “Good Standing” Academic Status.

MEETING AGENDA CHECKLIST

WEEK #1

1. Discuss how the academic coaching program works.
2. Have the student sign the program paperwork (explain the paperwork to the student).
3. Have the student sign into their http://www.my.memphis.edu page.
5. Verify both the current and cumulative grade point average of the student on the http://www.my.memphis.edu page.
6. Discuss student’s progress – check transcript, current schedule, etc… on the student’s http://www.my.memphis.edu page.
7. Check for any courses that are being repeated and discuss the repeat course school policy (see academic policy review section).
8. Explain the academic status levels of Warning, Probation, & Suspension on the student’s http://www.my.memphis.edu page.
10. Inform student of academic calendar reminders and campus resources – (field trip if needed).
11. Schedule a recurring appointment time in discussion with the student in the Appointment Plus system.
12. Tell student to bring their syllabi from all of their classes to be copied.
13. Assign students a to-do list to complete specific task(s) by next session.
14. Share and give the student a motivational quote handout.
15. Confirm the next date of the session with the student.
16. Dismiss until the next session.
**PROGRAM PAPERWORK**

- Make copies of all program paperwork below for your first session.
- Start a student file with the following paperwork for each new student client. (Last Name; First Name; Appointment Rotation (1st or 2nd week).

<table>
<thead>
<tr>
<th>Academic Coach Paperwork</th>
<th>Student Paperwork</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Intake Interview Form</td>
<td>1. Behavioral Contract Agreement</td>
</tr>
<tr>
<td>2. Academic Coaching Activities Completed</td>
<td>2. Limitations to your Academic Success</td>
</tr>
</tbody>
</table>

**STUDENT STATUS INFORMATION**

**Directions:** Review this information on the student’s my.memphis.edu page. Be prepared to discuss with students their progress in the classes at each session. Review what happened last semester by looking at the student’s previous semester by viewing their transcript. Discuss the number of hours the student is taking in the previous and current semester.

<table>
<thead>
<tr>
<th>Student’s Personal Information Page</th>
<th>My.Memphis.edu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Viewing Your Student’s Concise Schedule</td>
<td><a href="https://www.memphis.edu/registrar/student/selfserv/schedule.htm">https://www.memphis.edu/registrar/student/selfserv/schedule.htm</a></td>
</tr>
<tr>
<td>Viewing Holds</td>
<td><a href="https://www.memphis.edu/registrar/student/selfserv/holds.php">https://www.memphis.edu/registrar/student/selfserv/holds.php</a></td>
</tr>
<tr>
<td>Viewing Your (Unofficial) Academic Transcript</td>
<td><a href="https://www.memphis.edu/registrar/student/selfserv/transcript_un.htm">https://www.memphis.edu/registrar/student/selfserv/transcript_un.htm</a></td>
</tr>
</tbody>
</table>
ACADEMIC POLICY REVIEW

**Directions**: Review these academic policies with students when necessary during each of your sessions. Be prepared to go to the website and review the information with the student and apply it to their case. Copy and paste the website location in the URL address window.

<table>
<thead>
<tr>
<th>Action</th>
<th>Website Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeating a course</td>
<td><a href="https://www.memphis.edu/registrar/student/records/repeats.php">https://www.memphis.edu/registrar/student/records/repeats.php</a></td>
</tr>
<tr>
<td>Common Holds</td>
<td><a href="https://www.memphis.edu/registrar/student/selfserv/common_holds.php">https://www.memphis.edu/registrar/student/selfserv/common_holds.php</a></td>
</tr>
<tr>
<td>General Transcript/GPA FAQs</td>
<td><a href="https://www.memphis.edu/registrar/student/records/transcript_faqs.php">https://www.memphis.edu/registrar/student/records/transcript_faqs.php</a></td>
</tr>
<tr>
<td>What happens if I drop a class or withdraw completely?</td>
<td><a href="https://www.memphis.edu/financialaid/faq.php#Drop">https://www.memphis.edu/financialaid/faq.php#Drop</a></td>
</tr>
</tbody>
</table>

**SATISFACTORY FINANCIAL AID ACADEMIC PROGRESS POLICY**

Although the school has an academic good standing GPA requirement of 2.00, Federal Financial Aid requires a 2.20 GPA and other requirements to maintain their GPA or they will be under a **financial aid academic process appeal**.

Learn and understand this process by visiting the websites below and visiting the financial aid office with the student. They will be able to pull up the student’s record and reveal information about their specific financial aid situation.

<table>
<thead>
<tr>
<th>Satisfactory Academic Progress Appeal</th>
<th><a href="https://www.memphis.edu/financialaid/eligibility.php#Progress">https://www.memphis.edu/financialaid/eligibility.php#Progress</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeated Coursework</td>
<td><a href="https://www.memphis.edu/financialaid/eligibility.php#Repeat">https://www.memphis.edu/financialaid/eligibility.php#Repeat</a></td>
</tr>
<tr>
<td>Aid Adjustments</td>
<td><a href="https://www.memphis.edu/financialaid/eligibility.php#Repeat">https://www.memphis.edu/financialaid/eligibility.php#Repeat</a></td>
</tr>
<tr>
<td>Post – Withdrawl Disbursements</td>
<td><a href="https://www.memphis.edu/financialaid/eligibility.php#Repeat">https://www.memphis.edu/financialaid/eligibility.php#Repeat</a></td>
</tr>
<tr>
<td>Failing all classes</td>
<td><a href="https://www.memphis.edu/financialaid/eligibility.php#Repeat">https://www.memphis.edu/financialaid/eligibility.php#Repeat</a></td>
</tr>
<tr>
<td>Future Aid Eligibility</td>
<td><a href="https://www.memphis.edu/financialaid/eligibility.php#Repeat">https://www.memphis.edu/financialaid/eligibility.php#Repeat</a></td>
</tr>
<tr>
<td>Repayment</td>
<td><a href="https://www.memphis.edu/financialaid/eligibility.php#Repeat">https://www.memphis.edu/financialaid/eligibility.php#Repeat</a></td>
</tr>
<tr>
<td>Verification</td>
<td><a href="https://www.memphis.edu/financialaid/eligibility.php#Repeat">https://www.memphis.edu/financialaid/eligibility.php#Repeat</a></td>
</tr>
</tbody>
</table>

Financial Aid office is located in: Rm 103 Wilder Tower
Time Management Lesson Plan

SUMMARY OF TASKS

- Identify the number of hours the student will take in the current semester using the “Concise Student Schedule” website or hard copy.
- Explain the course load using the Course Recommendation Form.
- Determine an estimated number of hours required for academic work using the “Study Hours Formula” Worksheet.
- Create a schedule of all schoolwork and other activities using the “Time Management Schedule” grid.
- Locate the sections of each day in the schedule that are open for study according to the formula used.
- Identify when assignments should be completed before the next scheduled class meeting date.

MATERIALS / EQUIPMENT

<table>
<thead>
<tr>
<th>Handouts Needed</th>
<th>Materials &amp; Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Time Management Schedule Grid</td>
<td>Pen/Pencil</td>
</tr>
<tr>
<td>2. Course Load Recommendations</td>
<td>Colored Highlighter</td>
</tr>
<tr>
<td>3. Study Hours Formula Worksheet</td>
<td>Paper</td>
</tr>
<tr>
<td>4. Concise Student Schedule</td>
<td>my.memphis.edu</td>
</tr>
</tbody>
</table>

STUDENT TAKE HOME TASKS

Take the time schedule and implement the plan until the next visit.
Contact the academic coach of any concerns or questions about the program.
ACADEMIC CALENDAR REMINDERS

Please remind all students of the following dates and deadlines of the following events: (Website: http://www.memphis.edu/registrar/calendars/dates/15s_dates.php)

<table>
<thead>
<tr>
<th>Calendar Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Drop a class</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Dropping all classes</td>
</tr>
<tr>
<td>Withdraw from a class</td>
</tr>
<tr>
<td>Total withdrawal from semester classes</td>
</tr>
<tr>
<td>Return of funds (financial aid)</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

CAMPUS RESOURCES

Have the following resources available pertaining to the student’s needs during the coaching session. Keep these brochures and handouts in ready supply to give the student a copy of the information. Also, be prepared to explain the services to the student and take a field trip to the offices of the resources introduced to the student according to their needs.

