



FULBRIGHT



KANSAS STATE
UNIVERSITY | English Language Program

Pre-Academic Program Handbook

July 25-August 15, 2026

This activity is sponsored by the U.S. Department of State's Bureau of Educational and Cultural Affairs as part of its Fulbright Program, the U.S. government's flagship international exchange program supported by the people of the United States and partner countries around the world. For more information, visit fulbright.state.gov.

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KANSAS STATE
UNIVERSITY
English Language Program

July 25, 2026

Welcome!

Congratulations on starting a new chapter of your academic and professional journey.

The U.S. Department of State and the Institute for International Education (IIE), along with Kansas State University welcome you to the United States for this orientation program and your subsequent graduate studies.

During your time in this three-week program, you will have the opportunity to polish your English skills, learn about U.S. academic life, and experience American culture first-hand in a friendly and welcoming environment. We feel honored that the English language Program and Kansas State University have been selected to host you.

As part of the program, you will attend a series of workshops and lectures about various aspects of American universities and American life. All the workshops will be provided by representatives of various university and public organizations and offices. This handbook contains slides of the presentations, handouts, and worksheets provided by the workshop presenters in addition to program and class schedules and a list of optional events. The presentation documents are printed in the order of presentations shown in the program schedule.

Best of luck,

The Staff of the English Language Program and

The Office of International Programs at Kansas State University

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KANSAS STATE
UNIVERSITY
English Language Program

English for Graduate Studies Program at Kansas State University - July 25 – August 15, 2026

Daily Class Schedule

Time	Sunflowers	Meadowlarks
8:30 -9:40 a.m.	Advanced Integrated Skills: Writing/Grammar Skills Business Building, Room 4046 <i>Tim Peverill</i>	Advanced Integrated Skills: Presentation Skills Business Building, Room 4001 <i>Greta Climenhaga</i>
9:40-10:00 a.m.	Coffee Break, Business Building, Room 4001 - Lounge	Coffee Break, Business Building, Room 4001 - Lounge
10:00-11:10 a.m.	Advanced Integrated Skills: Presentation Skills Business Building, Room 4001 <i>Greta Climenhaga</i>	Advanced Integrated Skills: Writing/Grammar Skills Business Building, Room 4046 <i>Tim Peverill</i>
11:10 a.m. – 1:00 p.m.	Lunch, Derby Dining Center	
1:00 – 1:50 p.m.	Skills for Academic Success, Business Building, Room 4001 <i>Jolene McConnell</i>	
1:50-2:10 p.m.	Coffee Break, Business Building, Room 4001 - Lounge	
2:10 – 3:00 p.m.	Workshops and Presentations, Business Building, Room 4001	
3:10 – 4:00 p.m.	Workshops and Presentations, Business Building, Room 4001	
Evening	Free time and Various activities, required and optional	

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KANSAS STATE
UNIVERSITY
English Language Program

Participants:

Sunflowers	Meadowlarks
Joshgun Amirli	Carlos Acosta Acosta
Matias Bertoli Ortega	Enaah Sandra Badjassem
Micaela Jazmin Caceres Cabrera	Josefine Fillemon
Maria Elena Gomez Pacas	Louisiana Yaget Hernandez Rodriquez
Shakila Haider	Michaela Belen Leon Fernandez
Israr Hussain	Aizaz Mehdi
Ferenc Kass	Silvia Alejandra Miranda Loreda
Sadia Raisa Khan	Maria Fernanada Palencia Alba
Reny Mazara	Mariann Pinczes
Naima Ally Mbwana	Hassan Anwar Rajput
Anton Pototoskyi	Catalina Rosca
Bruno Quadri Adroque	Aisalkyn Talasbekova
Jorge Quiros Solis	Kateryna Vorobiova
Nandor Szabo	Ghovinda Fitra Wijaya
Vangile Lesego Nomcebo Thabethe	

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Fulbright English for Graduate Studies Pre-Academic Program – 2026 Schedule



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KANSAS STATE
UNIVERSITY

English Language Program

Time	Sunday July 26	Monday July 27	Tuesday July 28	Wednesday July 29	Thursday July 30	Friday July 31	Saturday August 1
8:30-11:10 Rooms BB4001 and BB4046	Rest and Unpacking	Welcome & Orientation (Provost Mendez)	Advanced Integrated Skills	Advanced Integrated Skills	Advanced Integrated Skills	Advanced Integrated Skills	Opening Bank Accounts 9:00-Noon OR (Optional) Shopping Shuttles
11:10-1:00 (lunch)		Meet with dietician Camille Koraneck/ Kaylee Marmion	Free Time / Opening Bank Accounts 11:00-noon	Free Time / Opening Bank Accounts 11:00-noon	Free Time / Opening Bank Accounts 11:00-noon	Free Time / Opening Bank Accounts 11:00-noon (Optional) Prayers at Mosque	
1:00-1:50 Skills for Academic Success Class	Afternoon Walmart Shuttles	Check- in for IIE & ISSS 1:15-3:00 p.m.	Course Policy, U.S. Institutions of Higher Education	Free Time / Opening Bank Accounts	Concept of time in Different Cultures and Time Management	Individual Academic Action Plan Dr. Leena Chakrabarti	Eisenhower Museum, Abilene America 250
2:10-3:00 Workshop		Free Time / Get K-State ID / Opening Bank Accounts	Hale Library Tour	Academic Integrity and Honor Code Dr. Roberts	Successfully navigating Graduate School, Dr. Miller	(Optional) Housing Help Dr. Leena Chakrabarti/ Opening Bank Accounts	
3:10-4:00 Workshop		Free Time	Using Library Databases, Carol Sevin	Presentation Tips and Final Presentation Information	Free Time	Free Time	
Evening	Welcome Dinner with Friendship Families	(Optional) Riley County Fair	Tour of Campus 4:30-5:30	7:00-8:15 pm Tour of Recreation Center	(Optional) Twilight Swim, cost \$3.00, pay individually	(Optional) Arts in the Park – Nate McClendon Project (Jazz)	Free Time

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July – August 2026

Fulbright English for Graduate Studies Pre-Academic Program – 2026 Schedule

Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	August 2	August 3	August 4	August 5	August 6	August 7	August 8
8:30-11:10	Trip to Crown B Bison Ranch	Fulbright Presentation by IIE	Advanced Integrated Skills	Advanced Integrated Skills	Advanced Integrated Skills	Advanced Integrated Skills	Field Trip to Topeka 8:00 am – Boarding the bus 9:15-11:00 Kansas Museum of History 11:15-1:00 Lunch at Golden Corral 1:15-2:45 Brown vs. Board of Education Historical Site 3:00 -4:15 p.m. State Capitol Tour 4:30 p.m. Board bus back to Manhattan
11:10-1:00 (lunch)		Free Time / Opening Bank Accounts 11:00-noon	Free Time / Opening Bank Accounts 11:00-noon	Free Time / Opening Bank Accounts 11:00-noon	Free Time / Opening Bank Accounts 11:00-noon	Free Time / Opening Bank Accounts 11:00-noon <i>(Optional)</i> Prayers at Mosque	
1:00-1:50 Skills for Academic Success		Healthy GPA Email Communication, Introductory email to adviser	Free Time/Opening Bank Accounts	Academic Culture Teacher and Student Expectations & Various Delivery Modes and Formats	Basics of Personal Budgeting Powercat Financial	Using AI Appropriately and Effectively	
2:10-3:00 Workshop	<i>(Optional)</i> Shopping Shuttles	Safety Tips & Cultural Expectations in America Cpt. Erin Freidline Riley County PD	Legal Issues of International Students Corinne Petrik	U.S. Healthcare Dr. Campbell, Lafene Health Center	Mental Health & Stress Management Dr. Mendez – Counseling Services	Brown v Board of Education History & Context Tim Peverill	
3:10-4:00 Workshop		Office hours for IIE / Free Time	Student Ambassador Panel - Banking, Cell phone plans, establishing credit, SS card	Free Time / Opening Bank Accounts OR <i>(Optional)</i> Spouses and Children – Q&A Leena Chakrabarti	Free Time / Opening Bank Accounts	Free Time / Opening Bank Accounts	
Evening	Dinner or activities with Friendship Families	Fulbright Grad. Student Panel DU 0093	Free Time <i>(Optional - Do on your own)</i> Recreation Center, Friendship Family, Twilight Swim		<i>(Optional)</i> Yoga Class 7:00-8:00 p.m. Rec Center	<i>(Optional)</i> Arts in the Park	Free Time

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July – August 2026

Fulbright English for Graduate Studies Pre-Academic Program – 2026 Schedule

Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	August 9	August 10	August 11	August 12	August 13	August 14	Aug 15
8:30-11:10	(Optional) shopping shuttles Aggieville (eat dinner as well) 3:00-5:00 p.m.	8:30am – 10:00am Move to Holiday Inn at the Campus	Advanced Integrated Skills	Advanced Integrated Skills	Final Presentations BB 1078	Advanced Integrated Skills	Departures
11:10-1:00 (lunch)		Free Time / Opening Bank Accounts 11:00-noon	Free Time / Opening Bank Accounts 11:00-noon	Free Time / Opening Bank Accounts 11:00-noon	Lunch	Free Time / Opening Bank Accounts 11:00-noon	
1:00-1:50 Skills for Academic Success		Success and Growth Mindset	Relationship Expectations on College Campuses Dr. Leena Chakrabarti	Practice and Prepare Presentations – with constructive input	Final Presentations BB 1078	Free Time	
2:10-3:00 Workshop		Research Compliance Overview – IRB McKenna DeHart				2:30 – 4:30pm Closing Ceremony and Reception BB Atrium	
3:10-4:00 Workshop		(Optional) Graduate Teaching Assistant Responsibilities Don Saucier	Sunset Zoo 2:00-4:30 p.m.				
Evening	(Optional) Friendship Family Dinners or activities	Free Time (Optional - Do on your own) Recreation Center, Friendship Family, Twilight Swim		Free Time to Prepare for Presentations	Free Time/Packing	Packing	

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July – August 2026



FULBRIGHT



KANSAS STATE
UNIVERSITY
English Language Program

Fulbright Skills for Academic Success Seminar
Course Policy: Summer 2026

Instructors: Jolene McConnell
Office Phone: 785-532-7324
Office: Willard Hall, 007 (Jolene)
E-Mail: jmccconell@ksu.edu
Office Hours: By appointment

Description: Skills for Academic Success meets every day for twelve sessions and is designed to support students as they prepare to begin graduate work at U.S. universities. The course serves as an introduction to the U.S. higher education system and to U.S. academic culture. Some class sessions feature guest lecturers. Topics covered in the course include Structure of the U.S. Higher Education System, U.S. Academic Culture, Adjustment to U.S. Academic Culture, Legal Issues for International Students, Understanding Health Resources, Understanding GPA and Other Academic Status Issues, Academic Integrity and Plagiarism, and Appropriate Interpersonal Relationships in U.S. Academic Settings.

