FUNDAMENTALS OF ENGINEERING

Welcome Week Academic Session 2017
WELCOME!

Dr. Gee Welcomes You!
ADVISING TIMELINE

- Week Zero:
  - Address last minute schedule changes – **TODAY after the Mixer**
  - Last day to drop a full semester course without a “W” is Tuesday, August 22nd
  - Last day to drop a half semester course (like CHEM 110A) without a “W” is Thursday, August 17th

- Week One – Week Three:
  - Come see me and introduce yourself!

- Week Three (After 1st Round of Exams):
  - If your first round of exams didn’t go as well as planned, stop in. We can discuss how to help get back on track.

- Week Six:
  - Last day to drop a half-semester course (i.e. CHEM 110A) – September 18th

- Week Eight:
  - Midterm – October 6th
  - Most advisors begin scheduling Spring 2018 planning appointments now
ADVISING TIMELINE

- Week Eleven:
  - Last day to drop a class – October 24th

- Week Twelve:
  - Priority Registration begins

- Week Seventeen:
  - Last day to withdraw from the University – December 4th

- Last day of classes is December 5th
- Prep day for finals is December 6th
- Final Exams begin December 7th
Reasonable Response Times
Advisors and faculty will respond to students in a reasonable time frame.
General expectation is for an email or voicemail response to occur within 24-48 business hours.
Messages sent on a Friday will likely not receive a response until the following Monday.
Messages sent after regular business hours (8:30a – 4:45p) will likely receive a response next business day.
COLLEGIATE ENGAGEMENT

- Activities related to professional, personal, and social development while at WVU
- Required for students in ENGR 100, 101, 102, 293A, and/or 199
- Component of the course grade (5% or more) in each course
- Collegiate Engagement forms must be completed to receive credit (website)
- Collegiate Engagement calendar can be found on the website
- No “double dipping” for students in more than one ENGR course
- No one can be exempt from the Collegiate Engagement requirement.
Students in Fundamentals of Engineering (FEP) courses (ENGR 100, 101, 102, 199, 293A, and MAE 102) are required to attend engineering-related events outside of their regularly scheduled class time and reflect upon these activities to complete an overarching goal.

At the conclusion of the semester verification of the activities combined with a reflection paper will create the Engagement Portfolio.

The FEP will announce Department Visitations and other general Collegiate Engagement activities, it is also recommended that students actively seek out engineering programs and events on their own.

To receive credit for a Collegiate Engagement activity, students must bring a Collegiate Engagement form with them to the event, fill out the form, and include it with their Engagement Portfolio.
In order to tie-in course work with the Collegiate Engagement requirement, each course has a unique goal based upon the content of the course.

- ENGR 100 – Five Core Values Goal
- ENGR 101 – Personal Goal
- ENGR 102 – Professional Goal
- ENGR 199 – Collegiate Goal
- ENGR 293A – Self-Efficacy Goal
# COLLEGIATE ENGAGEMENT