- TRIO Student Success Program (brochure)
- Subject Tutoring @ ESP (brochure)
- Center for Writing and Communication (brochure)
- The Relaxation Zone (211 Wilder Tower) [http://www.memphis.edu/cpcc/rz.htm](http://www.memphis.edu/cpcc/rz.htm)
- Career & Psychological Counseling Center (brochure)
- Testing Center (brochure)
- Student Health Services (brochure)
• Disability Student Services (brochure)
• Free Academic Planner (University Center) http://www.memphis.edu/sga/news/082613.pdf
• Campus Card Information – http://www.memphis.edu/campuscard/aboutcc.php
  Tiger Funds off campus: http://www.memphis.edu/campuscard/faqs.php
  Book Advance Payment Plan: http://bf.memphis.edu/finance/bursar/bapp.php

STUDENT TAKE HOME TASKS
Ask the student to bring syllabi from all of their courses to the next sessions so that copies can be
made and placed on file in the student’s record.
From the Time Management Lesson Plan: Take the time schedule and implement the plan until
the next visit. Contact the academic coach of any concerns or questions about the program.

MOTIVATIONAL QUOTES
Share a motivational quote with the student to inspire them to change. Motivational quotes are
provided in the Academic Coaching Dropbox.

END OF SESSION
Complete outline notes of the session of the student for what happened in the session, what you
have assigned the student to have done by the next session, what to ask about in following during
the next session.

FOR THE NEXT SESSION
Make a plan for next session to finish any of the items from session one and prepare for session
number two that is scheduled in the next two weeks.
Academic Coaching Curriculum

SESSION 2 – Organization

This is the third or fourth week of classes for students – Fall/Spring Semester. We are in the “drop date period” for the term. After this date has passed then the school will go into the withdrawal from course option until the mid-term part of the year.

Students should now fully understand the requirements for the courses they are taking. The students should also be to the point where they need to get organized in order to handle the multiple tasks demanded of them from each class.

MEETING AGENDA CHECKLIST

WEEK #2

1. Discuss student’s progress – coursework, course load, tests, quizzes, assignments.
2. Gather student syllabi and make copies.
4. Complete the following activities & mini lesson plans that fit your student’s needs from the table titled “Potential Session Activities” (choose any that apply to your student).
5. Schedule a recurring appointment time in discussion with the student in the Appointment Plus system.
6. Assign students a To Do List to complete specific task(s) by next session.
7. Share and give the student a motivational quote handout.
8. Confirm the next date of the session with the student.
9. Dismiss until the next session.
Organization Lesson Plan

The theme of this lesson plan is organization. At this point in the semester students are just now understanding their expectations of the course and what they will be required to do to pass their classes. Getting organized is crucial.

Utilize the suggestions in the table below, “Potential Session Activities,” for more organizational tips.

<table>
<thead>
<tr>
<th>Potential Session Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making an Assignment Calendar</td>
</tr>
<tr>
<td>Making a To-Do List</td>
</tr>
<tr>
<td>The Re-Education of the Student Planner</td>
</tr>
<tr>
<td>Dealing with Interruptions</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

MOTIVATIONAL QUOTES

Share a motivational quote with the student to inspire them to change. Motivational quotes are provided in the Academic Coaching dropbox.

END OF SESSION

Complete outline notes of the session of the student for what happened in the session, what you have assigned the student to have done by the next session, what to ask about in following during the next session.

FOR THE NEXT SESSION

Make a plan for next session to finish any of the items from session one and prepare for session number three that is scheduled in the next two weeks.
Academic Coaching Curriculum

SESSION 3 – Study Strategies

This is the fifth or sixth week of the semester. The semester is approaching mid-term examinations. These students may also have taken some quizzes, exams, and completed some projects and other homework assignments during the course of this term.

The last chance to withdraw from a course without risking failure in a class is soon. Please reiterate this your students. If the withdrawal date is near let them know so they can consider if withdrawal is as an option and seek further action to complete this task before the deadline to do so has passed.

MEETING AGENDA CHECKLIST

Session #3

1. Discuss student’s progress – coursework, course load, tests, quizzes, assignments.
2. Student signs into their http://www.my.memphis.edu page.
3. Complete the following activities & mini lesson plans that fit your student’s needs from the table titled “Potential Session Activities” (choose any that apply to your student).
4. Schedule a recurring appointment time in discussion with the student in the Appointment Plus system.
5. Assign students a To Do List to complete specific task(s) by next session.
6. Share and give the student a motivational quote handout.
7. Confirm the next date of the session with the student.
8. Dismiss until the next session.
Study Strategies Lesson Plan

Potential Session Activities

<table>
<thead>
<tr>
<th>Apple Taking Notes</th>
<th>Apple Making a Weekly Study Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apple Knowing your Learning Style</td>
<td>Apple Reading Assignments</td>
</tr>
<tr>
<td>Apple Memorizing Information</td>
<td>Apple Mind Mapping &amp; Outlining</td>
</tr>
<tr>
<td>Apple How to Read a Syllabus</td>
<td>Apple Preparing for Quizzes and Exams</td>
</tr>
<tr>
<td>Apple Making a Grade Tracker</td>
<td>Apple Getting familiar with E-courseware</td>
</tr>
<tr>
<td>Apple Doing Library Research</td>
<td>Apple</td>
</tr>
</tbody>
</table>

MOTIVATIONAL QUOTES

Share a motivational quote with the student to inspire them to change. Motivational quotes are provided in the Academic Coaching dropbox.

END OF SESSION

Complete outline notes of the session of the student for what happened in the session, what you have assigned the student to have done by the next session, what to ask about in following during the next session.

FOR THE NEXT SESSION

Make a plan for next session to finish any of the items from session one and prepare for session number four that is scheduled in the next two weeks.
Academic Coaching Curriculum

SESSION 4 – Problem Solving & Decision Making

This is the seventh or eigth week of the semester. The semester is now at least half-over. This is a time of re-evaluation and assessment to determine whether their grade point average is at required GPA status or still under the required score. Do a grade calculation estimation with the student. Also look at each student’s syllabi to see what the professor’s point system adds up to be a certain grade.

The drop and withdrawal dates may have already passed for this course. Please check the website for the most recent deadline date. Only under extenuating circumstances can a student withdraw from the semester after the withdrawal date. A student must apply to the Dean of the College of their major, or to the Academic Counseling Center if they have not declared a major. Documentation to the appropriate office will also be required. Please see this website for further details: https://www.memphis.edu/registrar/student/records/withdraw.htm.

Note: students must be meeting bi-weekly to prevent a “hold” from being on their account.

Students must make up their session appointments to at least four sessions before a hold will be removed from a student’s account. To review hold information please see the following website information: https://www.memphis.edu/registrar/student/selfserv/holds.php
https://www.memphis.edu/registrar/student/selfserv/common_holds.php

MEETING AGENDA CHECKLIST

WEEK #4

1. Discuss student’s progress – coursework, course load, tests, quizzes, assignments.
2. Student signs into their http://www.my.memphis.edu page.
3. Complete the following activities & mini lesson plans of your choice that fit your student’s needs (choose any that apply to your student).
4. Schedule a recurring appointment time in discussion with the student in the Appointment Plus system.
5. Assign students a To Do List to complete specific task(s) by next session.
6. Share and give the student a motivational quote handout.
7. Confirm the next date of the session with the student.
8. Dismiss until the next session.
Problem Solving & Decision Making Lesson Plan

The theme for this session is Problem Solving & Decision Making. It is very important for students to know what issues may be preventing them from achieving the required GPA for academic good standing. Any issue that may be preventing this from occurring should be discussed at the discretion of the student with the academic coach to further assistance. The student will be taught problem solving techniques and the Decision Making Processing Model to use in times of need.

SUMMARY OF TASKS

1. Use the “SODA Decision Making Model” lesson plan to guide the student through the steps of the decision making process.

2. Using the “Decision Making Sample Chart,” discuss the steps in the decision making process. Give a copy of this handout to the student.

3. Use the “CHOOSE SUCCESS” Decision Making Worksheet to complete a decision the student must make this semester.

MATERIALS / EQUIPMENT

<table>
<thead>
<tr>
<th>Handouts Needed</th>
<th>Materials &amp; Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. SODA Decision Making Model</td>
<td>Pen/ Pencil</td>
</tr>
<tr>
<td>2. Decision Making Sample Chart</td>
<td></td>
</tr>
<tr>
<td>3. CHOOSE SUCCESS Worksheet</td>
<td></td>
</tr>
</tbody>
</table>

STUDENT TAKE HOME TASK

Use the “CHOOSE SUCCESS” Decision Making Worksheet to make a decision the student must make this semester and bring it to the next session.