Course Goal: provide orientation and preparation for graduate level study in U.S. universities.

Seminar Objectives
Students will ... • learn about different types of higher educational institutions and structures within an institution. • study degrees and course systems (numbering, mandatory, electives, and GPA). • review how to navigate the university library system, including databases, and how to find scholarly and peer reviewed resources. • learn about the importance of academic integrity and avoiding plagiarism. • become familiar with different types of classroom management and the seminar method of instruction. • discuss specific degree requirements for the institution they will be attending and for the degree they will be pursuing. • practice how to communicate effectively with university professors and peers verbally and in writing. • learn about the basics of interpersonal relationships in U.S. academic settings, including group dynamics and cooperative learning. • learn about and practice how to effectively manage and organize time.

How Students Can Demonstrate Accomplishment of Objectives
Students should ... • Be on time; be prepared, and actively participate in activities and discussions. • Attend all sessions and related workshops. • Bring the provided notebook each day and take notes • Complete in-class tasks and submit to instructor for grading and feedback. • Apply the information from the class sessions in a final presentation.

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Grading Policy: Fulbright Skills for Academic Success Seminar is a Credit/No Credit course and will appear on students' undergraduate transcripts from K-State. To get a grade of Credit, your total score must be 70% or above for the course. Your score will come from the following areas:

Participation, Punctuality, Preparedness: 80%

Assignments: 20%

Participation, Punctuality, Preparedness: Active participation in class discussions and activities is a very important component of U.S. Higher Education and is required for this seminar. In this class, attendance and participation will be monitored and recorded. Coming on time is very important. Being fully engaged in class activities is expected.

Electronic Devices Policy:

Cell phones, iPods, laptop computers, or other electronic devices **MUST BE SILENCED** during class. Unless required for a class activity, students should keep them in their backpacks or bags, out of view. Students may lose participation points for cell phone use.

Academic Honesty:

Kansas State University has an Honor and Integrity System based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor and Integrity System. The policies and procedures of the Honor and Integrity System apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. The Honor and Integrity System website can be reached via the following URL: www.k-state.edu/honor. A component vital to the Honor and Integrity System is the inclusion of the Honor Pledge which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work." A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

Students with Disabilities:

Students with disabilities who need classroom accommodations, access to technology, or information about emergency building/campus evacuation processes should contact the Student Access Center and/or their instructor. Services are available to students with a wide range of disabilities including, but not limited to, physical disabilities, medical conditions, learning disabilities, attention deficit disorder, depression, and anxiety. If you are a student enrolled in campus/online courses through the Manhattan or Olathe campuses, contact the Student Access Center at accesscenter@k-state.edu, 785-532-6441.

Expectations for Classroom Conduct:

All student activities in the University, including this course, are governed by the [Student Judicial Conduct Code](#) as outlined in the Student Governing Association [By Laws](#), Article V, Section 3, number 2. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

Statement for Copyright Notification: Copyright © 2026 Jolene McConnell as to this syllabus and all lectures and worksheets. During this course, students are prohibited from selling notes to or being paid for taking notes by any person or commercial firm without the express written permission of the professor teaching this course.

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**KANSAS STATE
UNIVERSITY**
English Language Program

Advanced Integrated Skills for Graduate Students Course Policy

Summer 2026

Writing	Speaking
Instructor: Tim Peverill E-mail: timpev@ksu.edu Office: Fairchild 307A	Instructor: Greta Climenhaga E-mail: gretac@ksu.edu Office: Fairchild 307C
Class Location: Business Building 4046	Class Location: Business Building 4001
Class Time: 8:30 a.m. – 11:10 a.m.	
Office Hours: by appointment	Main Office Phone: 785-532-7324

This course will provide participants with the support needed to be successful in academic communication at the graduate level. They will improve their English grammar skills and learn punctuation rules and conventions. They will practice paraphrasing techniques, summarizing, and other writing skills. They will refine their composition skills and practice proofreading and editing their writing with the aim of becoming more independent writers. Participants will improve their fluency in written and spoken English. They will polish their oral communication skills by participating in small group discussions, engaging in group work, and practicing academic presentations.

REQUIRED MATERIALS:

Book Title	ISBN	Publisher
<i>The ESL Writer's Handbook, 3rd ed., Carlock, Eberhardt, and Horst, 2025</i>	978047203892-1	The University of Michigan Press
<i>Workbook for The ESL Writer's Handbook, 3rd ed., Carlock, Eberhardt, and Horst, 2025</i>	97804720393-7	The University of Michigan Press
<i>Giving Academic Presentations, 2nd ed., Reinhart, 2013</i>	9780472035090	The University of Michigan Press

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Student Learning Outcomes: <i>A student who successfully completes this course will be able to:</i>	Assessment
Identify areas of weakness in writing and improve skills in those areas, such as composition process and editing, organization, unity and coherence, sentence structure, and punctuation.	Learning journal, classwork
Identifying the problems and opportunities associated with AI usage	Learning journal, classwork
Improve fluency in spoken and written English	Classwork, discussions, speeches
Enhance presentation skills by giving individual and group presentations	Classwork, speeches
Show coherence and unity in oral presentations	Classwork, speeches
Evaluate and revise own writing and oral presentations	Homework, classwork, and speeches
Enhance oral communication skills (use proper pauses, intonation, and stress in oral language)	Classwork, speeches
Summarize, paraphrase, and synthesize information in oral and written work and give proper citations	Homework, classwork, and presentations

How to be successful in this class:

1. Participate actively during class sessions and complete all assigned work. Be sure you have all the required materials for the class.
2. Do your class work completely and do it well. Do your own work but fully participate in group work when instructed.
3. **Check your K-State Email account regularly.** Important information will be communicated through K-State Email.
4. You must follow and respect the University policy on Academic Honesty: **“On my honor as a student I have neither given nor received unauthorized aid on this academic work.”**
 - a. This means that you do not copy another student's work, and you do not allow another student to copy your work.
 - b. It also means that you do not copy from other sources on tests and homework assignments.

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5. AI Policy

Instructors have different policies and practices about AI. Ask your instructor before using any AI tool. Your instructor may allow or prohibit its use for that purpose and time. Also, after using an AI tool for any reason, its use should be noted and explained.

Participation and Attendance:

1. You are expected to attend class meetings as scheduled. Each scheduled class meeting is worth 1 participation point.
2. You are responsible for all missed learning and assignments.
3. When you miss class for any reason, let us know before class or as soon as possible after class.
4. To participate means you come to class, answer questions, do group work, and join discussions.

How to Get Help:

- Email your instructors or join us for office hours to ask questions any time!
- If you have technical questions, you can call IT services at 785-532-7722 or email helpdesk@ksu.edu.

GRADE DISTRIBUTION:

This is a graded course. A letter grade of A, B, C, D, or F will appear on your transcripts (official academic records) from K-State and other official documents.

The final grade is determined as follows (check your progress with the online gradebook):

GRADING POLICY:

<u>Grades</u>		<u>Grading Scale</u>
Attendance and Participation	20%	Passing Grades: 100 % to 89.5% = A
Learning Journal	20%	< 89.5% to 79.5% = B
Workbook	20%	< 79.5% to 69.5% = C
In-class Speeches and other speaking activities	20%	Failing Grades: 69.5% to 59.5% = D
Final Group Presentation	20%	Below 59.5% = F

STUDENT CONCERNS ABOUT GRADES:

If you have questions about a grade, talk to the instructors within 2 days of the grade being posted in the online gradebook. Participants are expected to talk first with an instructor about any class situation. You may speak with an ELP (English Language Program) advisor if you have more questions. Keep all of your graded work until the end of the semester. Check your progress in the K-State Online Canvas grade book regularly.

For the Final Speech Presentation (20% of the course grade), you will work in groups of 3 or 4 to present on an academic topic of your group's choice. Each of you will present an equal amount of the time during the presentation (total time: 15 minutes). The presentation will be given on the last day of this 3-week course.

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REQUIRED/GRADED COURSEWORK:

In Speaking, you will receive a grade for short worksheets evaluating your classmates speeches, grades for your in-class speeches, and a grade for your Final Group Presentation.

In Writing, your Learning Journal and Workbook will be graded. The instructor will collect your journal on Friday and you will receive feedback and a grade each week. Your Learning Journal is to be a reflection on your classwork. It will be graded weekly with the following rubric. (20+20+20 = 80 pts)

Completeness	Did you reflect accurately and fully on the class activities of the day? (What did you do? What did you learn about? What did you skip or spend minimal time on?)	10 pts
Engagement	Did you fully engage with classroom activities? Why or why not? Who or what was helpful to you? How could you have made the class activities better? Reflect on anything that was interesting (or uninteresting) to you. What did you enjoy?	5 pts
Relevance	How do you think the classwork can be applied in your future? What were you already familiar with? How was the material relevant to your life goals and studies? What academic and personal skills were being developed?	5 pts

Your workbook homework will be due on Thursday, August 14th at the beginning of class. The workbook grade will depend on both the amount of material you covered and the quality of what you submitted. You will choose the 10 best or most important pages from the workbook to be assessed. Workbook total points = 100.

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A component vital to the Honor and Integrity System is the inclusion of the Honor Pledge which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work." A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

Students with Disabilities: At K-State it is important that every student has access to course content and the means to demonstrate course mastery. Students with disabilities may benefit from services including accommodations provided by the Student Access Center. Disabilities can include physical, learning, executive functions, and mental health. You may register at the [Student Access Center](#) or to learn more contact:

Manhattan/Olathe/K-State Online – Student Access Center
accesscenter@k-state.edu
 785-532-6441

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K-State Salina Campus – Julie Rowe; Student Success Coordinator
jarowe@k-state.edu
785-820-7908

Students already registered with the Student Access Center please request your Letters of Accommodation early in the semester to provide adequate time to arrange your approved academic accommodations. Once SAC approves your Letter of Accommodation it will be e-mailed to you, and your instructor(s) for this course. Please follow up with your instructor to discuss how best to implement the approved accommodations.

Expectations for Classroom Conduct:

All student activities in the University, including this course, are governed by the [Student Judicial Conduct Code](#) as outlined in the Student Governing Association By Laws, Article V, Section 3, number 2. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

Mutual Respect and Inclusion in K-State Teaching and Learning Spaces:

At K-State, faculty and staff are committed to creating and maintaining an inclusive and supportive learning environment for students from diverse backgrounds and perspectives. K-State courses, labs, and other virtual and physical learning spaces promote equitable opportunity to learn, participate, contribute, and succeed, regardless of age, race, color, ethnicity, nationality, genetic information, ancestry, disability, socioeconomic status, military or veteran status, immigration status, Indigenous identity, gender identity, gender expression, sexuality, religion, culture, as well as other social identities.