<table>
<thead>
<tr>
<th>Category of Evaluation</th>
<th>Total Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Verifications of Attendance</strong></td>
<td>50 Points</td>
</tr>
<tr>
<td>5 Engagement Events</td>
<td>50</td>
</tr>
<tr>
<td>4 Engagement Events</td>
<td>40</td>
</tr>
<tr>
<td>3 Engagement Events</td>
<td>30</td>
</tr>
<tr>
<td>2 Engagement Events</td>
<td>20</td>
</tr>
<tr>
<td>1 Engagement Event</td>
<td>10</td>
</tr>
<tr>
<td><strong>Required Length</strong></td>
<td>15 Points</td>
</tr>
<tr>
<td>Five Pages - double spaced, 12 pt font, normal margins</td>
<td>15</td>
</tr>
<tr>
<td>Four Pages - double spaced, 12 pt font, normal margins</td>
<td>10</td>
</tr>
<tr>
<td>Three Pages - double spaced, 12 pt font, normal margins</td>
<td>5</td>
</tr>
<tr>
<td>Less than Three Pages - double spaced, 12 pt font, normal margins</td>
<td>0</td>
</tr>
<tr>
<td><strong>Self-Reflection and Growth</strong></td>
<td>25 Points</td>
</tr>
<tr>
<td>Demonstrates the ability to self-reflect, discusses frustrations and growth throughout the experiences, seeks to find possible weaknesses to improve upon, asks and answers self-directed questions</td>
<td>25</td>
</tr>
<tr>
<td>Gives a more cautious self-reflection, one-sided in analysis of frustrations and growth throughout the experiences, does not seek solutions to weaknesses, does not engage in seeking answers to self-directed questions</td>
<td>15</td>
</tr>
<tr>
<td>Little self-reflection, does not discuss frustrations or growth, does not provide reflection of experiences</td>
<td>0</td>
</tr>
<tr>
<td><strong>Connection Between Goal and Collegiate Engagements</strong></td>
<td>10 Points</td>
</tr>
<tr>
<td>Makes clear connections between original goal and experiences attended</td>
<td>10</td>
</tr>
<tr>
<td>Makes general connections between original goal and experiences attended</td>
<td>5</td>
</tr>
<tr>
<td>Makes little, if any, connections between original goal and experiences attended</td>
<td>0</td>
</tr>
</tbody>
</table>

Total: 100 Points
ACADEMIC ENRICHMENT

- Required for students in ENGR 100, 101, 102, 293A, and/or 199
- Component of the course grade (10%) in each course
- Students must spend 2 hours (120 minutes) each week in an approved study location
- Engineering Learning Center is an approved location, and other locations can be found at http://studentsuccess.wvu.edu/services/tutoring-centers
- Students must bring work with them
- Academic Enrichment time can be tracked at http://wvu.campus.eab.com
FUNDAMENTALS OF ENGINEERING WEBSITE

- http://www.statler.wvu.edu/freshman/
- Current Student Resources
- Forms
- Up-to-Date Collegiate Engagement Calendar

- Campus Read Video Introduction
ACADEMIC DISHONESTY

- Case Study 1 (Video)
- Discussion:
  - Why is this considered Academic Dishonesty?
  - What should a student do in this situation?
  - What kind of consequences might be possible for a student in this situation of Academic Dishonesty?
ACADEMIC DISHONESTY

- Case Study 2 (Video)
- Discussion:
  - Why is this considered Academic Dishonesty?
  - What should a student do in this situation?
  - What kind of consequences might be possible for a student in this situation of Academic Dishonesty?


ACADEMIC DISHONESTY

- **Case Study 3 (Video)**
- **Discussion:**
  - Why is this considered Academic Dishonesty?
  - What should a student do in this situation?
  - What kind of consequences might be possible for a student in this situation of Academic Dishonesty?
ACADEMIC DISHONESTY

- Case Study 4 (Video)
- Discussion:
  - Why is this considered Academic Dishonesty?
  - What should a student do in this situation?
  - What kind of consequences might be possible for a student in this situation of Academic Dishonesty?
FUNDAMENTALS OF ENGINEERING SURVEY & ENGINEER’S CREED

- http://tinyurl.com/FEPSurvey201708

- Engineer’s Creed
THE GREAT SPACE RACE

· The Great Space Race Video Introduction
  · Great Space Race has 10 Destinations listed
  · Stops will be marked with balloons
  · At each stop, get your Race card stamped & answer trivia
  · Turn in your printed schedule (or print it on site) when you stop by the ELC
  · Ask students along the way for help if you are lost
  · After completing all 10 Destinations, rejoin us at the Check-In Station
  · Turn in your Race card (with nametag on the back) to earn credit
  · Grab food/drinks
  · Stick around to chat with Statler College faculty, tutors, and other new students!
  · Advisors will be available for questions in the Learning Center after 1:00p.