MOTIVATIONAL QUOTES

Share a motivational quote with the student to inspire them to change. Motivational quotes are provided in the Academic Coaching dropbox.
END OF SESSION
Complete outline notes of the session of the student for what happened in the session, what you have assigned the student to have done by the next session, what to ask about in following during the next session.

FOR THE NEXT SESSION
Make a plan for next session to finish any of the items from session one and prepare for session number five that is scheduled in the next two weeks.
Academic Coaching Curriculum

SESSION 5 – Pre-Academic Advising

This is now the nineth or tenth week of the semester. It is normally during this time of the term that Academic Advising for the next upcoming semesters will be conducted. Students will be identifying different courses needed to be completed for their degree programs. The student will be using various tools to discover what course load fits best into their time management schedule and capabilities to get course requirements accomplished in a timely fashion.

SESSION THEME

The theme for this session is Pre-Academic Advising using the “Advising Checklist Activities for Current Students” that is provided for the students on the following website: https://www.memphis.edu/advising/pdfs/current_students.pdf.

This session will cover navigation of the UM Degree site, learning how to search for courses, and understanding their degree requirements.

Discuss if they are considering changing their major, estimate how long it will take to come out of Academic Warning, and set a plan to progressively increase in their grade point average to be competitive by their junior/ senior in college.

MEETING AGENDA CHECKLIST

Session #5

1. Discuss student’s progress – coursework, course load, tests, quizzes, assignments.
2. Student signs into their http://www.my.memphis.edu page.
3. Themed Lesson Plan: Advising Checklist Activities for Current Students
4. Assign students a To Do List to complete specific task(s) by next session.
5. Share and give the student a motivational quote.
6. Confirm the next date of the session with the student.
7. Dismiss until the next session.

- Review withdrawal from classes policy  - Check for any holds on Accounts in system
- Semester GPA Calculation  - Cumulative GPA Calculation
- Discuss Repeat Course Policy Review  - Discuss if attending summer/ fall/spring semester
- Select courses for next semester(s)  - Learn about book information for courses
Pre-Advising Lesson Plan

SUMMARY OF TASKS

1. Follow the steps on the “Advising Checklist for Current Students” Handout.
2. Discuss the student’s current course load and discuss ability to complete other scheduled activities in their lives in a timely manner.
3. Using the “UM Degree” webpage, determine the classes that are needed for the student’s degree completion.
4. Using the “UM Degree” webpage, identify the courses the student desires to take within the next upcoming semester(s).
5. Devise a list of courses to take for the Fall/Spring/Summer semester(s) and check into the registration system for availability of courses for that desired term.
6. Using the General Education Program Curriculum sheet, the student will be able to view the description of general education classes they desire to take in the upcoming semester.

MATERIALS / EQUIPMENT

<table>
<thead>
<tr>
<th>Handouts Needed</th>
<th>Materials &amp; Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Advising Checklist for Current Students</td>
<td>Pen/ Pencil, Paper</td>
</tr>
<tr>
<td>6. General Education Program Curriculum</td>
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</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Media Access or Hard Copy</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to student’s UM Degree program.</td>
<td><a href="http://www.my.memphis.edu">http://www.my.memphis.edu</a></td>
</tr>
<tr>
<td>Advising Checklist</td>
<td><a href="http://www.memphis.edu/advising/pdfs/current_students.pdf">http://www.memphis.edu/advising/pdfs/current_students.pdf</a></td>
</tr>
<tr>
<td>Advisor Directory to find the student’s advisor if unknown by the student.</td>
<td><a href="http://memphis.edu/advising/directory.php">http://memphis.edu/advising/directory.php</a></td>
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</tbody>
</table>
REFERENCES

http://www.memphis.edu/advising/pdfs/current_students.pdf
http://www.my.memphis.edu
http://memphis.edu/advising/directory.php

STUDENT TAKE HOME TASK

1. Explore the UM Degree site and print off the worksheet and planner sheet.
2. Bring these two forms to bring to the next session.

MOTIVATIONAL QUOTES

Share a motivational quote with the student to inspire them to change. Motivational quotes are provided in the Academic Coaching dropbox.

END OF SESSION

Complete outline notes of the session of the student for what happened in the session, what you have assigned the student to have done by the next session, and what to ask about in following during the next session.

FOR THE NEXT SESSION

Make a plan for next session to finish any of the items from session one and prepare for session number six that is scheduled in the next two weeks.
Academic Coaching Curriculum

SESSION 6 – My Professional Profile

This is now the eleventh or twelth week of the semester. We are heading into the end of the term. This time can be overwhelming and tiring for the student. Many large assignments and projects may be due around the same time. Practicing good stress management skills will be vitally important to the student for survival the rest of the semester.

The theme for this session is My Professional Profile. This session is focused on helping a student understand why they are working so hard each semester. This Profile will be discussed and built with the assistance of an Academic Coach to allow the student to set a career pathway.

To reach this desired goal, students must understand the importance of good grades and how their transcript, resume, volunteer experience, and/or employment all fit together to make them competitive with their fellow classmates. Having a future professional profile will prepare students to be competitive academically for admission into graduate school or competitive in the corporate world.

MEETING AGENDA CHECKLIST

WEEK #6

1. Discuss student’s progress – coursework, course load, tests, quizzes, assignments.
2. Themed Lesson Plan: Complete Worksheet: “My Future Professional Profile”
3. Assign students a to-do list to complete specific task(s) by next session.
4. Share and give the student a motivational quote.
5. Confirm the next date of the session with the student.
6. Dismiss until the next session.
My Professional Profile
Lesson Plan

SUMMARY OF TASKS

1. Using the “My Future Professional Profile,” the student will be able to determine certain components that are necessary to be competitive with other students when applying for graduate school and/or employment.

2. Using the “Grit Test” form the student will retake the Grit Assessment during the session that will be evaluated within the last session.

3. Using the SDS Self Directed Search Assessment, the student will discover a customized career code that will aid in researching for future careers associated with their major.

MATERIALS / EQUIPMENT

<table>
<thead>
<tr>
<th>Handouts Needed</th>
<th>Materials &amp; Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My Future Professional Profile</td>
<td>Pen /Pencil</td>
</tr>
<tr>
<td>2. Grit Test</td>
<td>Paper</td>
</tr>
<tr>
<td>3. Self Directed Search Assessment</td>
<td></td>
</tr>
</tbody>
</table>

STUDENT TAKE HOME TASKS
Students will take the SDS assessment and bring back for the interpreted results in the last session.

MOTIVATIONAL QUOTES
Share a motivational quote with the student to inspire them to change. Motivational quotes are provided in the Academic Coaching dropbox.

END OF SESSION
Complete outline notes of the session of the student for what happened in the session, what you have assigned the student to have done by the next session, what to ask about in following during the next session.

FOR THE NEXT SESSION
Make a plan for next session to finish any of the items from session one and prepare for session number seven that is scheduled in the next two weeks.
Academic Coaching Curriculum

SESSION 7 – Grit/Resiliency

This is now the thirteenth or fourteenth week of the semester. It is the final session of the academic coaching program for the semester. At this point students must have maintained consistency with their academic coaching sessions to prevent a “hold” from being placed on their account.

Final exams and final assignments are due at the end of every course and your student may need reminders of what is coming up for them. Please review the final exam process with the student. For further information with this process refer to the following website: http://www.memphis.edu/registrar/calendars/semester.php.

Lastly, it is time to review and reflect with the student on their overall performance for the semester and evaluate their progress they have made throughout the school year in comparison to last semester’s outcome.

The theme for this session is the Grit/Resiliency. This session will cover an overview and reflection on the student’s past performance from last semester in comparison with the student’s performance from the current semester. It will also allow the student to better gauge how they have displayed grit and/or resilience.

MEETING AGENDA CHECKLIST

WEEK #7

1. Discuss student’s progress – coursework, course load, tests, quizzes, assignments.
3. Share and give the student a motivational quote.
4. Share any final comments and remarks.
5. Dismiss from final session.
Semester Reflection and Exit Interview
Lesson Plan

SUMMARY OF TASKS
1. Using the “Limitations to Academic Success” form to discuss with the student how these limitations were addressed or overcome those obstacles.
2. Use the “Behavioral Contract” form to review the plan that was set for academic success. Discuss how the plan was successful or unsuccessful and what challenges they faced in staying on track with the plan.
3. Review the progress of the student’s academic behavior plan from the beginning of the semester.
4. Evaluate and reflect on the current semester changes that lead to success.
5. Compare and contrast last semester and current semester changes that lead to a change in a positive direction toward academic success.
6. Review the Grit/Resilience Assessment and how the student overcame obstacles for the semester.
7. Discuss the “What to do every semester” handout for when the student is on their own in the next semester.
8. Complete the “How I Did It” action plan form as a reminder of how to continually succeed in college.