Faculty and staff are committed to promoting equity and believe the success of an inclusive learning environment relies on the participation, support, and understanding of all students. Students are encouraged to share their views and lived experiences as they relate to the course or their course experience, while recognizing they are doing so in a learning environment in which all are expected to engage with respect to honor the rights, safety, and dignity of others in keeping with the K-State [Principles of Community](#).

If you feel uncomfortable because of comments or behavior encountered in this class, you may bring it to the attention of your instructor, advisors, and/or mentors. If you have questions about how to proceed with a confidential process to resolve concerns, please contact the [Student Ombudsperson Office](#). Violations of the [student code of conduct](#) can be reported using the [Code of Conduct Reporting Form](#). You can also report [discrimination, harassment or sexual harassment](#), if needed.

Discrimination, Harassment, and Sexual Harassment

Kansas State University is committed to maintaining academic, housing, and work environments that are free of discrimination, harassment, and sexual harassment. Instructors support the University's commitment by creating a safe learning environment during this course, free of conduct that would interfere with your academic opportunities. Instructors also have a [duty to report](#) any behavior they become aware of that potentially violates the University's policy prohibiting discrimination, harassment, and sexual harassment, as outlined by [PPM 3010](#).

If a student is subjected to discrimination, harassment, or sexual harassment, they are encouraged to make a non-confidential report to the University's [Civil Rights and Title IX](#) (CR & TIX) using the [online reporting form](#). Incident disclosure is not required to receive resources at K-State. Reports that include domestic and dating violence, sexual assault, or stalking, should be considered for reporting by the complainant to the [Kansas State University Police Department](#) or

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the [Riley County Police Department](#). Reports made to law enforcement are separate from reports made to CR & TIX. A complainant can choose to report to one or both entities. Confidential support and advocacy can be found with the [K-State Center for Advocacy, Response, and Education \(CARE\)](#). Confidential mental health services can be found with [Lafene Counseling and Psychological Services \(CAPS\)](#). Academic support can be found with the [Student Support and Accountability \(SSA\)](#). SSA is a non-confidential resource. CR & TIX also provides a [comprehensive list of resources](#) on their website. If you have questions about non-confidential and confidential resources, please contact CR & TIX at civilrights@k-state.edu or (785) 532-6220.

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FULBRIGHT



KANSAS STATE
UNIVERSITY
English Language Program

Fulbright Advanced Integrated Skills: Academic Presentations July 27-August 14

Greta Climenhaga

This schedule is subject to change. Students will be notified in advance of any and all changes.

Date	Speaking Topic	In-class Work	Homework	Assessment
Tuesday, July 28	*Welcome to Class *Course Policies *Icebreakers with whole group		*Skim/Look over Unit 1 in <u>Giving Academic Presentations (GAP)</u>	
Wednesday, July 29	*Discuss: Introduction Speeches *Assign Groups for Final Presentation	Assign Groups for Final Presentation: Give Handout on Benchmarks and when due. Show PowerPoint on Introduction Speeches: Do Activity on PP Break Ss into pairs to interview each other for Intro Speech	*Prepare: Introduction Speech	Group Work
Thursday, July 30	Present: Introduction Speeches			Introduction Speech -Whole Group
Friday, July 31	Present: Introduction Speeches Syllable Stress Practice Pronunciation	Finish Intro Speeches if needed. Do Pronunciation Activity: Word Stress		Finish Introduction Speech - Whole Group

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Monday, August 3	IIE Meeting NO CLASS			
Tuesday, August 4	Benchmark 1 Due for Final Presentations Discuss: Describe an Object	In-Class Activities on Describing an Object	<i>Optional: Read: GAP Unit 4</i>	Group Work
Wednesday, August 5	Discuss: Define a Concept	In-Class Activities on Concept	*Prepare Define a Concept Speech	Group Work
Thursday, August 6	Present Define a Concept Speeches with Concentric Circles	Ss record and time each other/repetition 3 times	*Do: Self-Reflection <i>Optional: Read GAP Unit 5</i>	Concentric Circles
Friday, August 7	Benchmark 2 Due: Final Presentations Discuss Problem/Solution		*Prepare Problem/Solution Speech	Group Work
Monday, August 10	NO CLASS			
Tuesday, August 11	Benchmark 3 Due Present Problem/Solution with Concentric Circles	Ss record and time each other/repetition 3 times	*Do Self-Reflection	Concentric Circles
Wednesday, August 12	Benchmark 4 Due	Catch up Day Work on Final Presentations in Class	*Do: Work on Final Presentations	Group Work

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Thursday, August 13	Final Presentation			Final Speech Presentation
Friday, August 14	*Both sections meet together *Debrief on Final Presentations *In-Class Vocabulary Activity			

Benchmarks Final Presentations:

Benchmark 1: Group submits their chosen topic and a one-sentence statement of their presentation's focus/angle/thesis. They also submit a role/task split showing who is researching what-division of tasks.

Benchmark 2: Submit shared Outline and individual APA source lists (2-3 sources each)

Benchmark 3: Submit a rough draft of PowerPoint Slides, check if videos work if you are using those.

Benchmark 4: Final Dress Rehearsal-full timed run-through, if possible: finalize any handouts

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FULBRIGHT



KANSAS STATE
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English Language Program

Fulbright Advanced Integrated Skills: Academic Presentations July 27-August 14

Tim Peverill

This schedule is subject to change. Students will be notified in advance of any and all changes.

Date	Topic	In-class Work	Homework	Assessment
Tuesday, July 28	*Welcome to Class *Course Policies *Icebreakers with whole group		Learning Journal	
Wednesday, July 29	*Writing Difficulties *Use of AI in writing	Group discussion Journal	Learning Journal	
Thursday, July 30	*The Writing Process	Group discussion Textbook, p. 2-3 Journal	Learning Journal	
Friday, July 31	*Understanding the assignment *Tasks, prompts, key words	Group work Textbook p.12-14 Journal	Learning Journal Workbook	Submit journal for week 1
Monday, August 3	NO CLASS			

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Tuesday, August 4	*Generating ideas *Organizing ideas	Group work Visual maps, outlines (workbook) Textbook p. 56 Journal	Learning Journal Workbook	
Wednesday, August 5	*Types of thesis statements *Common grammar problems *Word form errors	Group work Teacher lecture Textbook p. 173 Journal	Learning Journal Workbook	
Thursday, August 6	*Online Writing Labs	Group Research & Reporting Journal	Learning Journal Workbook	
Friday, August 7	*Wordiness	Group work Textbook p.184-185 Journal	Learning Journal Workbook	Submit journal for week 2
Monday, August 10	NO CLASS		Workbook	
Tuesday, August 11	*Academic writing challenges *Run-on sentences *Fragments *Comma splices	Teacher lecture Group work Textbook p. 190-193 Journal	Learning Journal Workbook	
Wednesday, August 12	*Cohesion	Teacher lecture Group work Textbook p. 182-183 Journal	Learning Journal Turn in workbook	Submit journal for week 3
Thursday, August 13	Final Presentation			
Friday, August 14	*Both sections meet together *Debrief on Final Presentations *In-Class Vocabulary Activity	Teacher lecture Group work		

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Course Information

JOLENE MCCONNELL

1

Objectives

- See Course Policy document in Canvas for details
- **Skills for Academic Success** ... is designed to support students as they prepare to begin graduate work at U.S. universities. ...
- an introduction to the U.S. higher education **system** and to U.S. academic **culture**.
- Some class sessions feature guest lecturers.
- Topics covered in the course include: ...



2

Topics



3

Expectations

Be on time, actively participate in activities and discussions.
Bring your **book** every day.
Take **notes**.
Attend all sessions and workshops.
Complete in-class tasks and submit them to instructor for grading.
Check **email** daily.



4

Find a group of people who challenge and inspire you, spend a lot of time with them, and it will change your life."

Amy Pochler

9/3/20XX

Presentation Title

5

5



US Higher Education: Structures and Systems

Day 1

Dr. Leena Chakrabarti
leena@ksu.edu

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1

Types of Higher Educational Institutions: Now

2-year colleges or junior colleges or vocational school

- Associate Degrees, certifications

4-year colleges (non-university)

- liberal arts college
- institute of technology or technical college
- conservatory, study of music and other arts

Other institutions or methodologies

- academy, ex: police academy
- Apprenticeships/on-the-job training

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2

History

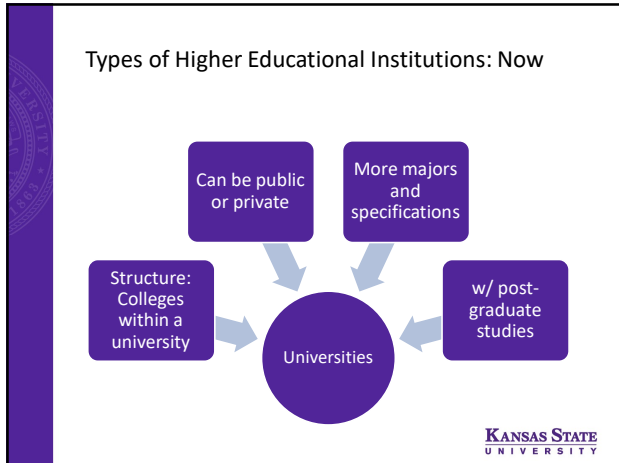


1st university –
Harvard - 1636

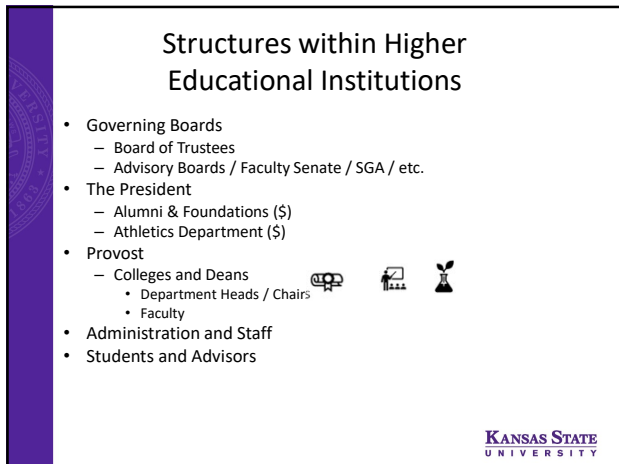
K-State – 1863
(Two years after
statehood)



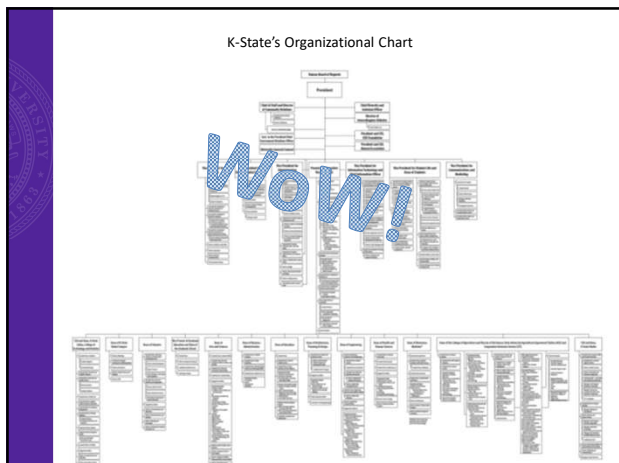
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4



5



6

Dr. Don Saucier, Department of Psychology



Lessons Learned as a Faculty Senate President



7

Discuss:



Was there anything that Dr. Saucier talked about that surprised you?