MATERIALS / EQUIPMENT

<table>
<thead>
<tr>
<th>Handouts Needed</th>
<th>Materials &amp; Equipment</th>
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<tbody>
<tr>
<td>7. Limitations to Academic Success</td>
<td>Pen/Pencil</td>
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<tr>
<td>8. Behavior Contract</td>
<td>Paper</td>
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<tr>
<td>9. What to do every semester</td>
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<tr>
<td>10. How I Did It</td>
<td>Website</td>
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<td><a href="http://www.my.memphis.edu">http://www.my.memphis.edu</a></td>
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</tbody>
</table>

REFERENCES

Grit Assessment
STUDENT TAKE HOME TASKS
Student is awarded a certificate of completion and lapel pin of honor for completion of the program.

MOTIVATIONAL QUOTES
Share a motivational quote with the student to inspire them to change. Motivational quotes are provided in the Academic Coaching dropbox.

END OF SESSION
Complete outline notes of the session of the student for what happened in the session.
## Coaching Appointment Checklist

<table>
<thead>
<tr>
<th>Activity</th>
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<tbody>
<tr>
<td>Ask if student has missed any classes. Ask for reason and document responses.</td>
</tr>
<tr>
<td>Ask for any grades from previous week, document weekly grades posted (check ecourseware for grades).</td>
</tr>
<tr>
<td>Discuss grades with student good/bad. Determine ways to perform better next time.</td>
</tr>
<tr>
<td>Ask to see any work that they are going to hand in this week.</td>
</tr>
<tr>
<td>Examine calendars – look for upcoming assignments and tests for the week. Check that the student-athlete is keeping their’s up to date.</td>
</tr>
<tr>
<td>Ask about future tests-what is the student doing to prepare for it? Give suggestions on studying techniques.</td>
</tr>
<tr>
<td>Ask if student needs tutoring services. If so, help him/her to fill out form. Follow up</td>
</tr>
<tr>
<td>Check notes and examine book of any classes that the student has a test in. Get a feel for what he/she is going to encounter on test.</td>
</tr>
<tr>
<td>Have the student set academic goals for the week. Fill out the “Weekly Task Sheet” with upcoming assignments, etc. to be accomplished and make sure they have a copy.</td>
</tr>
<tr>
<td>Have the student set studying goals for the week. Put in their/your planner calendar exact study/tutoring times for the week.</td>
</tr>
<tr>
<td>Review syllabi periodically to make sure all class policies, assignments, etc, are being followed.</td>
</tr>
<tr>
<td>Leave them with something positive and remind them when you will see them next.</td>
</tr>
</tbody>
</table>
Academic Coaching Progress Note

Suggestions for Information to Include

Session Date

Start and Stop Times

Behavioral Observations: Could include student’s general appearance (e.g., neat, tidy, disheveled) and affect (e.g., cheerful, bright, tearful; the validity of your observations can be enhanced by including “as evidenced by”..... and then describe what you observed.

Example: Student appeared rushed and disheveled today as evidenced by her showing up late, wrinkled clothing, and school materials crammed into her backpack haphazardly.

Summary of Session: Include main discussion points that were covered in this session, plus student’s progress since the last session.

Example: Reviewed calendar of assignments due for this week; reviewed grades received since last meeting; introduced and practiced the concept of mind mapping.

Plan for Next Session: Include what will be discussed and worked on for the next academic coaching session. Obviously, this can change as you get new information from your student throughout the week (for instance, you might get check-in e-mails once the student gets a grade back) and based on your own research of different tips, techniques, and strategies to help your students.
Academic Success Plan (ASP)

Semester:  **Fall / Spring**  (*circle one*)  year: ____________  Today’s Date: ________________

Academic Coach: __________________________________________________________

Demographic Information

Student Name: ___________________________  Appointment time: ________________
AM/PM

Student Phone No#: ______________________  U of M

Email: _________________________________

Current No# hours: _____________  Last Semester No# of Hours: ________________

**Current Cumulative GPA** ________________  **Last Semester GPA** ________________

Declared

Major: ____________________________________________________________________

Do you live:  **On Campus / Off Campus**  (*circle one*)  Employed:  **Y / N**  if yes _____hrs. weekly

Do you have transportation?  **Y / N**  (*circle one*)  Any Children?  **Y / N**

__________________________

**Extracurricular Activities**

What extracurricular activities do you participate? Hour many hours per week?

___________
Are you an active member of a sorority or fraternity? Y/N (circle one)

What Support System do you have outside of your coaching sessions?

___________

_______________________________________________________________________________________________________

What is your concern for you regarding your GPA:

______________________________________________________

Do you have/What are consequences for not studying?

________________________________________________

What is overall goal regarding your semester and cumulative GPA?

________________________________

What is something that you would like doing or could do more of if you have your grades together?

__________________________________________________________________________________________________

Current Career Knowledge Behavior (Check all that apply)

_______ Is unable to connect the knowledge and skills developed through the study of an academic major to the requirements of a career.

_______ Is unable to identify careers that fit with values interests, skills, worldview.

_______ Lacks information about or experience in various occupations.

_______ Select career choices and make a commitment to research these in depth.
**Academic Success Plan (ASP)**

**Limitations to your Academic Success** *(Check all that apply)*

<table>
<thead>
<tr>
<th>Outside Resources</th>
<th>Personal Challenges</th>
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<tbody>
<tr>
<td>• Overemphasized other activities</td>
<td>• Poor mental or physical health</td>
</tr>
<tr>
<td>• Interferences from outside sources,</td>
<td>• Inadequate educational background</td>
</tr>
<tr>
<td>• Friends, family, spouse, children, etc.</td>
<td>• Inability to express oneself in writing or orally</td>
</tr>
<tr>
<td>• Work interruption, Schedule or unscheduled</td>
<td>• Undiagnosed/diagnose learning disability</td>
</tr>
<tr>
<td>• Lack of adequate facilities and conditions</td>
<td>• Financial Difficulty</td>
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<td></td>
<td>• Legal Problems</td>
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<tr>
<td></td>
<td>• Crisis Situations</td>
</tr>
<tr>
<td></td>
<td>• Unexpected change in life/ lifestyle</td>
</tr>
<tr>
<td>• Demonstrates a decline in academic performance in</td>
<td></td>
</tr>
<tr>
<td>response to environmental stress (e.g. parents’ divorce, death of a loved one,</td>
<td></td>
</tr>
<tr>
<td>loss of a relationship, or roommate conflict).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time Management</th>
<th>Academic Abilities &amp; Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Unable to be flexible</td>
<td>• Lack of proper study skills</td>
</tr>
<tr>
<td>• Sets time aside for everything but study</td>
<td>• Personal disorganization</td>
</tr>
<tr>
<td>• Doesn’t keep a Calendar/Planner</td>
<td>• Not attending classes</td>
</tr>
<tr>
<td>• Unable to break overwhelming goals into small, attainable ones</td>
<td>• Does not know learning or when most productive study time is</td>
</tr>
<tr>
<td>• Attempting to do too many activities in too short time frame</td>
<td>• Poor note taking abilities</td>
</tr>
<tr>
<td>• Lack of sleep, fatigue</td>
<td>• Difficulty understanding course content</td>
</tr>
<tr>
<td>• Taking too many course in one semester</td>
<td>• Lack of proper motivation and incentive for major or specific courses</td>
</tr>
<tr>
<td>• Procrastination, indecision, waiting too long to start</td>
<td>• Maturity to stick with study plans</td>
</tr>
<tr>
<td>• Inability to say No</td>
<td>• Lack of clear communication, instructions, and/or understanding about</td>
</tr>
<tr>
<td>• Too many hours in social engagements</td>
<td>assignments</td>
</tr>
<tr>
<td>• Unsure how to schedule time efficiently</td>
<td>• Unsure of interests and/or fit with chosen major</td>
</tr>
<tr>
<td>• Unsure of objectives, priorities and deadlines</td>
<td>• No clear defined goals for the future.</td>
</tr>
</tbody>
</table>
Academic Success Plan (ASP)
Contract Agreement

Student Name: ____________________________  Semester: __________ /20____

I understand that my appointment time is on __________________ at
______________ time.