8

"**Shared governance**" in higher education refers to structures and processes through which faculty, professional staff, administration, governing boards and, sometimes, students and staff participate in the development of policies and in decision-making that affect the institution.

-Definition from State University of New York
<https://www.suny.edu/about/shared-governance/sunyvoices/cgi-toolkit/shared-governance/>



9

Degrees and Course Systems

Level of the Course (First Digit)

- 1 and 2, indicate underclass courses
- 3 and 4, mid-level class courses
- 5 and 6, upper-level, professional-level
- 7, 8, 9, graduate courses

- AP 925 - Advanced Physiology
- AP 995 - Problems in Physiology
- AP 999 - Research in Physiology
- ARAB 101 - Arabic I
- ARAB 102 - Arabic II
- ARAB 300 - Arabic III
- ARAB 301 - Arabic IV
- ARAB 501 - Arabic V
- ARAB 502 - Arabic VI
- ARAB 540 - Special Studies in Arabic
- ARCH 240 - Science, Technology, and Architecture
- ARCH 248 - Fundamentals of Architectural Technology
- ARCH 265 - Basic Problems in Architectural Design
- ARCH 274 - Digital Architecture I
- ARCH 290 - Architecture Through the Ages
- ARCH 301 - Appreciation of Architecture

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10

Questions You Should Ask

- How many course credits for your graduate degree?
- How many courses does that equal?
- How many electives are you allowed to take?
- How should you choose electives?
 - Each student is typically allowed to choose two or three elective classes from any department within the university.
 - Remember: your electives should have some relevance to your program of study.
- ASK YOUR FACULTY ADVISER!

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11

Questions?



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12



Using Library Resources

Carol Sevin, Academic Services Librarian
Jason Coleman, Academic Services Librarian
K-State Libraries

<http://bit.ly/fulbright-resources>





<https://bit.ly/FulbrightPoll>





Google

Site:
Filetype:
 exclude words
OR between two terms results on either topic or both
AROUND(x) between two terms searches those terms within x words of each other





Access

LibKey Nomad - <https://thirdiron.com/downloadnomad/>

Open Access

Unpaywall.org - [Research User Guide](#)

Google search terms:

- "Open access"
- LibGuide
- Terms relevant to your research





Google Scholar

Improve access

- Extension
- Add Library link for off-campus "Get It @KSU"

Features

- Cited by
- Create alert
- Proximity searching



Library Databases





Search features

search by fields (sometimes only available in advanced search)
tip: use a different row for each concept

phrase searching - often " "

Truncation - often *

Wildcard - often ?

advanced search, Help/how to
tip: most database provide support pages and some have videos



10



Results features

sort by date/relevance

filter by resource type, subject, date, etc.
tip: the subject filter is a great place to find keywords!

save/export

research alerts

Get It @KSU
tip: if we don't have it, use [interlibrary loan](#)



11



User Accounts

Usually you **do not** need an account with the database to use it

Reasons to create an account for a specific database

- Save searches
- Save results
- Create alerts
- Additional features (ex. O'Reilly)

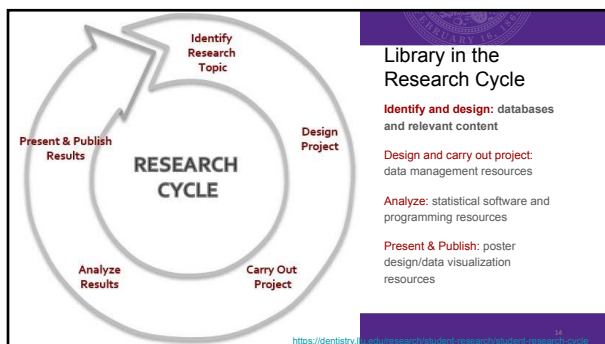
Too many accounts? Use a [password manager](#)



12

Research skills

13



Intentional research practice

- Focus your work and energy
- Be more thorough
- Save time

Examples:

- Know when to meet with a librarian or other expert
- Establish a workflow so you won't miss/won't lose/won't forget

15



More on research skills and how to get them

Meet your librarian: <https://www.lib.k-state.edu/library-contacts>

[Researcher Development Framework](#)

[Mentoring resources](#)

[Research Process Worksheet](#)

Related search terms: libguide (use with Google only), metacognition, self-regulation, professional identity development

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Libraries

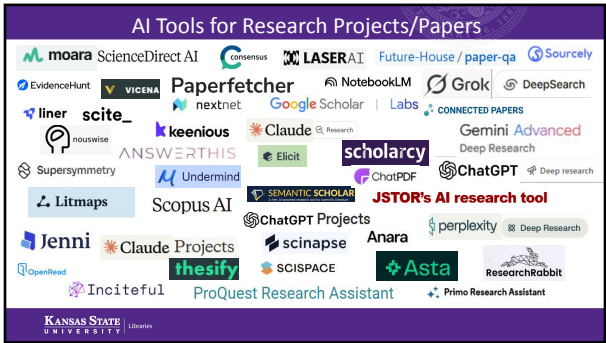
16

Innovation/makerspaces

17

Artificial Intelligence and Research

18



AI Tools for Research Projects/Papers

1. Chatbots that can't or don't always search the Internet
2. Chatbots that search and use simulated reasoning
 - a. Thinking Mode
 - b. Deep Research
3. Chatbots trained to search scholarly articles
4. Citation network analyzers and mappers
5. Document summarizers and interrogators

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Chatbots, when they don't search

- User enters a prompt with one or more requests/instructions.
- Chatbot uses a Large Language Model (LLM) to respond without performing a search first.
- Results frequently have errors, especially when they do not search the Internet.
- User can have a conversation about the results and request revisions to the search.



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Chatbots, when they don't search

Research use cases:

- Help find a good topic for an assignment
- Provide an overview of a topic
- Simplify abstruse prose
- Translate from one language to another
- Break concepts down into parts
- Identify keywords
- Create search queries

 Claude

 MISTRAL
AI

 ChatGPT

 Gemini

 Copilot

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Brainstorming and refining questions with generalist chatbots

1. Encourage the chatbot not to “think” or search.
2. Provide context about your work, explain what you are interested in and ask for its opinions about novel research questions.
3. Request dozens of variations
4. Ask the chatbot to criticize its own suggestions
5. Keep asking follow-up questions and suggesting improvements until you have something you like.

 Claude

 MISTRAL
AI

 ChatGPT

 Gemini

 Copilot

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Chatbots in Thinking Mode

- User enters a prompt with one or more requests/instructions.
- Chatbot sends the prompt to a large reasoning model (LRM) to develop a plan.
- Chatbot runs numerous searches, ranks results, checks results, identifies major concepts in top results and uses the data to inform subsequent searches

 Claude

 MISTRAL
AI

 ChatGPT

 Gemini

 Copilot

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Chatbots in Thinking Mode

Research use cases:

- Obtain an overview of a topic
- Find a few websites and articles on your topic
- Identify new trends and recent developments
- Obtain grounded feedback
- Receive criticism and suggestions for improvement

 Claude

 MISTRAL
AI

 ChatGPT

 Gemini

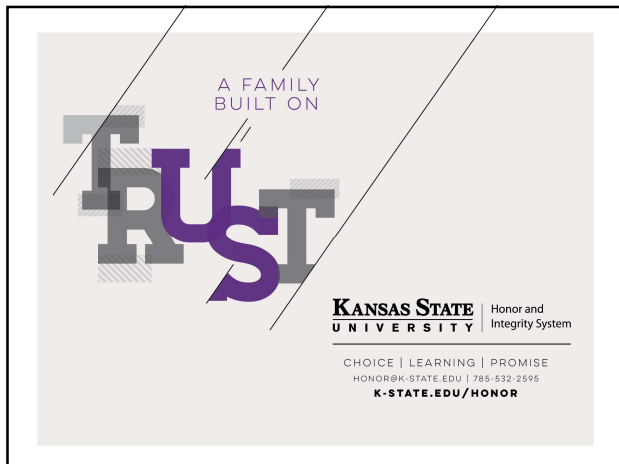
 Copilot

Thank you!

Questions?



1



2

Choice – what kind of student do you choose to be?

- Reading your syllabus.
- Coming prepared to class.
- Planning ahead.
- Clarifying (with your professor) requirements and assignment expectations.
- Discouraging academic misconduct and dishonesty.

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3

Learning

- Committed to help you learn a new culture.
- Committed to providing students with opportunities to develop the knowledge, understanding, and skills of an educated person.
- Committed to assisting students in thinking through ethical and moral decisions.

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4

Learning

- Unauthorized Collaboration
- Plagiarism
- Unauthorized Aid
- Falsification

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5

Promise

"On my honor, as a student, I have neither given nor received unauthorized aid on this academic work."

- Should be on every syllabus you receive
- Talk to your professor about what it means
- Have them give you examples of possible violations (plagiarism, unauthorized collaboration, unauthorized aid, falsification, etc.) so you can avoid the possible sanctions.

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6

Academic Integrity

- “Academic Integrity is a fundamental value of teaching, learning, and scholarship” (Center for Academic Integrity, 2009, para. 3).
- Three principles from Charles Lipson, 2008:
 - “When you say you did the work yourself, you actually did it.
 - When you rely on someone else’s work, you cite it. When you use their words, you quote them openly and accurately, and you cite them, too.
 - When you present research materials, you present them fairly and truthfully. That’s true whether the research involves data, documents, or the writings of other scholars” (p.60).

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7

From Princeton University

(but applicable to all universities)

- “Trust is the central ethic of such an intellectual community, in several respects. You should be able to trust that your ideas, no matter how new or unusual, will be respected and not ridiculed; to trust that your ideas will be seriously considered and evaluated; and to trust that you can express your own ideas without fear that someone else will take credit for them. Moreover, others need to be able to trust that your words, data, and ideas are your own. The right to intellectual ownership of original academic work is as important to the life of the university as the right to own personal possessions. (continued next slide)

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8

From Princeton University

(but applicable to all universities)

- Our intellectual community is much greater than the current population of Princeton students, faculty, and staff. Such an intellectual community transcends both time and space to embrace all contributors to human knowledge. We may find their theories in textbooks, or their words in books of poetry, or their thoughts in library volumes or journals, or their data on the Web. Through the work they’ve produced in times past or are producing now across the globe, they share with us their intellectual efforts, trusting that we’ll respect their rights of intellectual ownership. As we at the University strive to build on their work, all of us — from freshman to full professor — are obligated by the ethic of intellectual honesty to credit that work to its originator” (Princeton University, 2008, para. 2-3).

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9

Graduate School Experiences

- Library research
- Collaboration with other students
- Collaboration with faculty
- Individual research
- Classroom assignments
- Exams
- Preliminary exams
- Thesis or Dissertation

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10

Hot Topics

- Translation Software
- Artificial Intelligence and Generative AI

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11

What is Artificial Intelligence in Education?

- **Definition:** AI refers to technologies that mimic human cognition to assist with tasks such as writing, problem-solving, feedback, or data analysis.
- **Examples:** ChatGPT, Google Gemini, Claude, Perplexity, Grammarly, Copilot, and AI-assisted note-taking tools.

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12

Which fundamental value is most challenged by GenAI?

- Honesty
- Trust
- Fairness
- Respect
- Responsibility
- Courage

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13

AI and AI

- Learning integrity matters
- Code of Conduct
- Professional Organizations/Standards
- Incorporating artificial intelligence into assessments
- Know the expectations
- Students are less likely to violate an honor pledge if they know what is expected
- Ask for rubrics
- Ask for assignment guidelines
- Hold fellow students accountable

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14

Contact Information

- Office Phone 532-6432
- E-Mail – honor@k-state.edu
- Web page – www.k-state.edu/honor
- Office – 201 Holton Hall
- Camilla Roberts, Director
- cjroberts@ksu.edu

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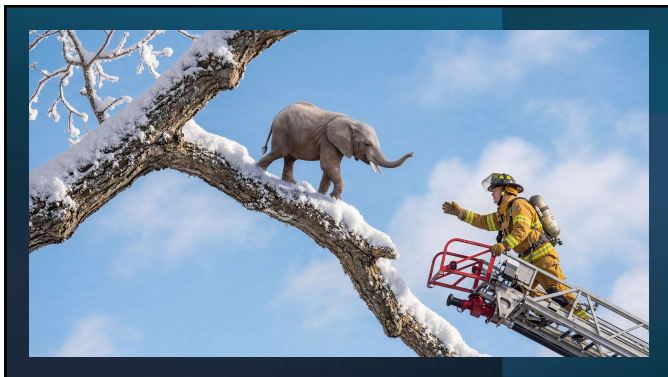
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Making your PowerPoints More Pointed

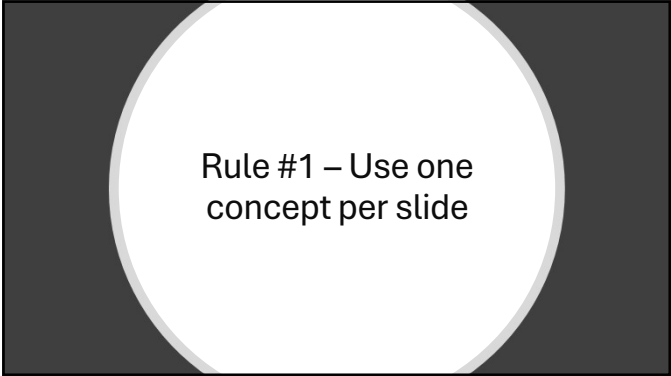
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Hello everyone. Today we are going to discuss effective use of PowerPoint or Google Slides when you give presentations. One thing that you should absolutely avoid is putting all your text on a slide and reading it to the audience. This immediately makes the audience stop paying attention to the presentation and their minds drift off. For instance, I suspect that many of you have already stopped paying attention, or that you are working really hard to focus on what I am saying. So, what are some ways we can make a better presentation?

2



3



Rule #1 – Use one
concept per slide

4

Rule #2 – Create a visual ierarchy

Size

Weight and **Color**

Position

5

Visual Hierarchy

Design balance isn't about equality. By allocating space in a 60-30-10 ratio, you guide the eye naturally from structure to action.

Space

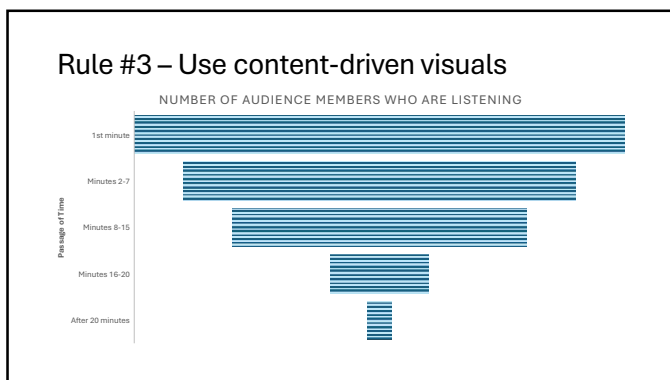
6

Visual Hierarchy

Design balance isn't about equality. By allocating space in a 60-30-10 ratio, you guide the eye naturally from structure to action.

Space

7



8

Rule #4 – Keep your Design Restrained

- 3-color limit
- Use a san-serif font
- Avoid distractions

9



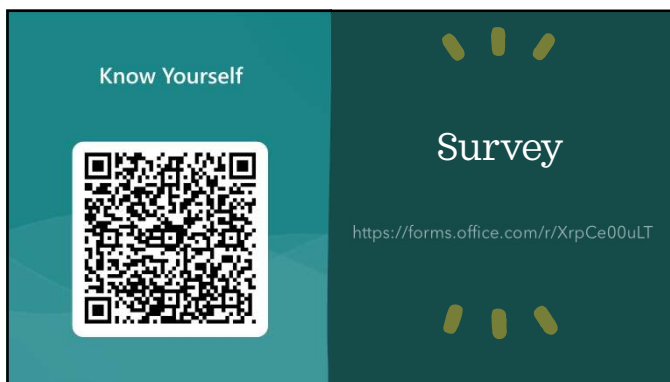
Discussion:

Think of a time you sat through a truly painful presentation. What made it so difficult to pay attention to? Was it the speaker, the slides, or both?

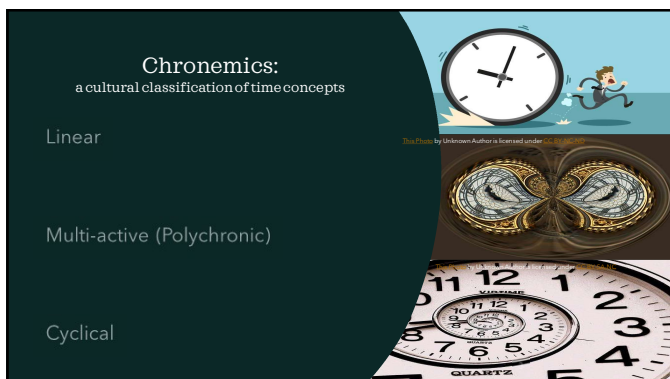
We often see slides littered with random clip art, emojis, or generic stock photos (like a cartoon lightbulb for "ideas"). Do these actually help an audience understand a concept, or are they just visual noise? How do we choose visuals that actually *teach* something?



1

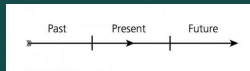


2



3

Linear



High Values

- Time management,
- Work efficiency
- Respect the clock
- Focus on one thing at a time
- Begin and end on schedule

Culture

- Predominant in northern Europe, Anglo-dominant countries
- Driven by industrialization
- Achievement of goals centralized
- Time is money

4

4

Multi-active / Polychronic



High Values

- More activities together
- Synergy and creativity
- Finish social conversations-don't let the clock stop you
- high-quality meetings involving everyone

Culture

- Predominant in southern Europe, Near East, African, Latin-dominant countries, India?
- Driven by community
- Energy and experience are centralized
- Time will stretch

5

5

Cyclical



High Values

- Do it right and time will make room
- Ritual, tradition, propriety, and respect
- Slow is fast when flow is achieved
- Anything worth doing is worth doing right and worth doing again
- Silence, empty space, and reflection have an important place in interactions and discussion

Culture

- Predominant in China, Japan, Korea?
- Patience brings all things back to you
- Wait for those above you
- Achievement of harmony is centralized
- Time is to be savored

6

6

Sorting into groups

Get out of your chairs

7

When I heard we were going to do a session on time management, I ...

... was quite interested

... not very interested

8

I believe that I do a pretty good job managing my time.

Yes (dark shade)

No (light shade)

9

Observe Your Group

- What commonalities do you notice?
- How is your group different than the other 3 groups?
- (Think about both cultures and personalities)

10

10

Story Time: Find a partner.

Start a personal story with one of the following phrases :

- The first time I tried a time management technique, ...
- I know someone who is very into time management ...
- I realized I need to manage my time better when ...
- I used to be very concerned with time management ...

11

11

New Groups

Form groups of 4. Everyone should have a different color of card.
(Leftover people - Spread yourselves out into different groups.)

- Report to your new group the observations and discussions from your first group.

12

12

Individual Research Time: 5 minutes

Find out as much as you can about one of the following time-management techniques.

- | | |
|---------------------------|---------------------|
| 10-minute rule | Pomodoro Technique |
| Eat That Frog (MIT) | Pareto Principle |
| Getting things Done (GTD) | ABCD analysis |
| Eisenhower Box | Inversion Checklist |

13

13

Report to the Group

- Describe the technique or principle to the group.
- Tell what you like or dislike about the technique.
- What practical steps would you need to take if you tried this technique for one week.
- Is there another technique or principle or app that you think is helpful? Describe it and give your experience using it.

14

14

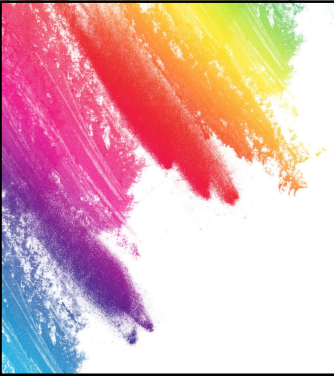
Application: Choose One



- 1) Write your **reflections** on any thoughts you had today or what you learned.
- 2) Write a time-management element into your "**Personal Action Plan.**"
- 3) **Thank** two of **your classmates** for teaching you something today.

15

15



Navigating Grad School in the US

With Dr. Megan Miller, Assistant
Director, Student Success
Graduate School

1

Realistic Expectations

Regarding grad school success: what questions do you have?