I will attend each session of my Academic Coaching sessions this semester

I will participate in complete any activities during sessions AND between sessions.

If I am sick, absent, or late, then I will contact my academic coach or other authorized
personnel.

I understand that official communication with this office is only through U of M email.

I understand that I will be attending 7 academic coaching sessions.

Goals for Academic Success

As a student in Academic Coaching I will commit to the following:

- Maintain a schedule that encourages academic achievement by successfully balancing
  academic, work, social and personal commitments of time and energy.
- Significantly improve class attendance and in-class participation.
- Utilize learning assistance resources offered by the campus to improve study skills &
  habits.
- Hone study skills that are necessary for academic achievement in college.
- Obtain the highest GPA possible or my efforts and other scheduled activities

Career Choice: ____________________________ (Target Goal)
Goals for Career Success

✓ Understand the role of an academic major in assisting in the career choice process.
✓ Reviewing the educational requirements of his/her selected profession.
✓ Gather information about options within the career fields of interests.
✓ Create a Tentative Career Plan toward desired employment.

✓ Other (explain)

______________________________________________________________________________

______________________________________________________________________________

Student Signature: ___________________________ Date: _______________
Academic Success Plan (ASP)

Student Name:__________________________________________________________________________

Academic Coaching Activities Completed:

- Time Management Schedule
- Assignment Calendar
- Motivational Quote given each session
- What is Important in My Life Exercise
- Learning Style Inventory
- Completed Career Interest Inventory (SDS)
- Research Career information
- Develop a Career Plan
- Demonstrate how to navigate on www.my.memphis page
- Demonstrate how to navigate on e-courseware
- Time Awareness Survey
- Time Robbers Exercise
- Other:

Other:________________________________________________________________________________

Resources Provided (Check all that apply)
Provided student with information and/or conducted a resource tour to sign up for resources.

- Free Tutoring (at learning center – Mitchell Hall)
- Assignment Calendar
- Learn process for to apply for summer school at Southwest TN Community College
- Obtain FREE U of M Planner (from the University Center Information Desk)
- U of M Counseling Center
- Student Success Programs (1st generation students)
- U of M Relaxation Zone
U of M Testing Center
Disability Student Services (DRS) office
Student Health Services
Informed student of Add, Drop, & Withdrawal timelines for class scheduling
Other:

Other:

Other:
Academic Success Plan (ASP)

Goal Setting/ Weekly Objectives

Student Name: _______________________________________________________________
Date: _____________________________________________

Academic Coach: __________ Misty Eddleman

Phone No#: _______ 901-352-1055 ____ Email: mdddlman@memphis.edu
Program Director: Colton Cockrum, Ed.D ____ Email: ccockrum@memphis.edu

Directions: if you any reason that you are unable to make a session please contact the academic coach or program director through the information above.

<table>
<thead>
<tr>
<th>Completed</th>
<th>Student Task List</th>
<th>Due Date</th>
</tr>
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<tbody>
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</tbody>
</table>
Behavior Intervention Plan

Overall goal for this semester-

*For this, I often ask students what GPA they would like to attain by the end of the semester.*

**Target Behaviors**- What would you like to change? (behaviors to decrease)

a)  
b)  
c)  

**Replacement Behaviors**- What would you like to start doing instead of the target behaviors? (behaviors to increase)

a)  
b)  
c)  

*For target and replacement behaviors, define as specifically as possible. For example, “I want to do better in school” is a great goal, but what does that really mean? Try this: “I want to do better in school by maintaining a planner, increasing my study time, and decreasing my party time.” Then, take each goal you just listed and define behaviorally what implementing these changes will look like.*

**Triggers/Signals** that can lead to problem/target behaviors-

*People often fall back into problem behaviors and patterns of behavior as a reaction to some sort of trigger or stressor. Anxiety and stress in general are big culprits. Therefore, it is helpful to have a game plan for when things don’t go well or when crises arise. Self-care is an important component of this that should be stressed with students.*
Consequences for straying from behavioral plan, or “falling off the wagon”-

Consequences (nicer word than “punishments!”) work best if they are meaningful to the student. For example: student spends all weekend playing video games and watching Netflix rather than putting in the predetermined study time for the weekend’s assignments. Therefore, student must then forgo video games and Netflix for ________(set amount of time). Another powerful consequence can be donating time or money to an organization the student dislikes or disagrees with. You definitely want to make sure that each student understands the natural consequences of poor academic performance here, meaning that they understand the system of academic warning → academic probation → suspension. In the past, holds have been placed on students’ accounts for attending three or fewer academic coaching sessions. Explain to them what this means—that with account holds they are unable to register.

Rewards for staying with the behavioral plan-

As with consequences, rewards work best if they are meaningful and desirable to the student. For example: student successfully met her goal of spending _______(set amount of time) studying over the weekend. Therefore, student will let herself spend two hours watching a show or movie on Netflix, playing video games, sleep in, etc. The natural rewards for successful completion of the behavioral plan and academic success this semester are (obviously) good grades contributing to a stronger GPA, feelings of confidence, etc.

Also for consequences and rewards, they are best implemented in increments to ensure that the student remains motivated. It is easier to complete tasks step-by-step, implementing rewards and consequences as you go, than to work towards one huge goal and wait until the very end to reward yourself. Going on a weekly basis seems to make sense.

Statement of Commitment, with student and coach signatures and date-

Example: I commit to attending academic coaching sessions with _____(name of coach) once every other week at ______(specific day and time). I will come prepared with any materials my coach requests that I bring. If I am unable to meet due to illness, emergencies, or other VALID reason (e.g., being hungover is not a valid reason, and believe me, students have used this excuse before!), I will notify my coach as soon as possible via _________ (phone, text or e-mail, whichever communication system you each agree on).
Remember that goals work best if they are SMART—Specific, measurable, attainable, realistic, and time-oriented (there is an start and end date).

Please feel free to adjust this plan according to your preferences and/or the needs of your students!
Goal Setting:

A.) Talk about your expectations for your student.
B.) Set specific, measurable goals
C.) Goals must be revisited each week
D.) Focus on long-term semester goals and short-term weekly goals.

Use the form titled, “Goal Setting/Weekly Objectives” on pages ???
to document students’ goals and weekly objectives
Goal Setting/Weekly Objectives

Name __________________________________

Semester Goals:_______________________________________________________________
____________________________________
________________________________________
__________________________________________

<table>
<thead>
<tr>
<th>Task</th>
<th>Complete By</th>
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</table>
Time/Self-Management

- Have students create a calendar of their semester
- Come up with a list of things that will take up student’s time (work, class, sleep, etc.)
- Discuss barriers to their success (working a lot of hours, no time for sleep, etc).

Sample Calendar

<table>
<thead>
<tr>
<th>Student Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td><strong>SUNDAY</strong></td>
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### Priority Matrix

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<tr>
<th>1: Urgent + Important</th>
<th>2: Important but not urgent</th>
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<tr>
<td>*DO ASAP; it is helpful to ask students what they have immediately coming up this week and next; for each task, list the assignment and the exact due date.</td>
<td>*Plan to do ASAP; all of these tasks will eventually move over into the first quadrant as the due dates approach and they become more urgent.</td>
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*Format:*

Course name - assignment - due date

Example:

English- paper due **May 5**

<table>
<thead>
<tr>
<th>3: Urgent but not important</th>
<th>4: Neither important nor urgent</th>
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<tr>
<td><em>Delegate for others to do, or do after more important tasks are completed.</em></td>
<td><em>Do not do at all, or do only if other more important tasks are completed.</em></td>
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- an example may be doing laundry: it needs to get done, but may not have the impact on the student’s life as a major exam coming up the next day; therefore, student should prioritize and plan accordingly.

- these are time-wasters such as spending too much time on social media, watching t.v. or Netflix, partying, excessive daytime napping, etc.
Note-Taking

Cornell Method & Mind Mapping

Example of Cornell method structure
3 Parts:

- Note-taking area: write all notes from the class or textbook
- Cue Column: small phrase, main words
- Summary area: explaining what you took notes on
Example of Cornell Notes

Cornell Two-Column Notes

Keywords:        Notes:

Types of Matter  

Solids
1. Solids
   A. Have a definite shape
   B. Have a definite volume

Liquids
II. Liquids
   A. Do not have a definite shape
   B. Have a definite volume

Gases
III. Gases
   A. Do not have a definite shape
   B. Do not have a definite volume

Summary:
(Insert summary of lecture after class.)
Example of Cornell Notes

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<tr>
<th>Label &amp; Date each PG</th>
<th>OVERVIEW: draw line approximately 2&quot; away from margin, to increase writing space.</th>
<th>5/14/00</th>
<th>SOC 100</th>
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Use extra space to write main ideas, or questions
Practice Makes Perfect

*Use this space to practice the Cornell Method of note-taking*
Mind Mapping

- A visual/artistic method of taking notes
- Not only for creative types
- Mind maps show relationships between ideas or themes

Create Your Own Mind Map

- Start with blank paper
- Begin with a central idea, main concept, thought, topic, to-do, anything really
- Use key words, show how the word relates to the main concept
- Create links
- Expand on that
Example of a Mind Map
Example of a Mind Map
Example of a very good Mind Map
Practice Makes Perfect

*Use this space to practice the mind mapping note-taking technique*
Muscle Reading

Reading Strategies

Muscle Reading

Step 1: Preview and Question
Step 2: Read to answer your questions
Step 3: Recite and Review
Special Considerations

Basis Counseling Microskills
Open-Ended Questions Restatement

Application to Academic Coaching

- Even though academic coaching is not the same as counseling, basic counseling microskills can be utilized to deepen the relationship and understanding you have with your students and to arrive at more effective strategies and solutions to help them.

** If at any point a student’s problems seem too deep or serious to address in academic coaching, please refer the student to the campus counseling center at 214 Wilder Tower, phone # (901) 678-2068
Person-Centered Counseling

- Genuineness
- Unconditional Positive Regard
- Empathy, Empathic Understanding

* If a student feels comfortable with you, she or he will be more likely to trust you. If she or he trusts you, the two of you will be able to honestly assess the problems at hand. It follows that more successful, useful solutions can be generated in an atmosphere of trust and honesty.

Inspiration: Dr. Carl Rogers
NONVERBAL BEHAVIOR

S → Sit squarely
O → Open posture
L → Slight lean toward client
E or A → E=Eye Contact, A=Aim head, body to project voice
R → Relaxed or natural in behavior

*Be aware of cultural differences in nonverbal behavior!

Open-Ended Questions

- Avoid falling into the “yes or no” trap
- Helps clients feel more at ease, less defensive
- Elicit more information → What is key here?
- Consider behavioral, affective, and cognitive dimensions
Open-Ended Questions

What study plan do you have?
(behavioral)
Vs.
Do you have a study plan?

*With the open-ended question, students must elaborate. With the closed question, it becomes more tempting to just reply “yes,” sometimes in an effort to look good or avoid the topic.

Open-Ended Questions

How are you feeling about the effectiveness of your study plan?
(affective)
Vs.
Do you feel ok about the effectiveness of your study plan?
Open-Ended Questions

What thoughts do you have about your academic performance last semester?
(cognitive)

vs.

Have you been thinking about your performance last semester?

Restatement

✓ What is important here?
✓ What is key about this client’s message?

- In general, used to sort out the content of what is stated
- Consider behavioral, cognitive, and affective dimensions......
- Requires active listening on your part
Restatement

You’re concerned that it’s going to be difficult to get through this semester.

(Experiential Statement)

It sounds like you’d like to explore additional tutoring services.

(Behavioral Statement)

Reflection of Feelings

- Can employ similes, metaphors, action descriptors
- Should employ conditional statements:
  - I’m wondering if; It seems as if; I’m sensing that;
  - What I’m hearing is.....
Reflection of Feelings

Student: Ever since I failed that one class, I just feel stuck, like I can’t even do anything other than lie in bed all day. And this semester is even harder! I don’t know what to do....I’m just so overwhelmed!

Response A: You feel stuck, and you want to lie in bed all day. That’s really unhealthy behavior. Why are you doing that?

Response B: You feel bogged down like a person drowning in quicksand. I’m hearing that you’re at a loss right now as to how to pick up the pieces.

Reflection

• You feel ______________

when __________

because ____________.
Solution-Focused Brief Therapy

- Miracle ?: “Suppose one night a miracle happened and your problem was solved. How would you know? What would be different?”

- “So I’m hearing that there have been times when you are not having severe test anxiety. Tell me about those times. What are you doing at those times?”

Solution-Focused Brief Therapy

- Nightmare ?: Let’s consider that you continue partying every night, skipping class, and waiting until the night before assignments are due to begin them. How do you see this scenario playing out at the end of the semester? What consequences do you think might arise if you continue this pattern?
References


Special Considerations
Multicultural Concerns in Academic Coaching

ISSUE: How to help when a student differs from you in some important way, such as being from a different culture or ethnic group, having different religious beliefs, different philosophy or views on life, different gender or sexuality, or being a member of some type of subculture?

As academic coaches, it is IMPERATIVE that we behave and respond in ways that are multiculturally sensitive. What this means is that we MUST remain open-minded and tolerant of that student’s way of life and/or beliefs. We don’t have to agree with them, but we MUST NOT criticize them. It is not our place to argue with students over religion, philosophy, etc. Our place is to provide tactical and emotional support to our students as we help them with their academic and overall life concerns. As a public institution, discrimination is NOT appropriate, and a student can feel discriminated against if you discount her or his beliefs and/or ways of life. At best, students will feel insulted and discounted if you do so. At worst, they could foreseeably come back and take legal action against the university and YOU for discrimination.

Student Statement: I don’t have a church home, or any religion. In fact, I’m an atheist. I don’t believe in God or an afterlife. That’s just what I believe. I’ve thought about it long and hard.

Coach’s Response, What NOT To Say #1: What?! You don’t believe in God!? That’s crazy! Of course there’s a God, or else how was the world created?

What is wrong with this statement?

Coach’s Response, What NOT To Say #2: Oh, well that’s kinda strange. I happen to be Christian, and it really gives me strength in my life. You should really think about changing your beliefs. Start going to church, and your life may get better.

What is wrong with this statement?
Coach’s Response, What TO Say: Of course that’s not a problem. We don’t have to agree on the same beliefs and ideas in order for me to help you.

Coach’s Response, what TO Say: That’s really interesting. When I was in college I began to question my spiritual beliefs and really struggled with it. Tell me about how you arrived at your position.

How are these above two statements different from the ones NOT to say?

Student Statement: I actually came out as a lesbian in my last year of high school. It was something I was keeping a secret for so long, but I just had to come to terms with who I really am. I am entering my first long-term relationship with another woman, but my parents disagree with that. They think I can choose my sexuality, or just get cured and start liking guys, but the thing is, I never have. This is the way I am, and I’m happier this way.

Coach’s Response, What NOT To Say #1: Well, in my beliefs, homosexuality is just plain wrong. It says so in the Bible. You should really consider listening to your parents and try to change.

Wow.....I can’t even begin to go into why this statement is so wrong....let’s discuss.

Coach’s Response, What NOT To Say #2: Um.....ok. You know, I feel really uncomfortable talking about this. Let’s move on to talking about your grades.

Here, the coach’s response completely ignores what the student just communicated, essentially invalidating it.

Coach’s Response, What TO Say: We can talk more about that if you’d like. I just want to let you know that this is a safe place to discuss it, and it will not change my opinion of you. The bottom line is that I’m here to help.
Special Considerations

Mental Health Concerns in Academic Coaching

ISSUE: How to help when a student expresses feelings of depression, anxiety, grief, etc?

Although we are academic coaches and our primary responsibility is to assist students with academic matters, the academic coaching environment is not immune to crisis that may or may not involve students’ mental health issues. We all know from experience that academic problems represent crises in and of themselves. We also know that our students are not operating in an academic vacuum. In other words, our students are part of systems at the micro and macro level. They may have a variety of other tasks, responsibilities, and issues unrelated to academics. The Rehabilitation Act of 1973 and more recently the Americans With Disabilities Act of 1990 mandated that college campuses be more accessible and provide more resources for students with disabilities, including those with mental illness. What this means, in part, is that there are more likely to be students on campus with mental illness, some severe. Therefore, it is a good idea for academic coaches to be aware of how to approach and help students who come in with crises.