About ...

- Cultural Adaptation
- Academic Excellence
- Networking
- Research
- Career Development
- Advisors

For fun: You will see some AI generated pictures. What aspects of these AI generated pictures do you find realistic and not realistic?

All Images generated by CoPilot and DALL E3

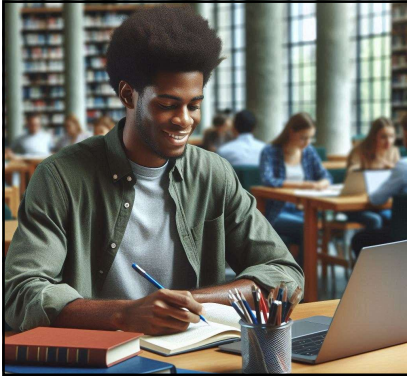


2



Cultural Adaptation

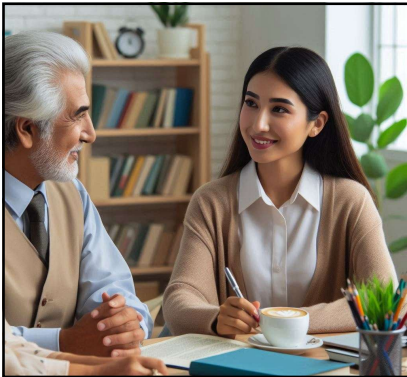
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Academic Excellence

Image generated by CoPilot and DALL E3

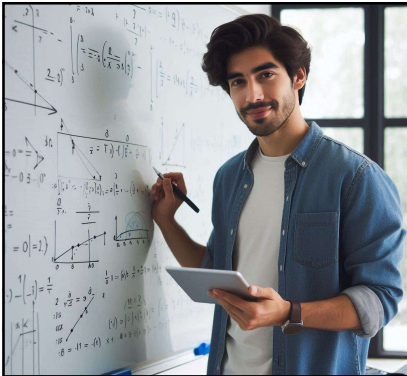
4



Networking and Relationships

Image generated by CoPilot and DALL E3

5



Research and Projects

6



Career Development

7

Discuss in groups of 3 or 4 the following questions:

- 1) What did I learn already from this talk. Anything surprising?
- 2) What area would you like to know more about? Who do you think you can ask these kinds of questions.
- 3) What seemed unrealistic in some of these pictures?
- 4) What cultural adjustments do you think you will need to make in ...
 - ✓ Interacting with advisors or professors
 - ✓ Planning your work and time management
 - ✓ Getting the support you need

8



Academic Goals and Personal Action Plan (s)

Leena Chakrabarti

1

Setting Goals



Long term goal



Short term goals

Divide the main goal into multiple smaller ones

Organize them chronologically or by areas to focus on

Know that goals can change, it is normal

2



Talk to advisor or graduate program director



What are your resources on campus?



What are your personal resources?



Analyze your own strengths, but also keep your weaknesses in mind

Do you have an action plan?

3

Group Work

- Goal setting in small groups
- 9 groups of 3, 1 group of 2
- Groups with people you do not know as well



4

Any Questions?

5

Name _____

Action Planning Exercise:

State the goal: _____

Deadline for completing this goal: _____

List 3 steps of action you can take to achieve this goal:

1. _____

2. _____

3. _____

For each of the three steps listed above, answer the following:

- Deadline: WHEN do you intend to complete this action step?

- Community support—WHO can help you with this step (i.e. faculty advisor, peer mentor, classmate):

- WHAT questions should I ask this person in order to complete this action step? (Refer to the section above regarding approaching advisors/mentors.) List a few of them here:

1. _____

2. _____

3. _____

- Personal resources: WHAT skills and abilities do you already possess that will help you to take this action step?

1. _____

2. _____

3. _____



HOUSING TIPS

Leena Chakrabarti

1

Where do I begin?



Most graduate students live in off-campus housing (i.e. apartments or houses)



Many universities do offer on-campus housing for graduate or international students

Check the school's website or contact their Student life office for information

Your department or other organizations on campus (sometimes there is one specifically for Fulbright) may be able to help you find roommates/housing

Rebecca Sprull, Hannah Harker - English Language Program, KSU

2

Where do I begin? Online Resources



www.zillow.com ,
www.apartments.com, and
www.trulia.com



They show you:

Where the property is located



The map makes it easy to compare prices of similar apartments and see where it is in relation to campus, local stores/restaurants, and bus stops

Photos of the exterior and interior (usually)



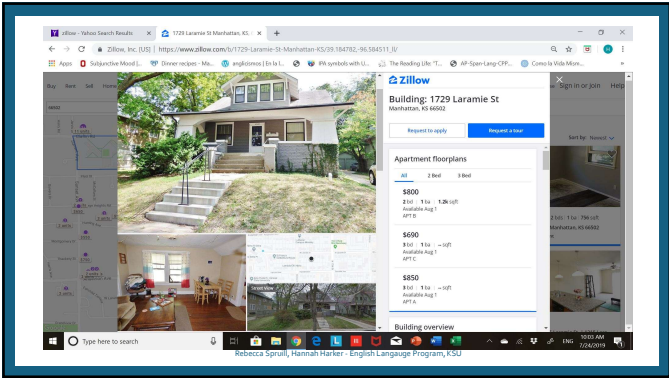
The furniture in the picture most likely will not be there when you move in. If an apartment is advertised as furnished (meaning it comes with some furniture), ask what is included.

Price and what utilities that does or doesn't include

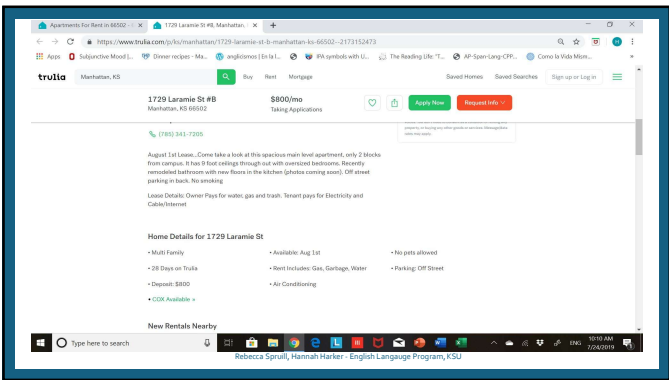
The Landlord's contact information

Rebecca Sprull, Hannah Harker - English Language Program, KSU

3



4



5

What's next?

Applying

- Sometimes a landlord will have you complete a short application so that they know you will be a responsible tenant. They often charge a non-refundable application fee (\$30-\$100).

Signing the lease

- Read it carefully! It is a legally binding contract between you and the landlord
- Ask questions and seek clarification
- Generally, leases are NOT negotiable. However, if you know that you will only be here for 10 months, you might be able to negotiate the length of the lease (they are usually for 12 months).

Rebecca Sprull, Hannah Harker - English Language Program, KSU

6

What's next?

Paying the security/safety deposit

- Usually equal to the first month's rent
- Ask about how you can pay it
- Usually, they only accept check or money order

You will get most of this money back when your lease ends

- It is common for certain fees, like carpet cleaning, to be taken from your deposit

Renter's Insurance

- Sometimes the landlord will require you to have Renter's Insurance. The lease will say if you do. Ask the landlord which company to go through and how much coverage you need.

Rebecca Spruill, Hannah Harker - English Language Program, KSU

7

What to do when you get there

Inspect the apartment with your new Landlord to document any problems or damage

Goodwill, The Salvation Army, and Habitat for Humanity ReStore are good places for cheap, second-hand home furnishings

Buy, Sell, Trade groups or other groups for university students on Facebook may also be helpful for finding cheap, or even free, furniture.

Ikea has new, yet relatively inexpensive, furniture as well.

Apartment are rarely furnished, you will have to get everything if you do not have a roommate.

Rebecca Spruill, Hannah Harker - English Language Program, KSU

8

What to do if you can't move in right away

Rent a hotel or Airbnb (both can be expensive)

Contact your department asking if there are other grad students there who can temporarily house you

Search to see if there is an organization that regularly helps international students. Check if there is a student organization from your country. You may be able to find a short-term host family through them.

Contact local churches/religious institutions asking if there are families who can temporarily house you

Rebecca Spruill, Hannah Harker - English Language Program, KSU

9

3



10

Grade Point Average

GPA

Fulbright Program Presentation



1

Class Name	Credit Hours	Points for Grade	Total points
History	3	4 (for an A)	3x4 = 12
Chemistry	3	3 (for a B)	3x3 = 9
French	4	4 (for an A)	4x4 = 16
Art	2	2 (for a C)	2x2 = 4
Total	12		41
GPA (semester)		3.41	
Cumulative GPA All Semesters	Divide Total Points by Total Credit Hours		

How to Calculate Your Cumulative GPA

1. Find your past GPA and past total Credit Hours.

Multiply past GPA x past total Credit Hours = past total Quality Points

2. Add past and current term Credit Hours

3. Add past and current term Quality Points

4. Divide the Total Quality Points by the Total Credit Hours to get Cumulative GPA.

Total Quality Points ÷ Total Credit Hours = Cumulative GPA

2

So what?



Master's Programs

- Usually minimum of 3.0 or 3.3
- Your GPA alone does not guarantee admission
- A grade of C is usually considered a failing grade

Doctoral Programs

- Usually minimum of 3.3 or 3.5
- May emphasize GPA in your field and/or research experience in addition to other requirements such as GRE scores and recommendations

3

Are there Fulbright Requirements?

FULBRIGHT

This Photo by Unknown Author is licensed under CC BY-SA 3.0
07/14/2026

Renewal or Extension

- May be a requirement

Keeping your scholarship

- Some programs only
- GPA may be a factor

Jobs and Internships

- GPA may be a factor

4

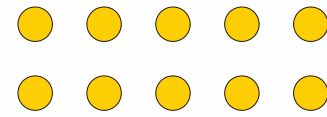
Always Ask Allies
Your success is your department's success

07/14/2026

5

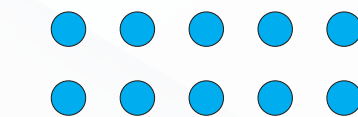


RILEY COUNTY
POLICE DEPARTMENT



SAFETY TIPS & CULTURAL EXPECTATIONS IN AMERICA

Deputy Director Erin Freidline
Riley County Police Department



SITUATIONAL AWARENESS?