While it may be tempting to dismiss such expressions as the student making excuses, seeking attention, or simply being melodramatic, we MUST approach with compassion, empathy, and emotional validation. What does this look like? See the example below for examples of how to respond to such statements and how NOT to respond to such statements.
**Student Statement:** I don’t know why I can’t get it together. College just feels so different from high school. I mean, I knew it would be, but I just.... feel different. Like, I’m not happy anymore, I don’t have the energy I used to.... I’ve gotta get the grades this semester, I’ve gotta get my GPA up, but the motivation just isn’t there. I guess you could say I’ve been pretty down ever since I started college.

**Coach’s Response, What NOT To Say #1:** Oh, you’re not depressed! Come on, man, you gotta snap out of it! Just pull yourself up by your bootstraps and make it happen.

The response #1 above invalidates the student’s feelings, which will lead to the student shutting down and not trusting you, as they will most likely feel that you do not believe them and the struggles they are having.

**Coach’s Response, What NOT to Say #2:** Huh? Ok, well, never mind that. Let’s just get down to business and talk about your classes this semester.

The response #2 above also invalidates the student’s feelings because it essentially ignores what the student just said.

*Coach’s Response, What TO Say:* I’m hearing that you’re really struggling with your energy and mood. Have you ever felt this way before? (Student responds yes, no, maybe....). I’m wondering if you know about the University’s Counseling Center, in this building on the second floor? Their services are free to full-time students. I think they may be able to help you with this issue. Why don’t we go down there together and check it out?

In your opinion, why might this response be a better choice than one of the other two?

*Coach’s Response, What TO Say:* Wow, I can tell that you’re really hurting and having a difficult time here. Tell me more about what you’re experiencing. How is this “down” feeling affecting you in your daily life?

In your opinion, why might this response be a better choice than the first two?
*Coach’s Response, What TO Say: Thank you for sharing that with me. I know it’s not easy to open up to someone you might not know very well yet, but I’m glad you did. You know, when I was in college, I experienced something similar. I felt anxious and depressed, and didn’t really know why. But, I got help from the counseling services on campus and it was a smart choice. I know you’re feeling this way now, but this with the proper help you CAN feel better. Let’s talk about some of your options. (Now would be a good time to mention the campus counseling center).

In your opinion, why might this response be a better choice than the first two?

Special Considerations

Students in Crisis in Academic Coaching

ISSUE: How to help when a student appears to be in a state of crisis?

What is crisis? Consider some of the following definitions:

“People are in a state of crisis when they face an obstacle to important life goals—an obstacle that is, for a time, insurmountable by the use of customary methods of problem solving.”

“Crisis is a crisis because the individual knows no response to deal with a situation.”

“Crisis is a personal difficulty or situation that immobilizes people and prevents them from consciously controlling their lives.”

“Crisis is a state of disorganization in which people face frustration of important life goals or profound disruption of their life cycles and methods of coping with stressors.”

*The above definitions are taken from James and Gilliland (2008), Crisis Intervention Strategies, 6th ed.

Key Question: How can I help as an academic coach? While academic coaching is indeed different from counseling and therapy, we can certainly respond to students in crisis by offering short-term support and referrals to appropriate services.

How do I know if a student is in crisis?

While reactions to crisis situations differ from person to person, there are some key signs you can look for:
- **What is the student saying?** Sometimes, students may openly verbalize that they are in a crisis situation. Crises can arise in all areas of a student’s life, including crises related to academic functioning, family issues, problems on the job, etc. Student statements might indicate a sense of despair and of not knowing what to do next to alleviate the situation. Or, the student may be at a loss for words to describe what she or he is going through.

  E.g., “*I just don’t know what to do…. I’ve tried everything but nothing seems to help!*”

  “*I’m just at a loss. Why is this happening to me right now?!*”

- **How is the student behaving?** Students may not verbalize their crisis situation right away, but behavioral cues can indicate that all is not well. For example, a student who usually appears calm and composed might appear very restless and agitated during times of crisis. Or, a student may become tearful. Or, a student may be more quiet and withdrawn than usual. She or he may be hesitant to talk about what’s going on.

**Important Notes:**

Sometimes, the response to questions about suicide or homicide will be “yes.” If a student is in immediate danger and is truly a threat to self or others, then you must immediately call the University of Memphis Police Services at 678-HELP (678-4357).

If the student is not actively suicidal, homicidal, or in any immediate danger, then the on-campus Counseling Center is located at 214 Wilder Tower, phone # 678-2068.

**7 tasks of crisis intervention:**

1) Predispositioning, engaging, initiating contact

   How? Establish a connection, clarify intentions

   **Example:** Student comes in, appearing tearful. She puts her head in her hands and starts crying silently.

   **Coach’s response:** “*Hi Sarah, I can tell you’re really upset right now, so why don’t we go sit back here in this office where we’ll have a little more privacy? I’m here to listen and help.*”

2) Problem exploration

   How? Listen. Help define the crisis. Make sure your understanding of the crisis matches what the student’s interpretation of it is.
**Coach’s statement:** “If you feel comfortable talking to me about what’s going on, I am here to listen and help in ways that I’m able to. If not, I’ll sit here with you if you just need some time to cry and get it out.”

Student states, talking quickly and breathlessly, “This morning my dad had a massive heart attack and he’s going into surgery tomorrow. But I have a huge exam in my anthropology class tomorrow. I’m really worried.... I’ve already missed that class three times this semester and I can’t afford to miss this exam but I can’t sit down to concentrate to study! Every time I sit down I start crying, I can’t focus, it’s like my mind won’t work right now!”

3) **Provide support**

How? Communicate empathy. Let the student know you are present not only physically, but also emotionally.

**Coach’s response:** “Oh Sarah, I’m so sorry. You want to be there for your dad and family but feel obligated to be in class for the exam. I can’t imagine how frustrating that must be for you.”

Student states, still talking quickly and breathlessly before trailing off, “I just.... I don’t even know where to begin. There’s so much to do and I know I need to do something but I’m so tired....”

**Coach’s response:** Speaking slowly and calmly, “Sarah, you don’t have to do anything at this instant except to just breathe. If you can, I’d like you to just take some slow, deep breaths. Take your time, and I’ll just sit here with you while you catch your breath.”

4) **Examine alternatives**

How? Sometimes, students in crisis are overwhelmed with options; they have too many thoughts racing in their minds at once and thus need to help narrow their focus on a few workable options to begin to address the problem. Other times, students in crisis have a very restricted view of their situation and may not be able to see any options, in which case you can help them brainstorm.

Student takes a few moments to cry and slow her breathing down and appears to be in a calmer state.

**Coach’s response:** “How are you doing right now?” Student slowly shakes her head but says, “I’m ok.” “Is it alright if we begin to talk about ways to approach this situation, if it would make it easier for you?” Student shakes her head yes. “Ok. Generally, in family emergencies like this, professors are willing to let you make up missed work or exams, so one option is to contact your professor to let her know what’s going on. How do you feel about that?”
**Student’s response:** “I guess I could do that…. I’m just afraid she won’t understand because she’s kinda strict about attendance. Do you think I should just suck it up and take the exam tomorrow?”

**Coach’s response:** “I know it can be intimidating to approach professors with details about our personal lives. How realistic is it for you to take the exam tomorrow? Can you visualize yourself doing that?”

**Student’s response:** After a long pause, student replies, “I just can’t see myself doing well on it even if I did take it. I can’t stop worrying about my dad and how the surgery is gonna go. And I need to put in at least three hours of studying tonight, but I really wanna just go to the hospital and be with him. And I really wanna be there for him tomorrow. I know I can’t be in the operating room or anything, but I just wanna be there. This is family.”

5) **Plan**

How? Help the student make a simple, realistic plan that she or he agrees with. Be careful not to dictate to the student what to do. Rather, collaboratively work with the student on picking workable options.

**Coach’s response:** “I tend to agree that family comes first, and I’m proud of you for making that a priority. I do think it’s important that you communicate with your professor though. What can I do to help you reach out to your professor, or to make that easier for you?”

**Student’s response:** “Well, could we maybe call her office and see if she’s there right now? I think it would help me to have someone there with me when I contact her.”

**Coach’s response:** “Absolutely. I will stay right here with you when you make that call. Would it help to practice what you want to say to her with me?”

**Student’s response:** “Yeah, yeah, I think I need that ‘cause I’m afraid I’ll just break down and start crying when I try to explain it.”

**Coach’s response:** “Ok. We’ll just practice what you want to say to your professor, and when you’re ready, you can give her a call and I will be here throughout that.”

*Overarching task- ensure student’s safety*

How? You want to ask specific, direct questions as to the student’s ability to maintain safety of self and others throughout the crisis. This may mean that you have to directly ask, “Are you thinking of hurting yourself or anyone else?” When students are in crisis, they may be acting quickly and not as carefully as usual, so safety becomes a priority.

After you and the student practice calling the professor and the student successfully talks to the professor about her situation, you want to ensure that this student will be safe as she continues
with her day. The student begins to quickly gather up her belongings and gets ready to leave, saying she’s going to drive at 60 mph down the road to get to the hospital.

**Coach’s statement:** “Sarah, I’m glad that you were able to speak with your professor. I know that was not easy, but it was necessary and you did it. However, I’m concerned about what you just said about going so fast. I really don’t want you to get into an accident, because I know how important it is for you to make it safely to the hospital so you can be there for your dad. Is there anyone in your life who can give you a ride right now?”

**Student’s response:** “Uhh, I guess I could call my roommate. She said her last class was cancelled today so I know she’s got some free time. She’s been my best friend since high school so I know she would do this for me.” Student calls her friend, who agrees to drive her to the hospital.

6) Obtain commitment

How? Have the student commit to her or his plan. This can be done by having the student verbalize back to you the plan you have agreed upon, or even by writing down the details of the plan and both signing it.

**Coach’s statement:** “Ok, great. Is it ok if I walk down with you and wait for your friend to pick you up?” Student agrees. “Sarah, can you commit to calling or texting me to let me know you’re alright once you get to the hospital?” Student agrees and states back that as soon as she reaches the hospital, she will text the coach.

7) Follow-up

How? You always want to check in with a student after a crisis. Doing so lets the student know that you care and also lets you monitor if the situation has gotten better or more manageable, or if the student may need additional help or services.

Two weeks after the initial crisis event, the student comes back to meet with you in person. You have checked in with her a few times and fortunately, her father made it through surgery and is recovering. As you ask how she is doing now, she replies that she is relieved yet still has some anxiety about something else bad happening to people who she cares about. It turns out that she is having difficulty concentrating due to this anxiety. Therefore, you offer to walk down to the campus Counseling Center with her to look into counseling services.
Problematic Trends Among Students in Academic Coaching

**Problem:** Students are not showing up to academic coaching appointments.

**Rationale for Change:** Students need to take seriously the fact that they are on academic warning. Additionally, they need to cultivate professional behavior in showing up to scheduled appointments. The same logic applies to attending class, work, and any other obligations. From the standpoint of the academic coaches, you will maximize your chances of helping students achieve success if you can get them to show up to the academic coaching sessions, and avoid waiting around in the office when students fail to show up!

**Solutions:**

- Have students sign the behavioral contract included in training manual agreeing to come each time appointments are scheduled, on a consistent basis of once every two weeks. As you are doing this, sign the contract as well and verbalize your commitment to the student. If a student consistently has a problem arriving on time or showing up at all to scheduled appointments, consider another day or time that the student may be more likely to show up. For example, if a student scheduled for 8:00 a.m. coaching appointments has not been showing up, consider scheduling at a later hour.

- If possible, schedule the same day and time to meet with each student for consistency.

- Make sure students enter the agreed-upon meeting day and time into their planners, whether they use a paper planner or use their phone calendars or some other electronic means of scheduling.

- Exchange contact information with the student. Make sure you have the information needed to contact them. It is a good idea to get both the student’s e-mail address and phone numbers, because sometimes students respond faster to texts than to e-mails. It is your call whether or not you want to give the students your personal phone number, but you should at least provide them with your e-mail address.

- Ask the students how often they check their e-mails. Encourage them to check their e-mails at least once a day.

- Send the student e-mail or text message reminders the evening before or morning of their scheduled appointments.

- Send the student a positive, encouraging e-mail (e.g., see Danesha’s example) after the first session.
- Explain the academic hold policy of CARES- that the student may get a hold placed on her or his account if fail to show up for at least three coaching sessions by mid-semester (Fall Break or Spring Break). Make sure students understand that having holds on their accounts will prevent them from registering for classes next semester, viewing their grades, and getting transcripts sent anywhere. Also explain that our past research has shown that students who received at least seven sessions of academic coaching in a semester tended to have significantly higher GPA’s by the end of the semester than those students who showed up for fewer than seven sessions. This could mean the difference between getting off of academic warning and back into good standing, versus going into academic probation next semester.

**Problem:** Students are unaware of their grades in their current classes.

**Rationale for Change:** It is each student’s responsibility to be aware of their ongoing performance in their classes. Knowing one’s current grades can be a good gauge for any adjustments the student may need to make in study habits including how much time the student commits to studying. Often, students do not realize that they are in not doing well in a class until well into the semester, when it can be more difficult to improve grades as there will be less time and opportunities to do so.

**Solutions:**

- Have the student sign in to her or his e-courseware account to check grades, if the professors utilize that program. Be aware that some professors may utilize other programs to post grades.
- If grades are not available online, the student can estimate her or his grade based on grades she or he has received so far.
- Have the student calculate her or his grade using a grade calculator. A simple Google search will pull up several options to calculate grades.
- Suggest that the student contacts her or his professors to find out her or his current standing in the class. Generally, it is a good idea to suggest that the students visit their professors during office hours rather than e-mailing or approaching the professor right before or after class, as professors are often inundated with e-mails and may be distracted right before or after class. Going in person to speak with a professor also shows more initiative and effort, and may help to build that student’s working relationship with the professor.
**Problem:** Students exhibit poor organizational skills.

**Rationale for Change:** Often, students will use just one notebook or folder for all of their class materials. For example, a student may have math class notes on one page of a notebook, and on the very next page she may have English notes, thus wasting time having to flip around through the notebook when searching for specific class notes and materials. This lack of organization also tends to lead to students losing important materials or forgetting about things. A related organizational issue is students who do not write down important events, such as academic coaching appointments or deadlines for assignments. These students will often say that they keep it “all in their head.” However, as school progresses and the students have more and more responsibilities, remembering everything becomes more problematic.

**Solutions:**

- Encourage the student to keep a separate notebook, folder, or binder for each class, and to label each one with the course name. Another option is for the student to get a large binder with separators dividing each course and its related materials from the next.

- Encourage students to use some type of planner, whether that is an old-fashioned paper-and-pencil format or digitally, such as Google calendar they can access on laptop or smartphone. The digital calendars have the added bonus of alarms students can set to go off to remind them of important things. Ask to see the planner and how it is organized. Offer to let students see your planner and how you stay organized. Remind students that free planners are available through the university and are located at the Help Desk on the first floor of the University Center, right in front of the elevators.

- Utilize other organizational tools that can supplement planners. One example is the priority matrix, included in the training manual. Another example is the weekly to-do list sheets, also included in the training manual.
COACH EVALUATION for STUDENTS

1. The ACE Coach I met with seemed concerned about my well-being.
   a. Strongly Agree
   b. Agree
   c. Disagree
   d. Strongly Disagree

2. I felt comfortable sharing information with my ACE Coach.
   a. Strongly Agree
   b. Agree
   c. Disagree
   d. Strongly Disagree

3. With my ACE Coach, I developed a clear, detailed plan on how to be academically successful.
   a. Strongly Agree
   b. Agree
   c. Disagree
   d. Strongly Disagree

4. I learned at least one new skill from my discussions with my ACE Coach.
   a. Strongly Agree
   b. Agree
   c. Disagree
   d. Strongly Disagree

5. I would recommend Academic Coaching to a friend.
   a. Strongly Agree
   b. Agree
   c. Disagree
   d. Strongly Disagree

STUDENTS – ASK YOURSELVES

6. During the semester, as a student, I applied the task(s) suggested by my ACE Coach.
   a. Strongly Agree
   b. Agree
   c. Disagree
   d. Strongly Disagree
7. During the coaching sessions, I was honest with my ACE Coach on my academic performance for the semester.
   a. Strongly Agree
   b. Agree
   c. Disagree
   d. Strongly Disagree

8. I maintained a consistent attendance to my coaching sessions throughout the semester.
   a. Strongly Agree
   b. Agree
   c. Disagree
   d. Strongly Disagree

9. After my coaching sessions, I now feel more capable of completing my baccalaureate degree.
   a. Strongly Agree
   b. Agree
   c. Disagree
   d. Strongly Disagree

10. I gave the ACE Coach my undivided attention during our coaching sessions.
    a. Strongly Agree
    b. Agree
    c. Disagree
    d. Strongly Disagree