Stay Aware of Your Environment: Pay attention to what's happening around you — people, movement, and changes in your surroundings or crowd behavior, notice cues like usual loitering or someone following you, unsafe lighting

Limit Distractions: Avoid using your phone while walking or driving to keep your focus on your safety

Be Proactive, Have a Plan: Know your exits and who to call, and think about what you would do if something feels unsafe

Safety Tips

**Check your school website to sign up for safety alerts on your phone
(K-State Alerts)**

**Look for school apps like LiveSafe — connects with safety resources,
maps, emergency information and peer-to-peer chats**

**Check your school for campus escort programs like
Wildcat Walk (escorts you on campus at night) or SafeRide**

RILEY COUNTY
POLICE DEPARTMENT

HOW TO CONTACT THE POLICE



- Call **911** in life/death situations, all fire and medical emergencies, and for in-progress crimes (person or property), someone is being hurt or has been hurt

Contact campus police or the local non-emergency number if you have experienced a past unreported crime, if you see something suspicious, to report loud music or other noise complaints, or have other community safety concerns

RILEY COUNTY
POLICE DEPARTMENT

WHEN CALLING 911

Know your location: Buildings, streets, landmarks nearest to you

Reason for calling:
What occurred and what did you see?

Police Interactions: Vehicle Contact

If a Police vehicle is behind you with emergency lights on, pull over to the right side of the roadway.

Remain in your car

Roll your windows down

Sit still and remain calm

Never attempt to give an officer money

The officer will approach you and should identify themselves and their agency, explain the reason for the traffic stop, ask for your identification (including vehicle insurance and registration), return to the police car to verify documents, and then explain the ticket or other paperwork issued during the stop.

Police Interactions: In-Person Contact

If a Police officer approaches you on the street:

See what they need or want

Remain calm and keep hands visible

Be respectful and cooperative

Don't argue or resist

You can walk away unless the officer says you are not free to leave — and it is OK to ask questions.

Officers should be recording all interactions (though not all agencies have cameras).

Active Attack Events

What is Active Violence?

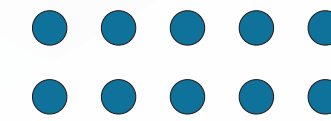
One or more people actively engaged in killing or attempting to kill people in a populated area.

What do you do?

Avoid = Run

Deny = Hide

Defend = Fight



Active Attack Events

Avoid = Run

The more distance and barriers between you and the threat, the better!

What do you do?

Find a way to leave
as soon as you can

Locate and identify
all available exits

Call 911/
Give location of incident

Active Attack Events

Deny = Hide

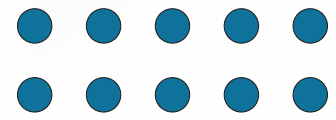
When getting away is difficult or maybe impossible, keep distance between you and the source of the violence.

What do you do?

Lock and/or block door

Turn the lights out

Remain out of sight



Active Attack Events

Defend = Fight

Because you have the right to protect yourself.

What do you do?

Positioning: Closest to the entryway is always best

Grab the gun: If alone, go for the gun; if in a group, one goes for legs and the other goes for the gun

Fight for your life and shift emotions from fear to anger

Questions

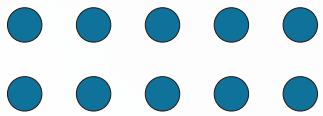
What do you want to know?

Follow us on Facebook, X and Instagram

@RileyCountyPD

Visit local agency websites for way to connect

RILEY COUNTY
POLICE DEPARTMENT



RILEY COUNTY POLICE DEPARTMENT

To reduce crime and improve the quality of life for the citizens we serve



(785) 537-2112



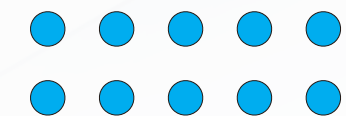
contact_rcpd@rileycountypolice.org



www.rileycountypolice.org



1001 S. Seth Child Road,
Manhattan, Kansas 66502



[illegible]



Legal Issues for International Students

Student Legal Services
Kansas State University

KANSAS STATE UNIVERSITY
Nation's first land-grant university

1

Driver's Licenses



- Depending on your home country, you may need an International Driving Permit as well as a Driver's License. Check with your embassy and the State.
- Some States may only require a valid license from your home country or have restrictions if your home country does not require a D/L
- D/L must be in your possession if you are operating a vehicle
- Not necessary to carry passport but a good idea to carry a copy of passport and visa

2

Traffic Stops



- Don't try to flee
- Stay in your vehicle with hands in view
- Be prepared to produce driver's license, registration, and proof of insurance
- Officer will tell you what you did wrong

- Sign the ticket - It is not an admission of guilt; just a promise to appear
- Never offer the officer money to not give you a ticket
- Don't consent to a search of your car
- Some charges will result in you being taken to jail: DUI, DWS, and others

3

DO NOT DRIVE WHILE TALKING OR TEXTING ON YOUR CELL PHONE.

Every state (and some cities) will have their own laws

ALWAYS WEAR YOUR SEATBELT



4

What to do if you are in an accident

• Unattended vehicle/Unattended Property

- Leave name, phone number, etc. on a note
- Call the police
- Do not leave
- Take photos

• Another vehicle/driver

- Call police
- Exchange information
- Take photos
- Do not leave



5

Renting a car

- Present driver's license and passport
- Must have auto insurance -- don't rely on credit card insurance
- Usually, must be 25 years old
 - 21-24 years of age will cost more
- Inspect for damages before you take possession



6

Buying a car

- Drive it before you buy it
- Buy locally
- Have a used car checked by a mechanic before you buy it
- Don't give any money until you see the title
- Some States may require inspection.
- Must be able to pay for insurance and registration.



7

Buying a Car

- Most important document to get is the **title**
 - The title is proof that you own the car.



8

Registration

- Can't drive a car without license plates
- Can't get plates without registering car
- Can't register car without insurance
- Check the laws in your state for timelines or other requirements



9

Alcohol Issues



10



Are **YOU** 21?

11

Are the people you're drinking with 21?



12



13

Lose Visa for DUI Arrest

- US State Department policy:
 - Visas are being revoked (taken away) if noncitizen is **ARRESTED** for DUI
 - It is possible that you will **not** be allowed to return to the US and will have to reapply for a visa

MUST CONTACT AN IMMIGRATION ATTORNEY IF **ARRESTED** FOR DUI.

14



Immigration

- Some crimes can cause possible removal from the United States
 - Domestic violence, stalking and child abuse
 - Violations of protective orders

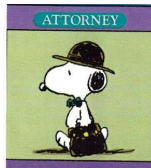
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- Domestic battery: is causing physical contact with another person who is a family or household member (**this includes roommates**) in a rude, insulting, or angry manner.
- Stalking: intentional harassment of another person that puts that person in reasonable fear of their safety.
- Child abuse: harming a child

16

- If you are charged with any crime:
 - TALK TO A CRIMINAL ATTORNEY *and*
 - TALK TO AN IMMIGRATION ATTORNEY

It is likely they will be 2 different people.
- Consequences could be more severe for an international student than for a citizen.



17

Landlord – Tenant Information



18

Always look at the place before you rent!

This is what you thought you were renting....



19

but this is what you got.

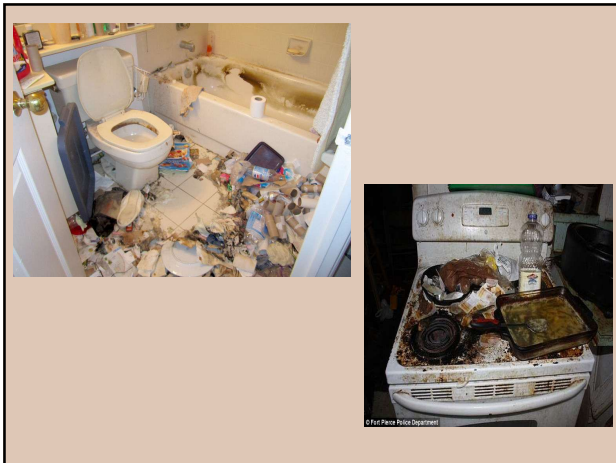


20

Tips and Tricks

- Review your lease carefully; it's a legal contract and hard to get out of
- Get any promises in **writing**
- Every state offers some tenant's rights
- Amount charged for security deposit depends on the state
 - This amount will be returned to you at the end of your lease less the cost of any damages
- Take photos when you move in and when you move out

21



22

RESOURCES

www.ftc.gov Helpful with consumer complaints for on-line purchases; Do Not Call registry, report scams
<https://www.aclu.org/files/kyr/MKG17-KYR-PoliceImmigrationFBI-OnePager-English-v01.pdf>
 Helpful information for dealing with police/immigration agents
<https://www.aclu.org/know-your-rights/what-do-if-youre-stopped-police-immigration-agents-or-fbi> Know your rights when dealing with the police or immigration
www.state.gov/s/cpr/rls/fco/ Foreign Embassy and Consular Offices in the US
[Contact Info for Foreign Embassies & Consulates](http://www.state.gov/for-foreign-embassies-and-consulates) Foreign Embassies in Washington, DC
www.generalbar.com/state.aspx Link to every bar association in United States. Individual bar associations can help you find a private attorney
www.uscis.gov US Citizenship and Immigration Services
www.Travel.state.gov Information regarding international travel

Check the directory of your school. Does it have a student legal services (or legal services for students) office?

23

QUESTIONS?

24

[illegible]

COURSE
POLICIES
AND
SYLLABI



Presented by Ellis Turner

1



AGENDA

Purpose of Course Policies and Syllabi

Parts of a Course Policy or Syllabus

2

PURPOSE:

1. To establish clear expectations and boundaries for both students and instructors
2. To governs grading, deadlines, and classroom behavior to ensure a fair and equitable learning environment

3

[illegible]

DISCUSSION QUESTIONS:

- Is this type of document familiar to you? If not, what do you use to establish expectations in a classroom?
- Look at the assignments on the course policy. How would you plan your time to meet the listed deadlines?
- If you have one of the following problems with a class, how can you get help?
 - Problems with course content
 - Problems with your grades
 - Interpersonal problems

[illegible]



Reminders

- Timeliness
- Balancing your life here and the life you left behind
- Self-Care

1



The Teaching Method Continuum

Student
Centered

←-----→

Teacher
Centered

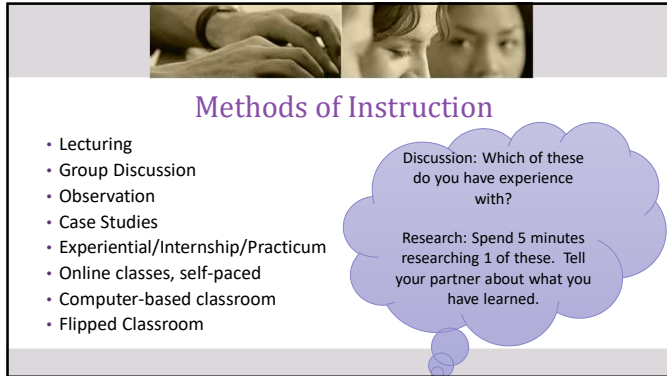
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Student centered/teacher centered teaching

• Informal style • Students are expected to participate • Critical thinking is encouraged	• Lecture by teacher • Formal setting • Students expected to remain silent
---	--

3



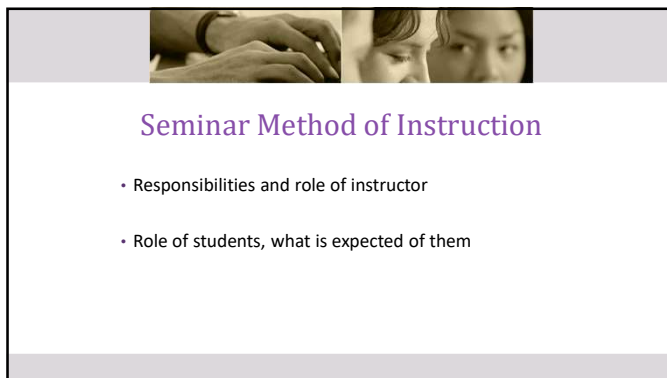
Methods of Instruction

- Lecturing
- Group Discussion
- Observation
- Case Studies
- Experiential/Internship/Practicum
- Online classes, self-paced
- Computer-based classroom
- Flipped Classroom

Discussion: Which of these do you have experience with?

Research: Spend 5 minutes researching 1 of these. Tell your partner about what you have learned.

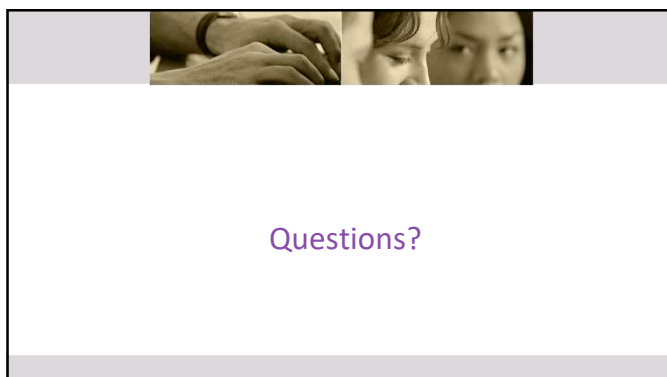
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Seminar Method of Instruction

- Responsibilities and role of instructor
- Role of students, what is expected of them

5



Questions?

6

Healthcare in the United States

A practical orientation for Fulbright scholars brand-new to the U.S. healthcare system

Goal: Leave knowing where to go, what to ask, and how to avoid surprise costs.

Doctor Michael Campbell
K-State's Lafene Health Center Medical Director



1

The U.S. system: excellent care, complex pathways

Think of it less like one national service and more like a set of connected doors.



1 Many payers
Private insurance, student plans, public programs, and self-pay all coexist.

2 Many provider types
Primary care, specialists, urgent care, emergency departments, pharmacies, labs.

3 Rules matter
Network, deductible, covered service, referral, and prior authorization can change your cost.

Working rule: use campus health as the "front desk" for the system.

1

2

Where should I go for care?

A practical severity ladder. In emergencies, do not delay: call 911 or go to the emergency department.

Self-care / nurse line
Minor symptoms; plan guidance

Student health center
Best first stop for most non-emergency needs

Urgent care
Same-day care when campus is closed or cannot see you

Emergency department
Severe, dangerous, or potentially life-threatening

Common campus-health examples: cough/flu symptoms, minor injuries, sexual health, vaccines, TB testing, medication questions, mental health triage, referrals.

1

2

3

Student health centers are your campus “primary care hub”

They know student insurance rules, campus requirements, and referral pathways.



Access
Appointments / walk-ins
Nurse advice
After-hours instructions

Clinical care
Primary care visits
Vaccines / immunizations
Testing and diagnostics

Navigation
Referrals to specialists
Insurance questions
Medical records / forms

Wellbeing
Counseling connection
Reproductive & sexual health
Health education

Use it early, not only when you are very sick.

Healthcare is provided at no charge. Please refer to the Student Health Center website for more information.Healthcare is provided at no charge. Please refer to the Student Health Center website for more information.

4

Insurance is not a discount card; it is a cost-sharing contract

The plan pays some costs only when the service, provider, and rules fit the contract.

Analogy: a train pass with zones and rules

Premium	The price to keep the pass active
Network	Stations where your pass works best
Covered service	Trips allowed by the pass
Deductible	The first portion you pay before more help starts
Copay / coinsurance	Your share after the plan begins paying
Out-of-pocket maximum	A yearly safety cap for covered in-network care



Healthcare is provided at no charge. Please refer to the Student Health Center website for more information.Healthcare is provided at no charge. Please refer to the Student Health Center website for more information.

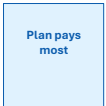
5

How a deductible works: the “bucket” analogy

Money you pay for covered care fills the deductible bucket first. Then cost-sharing changes.

Before deductible is met

You pay allowed costs until bucket fills

After deductible is met

Plan pays most
You pay copay or %

If you hit the cap

100%
Plan pays covered in-network care for the rest of the plan year

Healthcare is provided at no charge. Please refer to the Student Health Center website for more information.Healthcare is provided at no charge. Please refer to the Student Health Center website for more information.

6

Three example visits: same system, very different cost exposure

Numbers are illustrative only. Actual costs depend on your school plan and provider network.

**Sore throat at student health**

Likely low / predictable

Visit fee may be low or prepaid
Testing may be billed separately
Good first stop

**Sprained ankle at urgent care**

Moderate and variable

Check in-network status
X-ray may count toward deductible
Ask for estimated cost

**Chest pain at emergency department**

High but appropriate

Use ER for danger signs
Insurance may still involve cost-sharing
Do not avoid emergency care

Rule of thumb: the farther you move away from campus and routine care, the more important "network" and "covered service" become.

7

"Covered" does not mean "free"

A service can be covered and still cost you money through deductible, copay, or coinsurance.

Questions to answer before non-emergency care

- 1 Is this service covered by my plan?
- 2 Is this clinician / facility in-network?
- 3 Do I need a referral or prior authorization?
- 4 Will labs, imaging, or pharmacy be billed separately?
- 5 What will count toward my deductible or maximum?

Essential benefit categories

Marketplace plans cover categories such as outpatient care, emergency services, hospitalization, mental health and substance use disorder services, prescription drugs, lab services, and preventive services.

But: student plans vary. Always read your specific plan summary.

8

Hidden complexity: prescriptions, labs, imaging, and referrals

The visit is only one part of the bill. The "downstream" services may be separate.

**Prescription**

Formulary = approved medicine list. Generic versions are often cheaper. Ask the campus clinician and pharmacy.

**Lab test**

Blood, urine, STI, TB, or other testing may be processed by an outside lab and billed separately.

**Imaging**

X-ray, ultrasound, CT, MRI often have separate facility and radiology charges.

**Specialist**

Some plans require a student health referral before dermatology, orthopedics, psychiatry, etc.

Useful question at checkout: "Will anything from today be billed outside student health?"

9

3

Mental health and confidentiality: use support early

Culture shock, isolation, sleep disruption, and stress are health issues—not personal failures.



Counseling center

Often separate from student health but closely connected.

Confidentiality

U.S. care is generally private; ask how records and billing are handled.

Crisis

For immediate danger, call 911; many campuses also have 24/7 crisis lines.

Insurance

Mental health is commonly covered, but network and session limits may matter.

Starting early usually gives you more options.

HealthPage: Healthy mental care and resources can reduce stress and support health goals. By permission: Johns Hopkins University

Verify details with your campus plan and student health center.

10

First-week checklist: do this before you get sick

A 20-minute setup can save hours, money, and confusion later.

Save contacts

Student health, counseling, after-hours nurse line, 911.

Find the portal

Create your account, learn appointment and secure message workflow.

Locate nearby care

In-network urgent care, hospital, pharmacy, and labs.

Upload documents

Immunization records, TB forms, insurance card, prescriptions.

Check insurance

Network, deductible, copays, pharmacy, referral requirements.

Plan medications

Bring enough supply; know how refills work in the U.S.

Bring your student ID, insurance card, medication list, and questions to your first visit.

HealthPage: Healthy mental care and resources can reduce stress and support health goals. By permission: Johns Hopkins University

Verify details with your campus plan and student health center.

11

Scripts: what to say when you are unsure

In the U.S., asking about cost and coverage is normal.

At student health

"Is this visit covered by my student health fee or insurance?"

Before outside care

"Am you in-network with my plan?"

Before tests

"Will this lab or imaging be billed separately?"

Before specialist visit

"Do I need a referral or prior authorization?"

At the pharmacy

"Is there a generic or lower-cost covered alternative?"

After a bill

"Can you explain the allowed amount, plan payment, and my responsibility?"

Keep every explanation of benefits (EOB) and bill. They are related, but not the same document.

HealthPage: Healthy mental care and resources can reduce stress and support health goals. By permission: Johns Hopkins University

Verify details with your campus plan and student health center.

12

4

Five takeaways

The safest strategy is campus-first, emergency-aware, and insurance-literate.

- 1 Use student health first for non-emergency care.
- 2 Emergency symptoms go to 911 / emergency department.
- 3 Covered does not mean free; network and rules matter.
- 4 Ask before labs, imaging, referrals, and prescriptions.
- 5 Set up contacts and portals before you need them.



Questions / campus examples

No warranty. Health strategies, policies and coverage topics. DMG covered health plan resources.
Healthcare is not medical advice. DMG covered health plan resources.

Verify details with your campus plan and student health center.

13

Managing and Saving on a Fixed Stipend

Practical Financial Tips for Fulbright Scholars in the United States

Glenda Eichman, Associate Director

Powercat Financial

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1

Welcome

Your Financial Journey in the U.S.

- Every country's financial system is different.
- Today's goal is to help you understand financial practices in the U.S. and avoid common surprises.
- This is about making informed choices to stay within your stipend income.

2

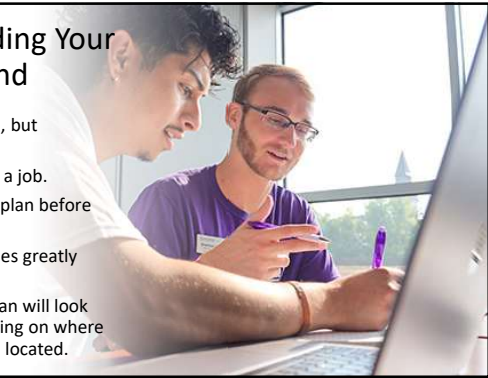


What's One Thing You're Excited to Spend Money on in the U.S.?

3

Understanding Your Fixed Stipend

- Income is limited, but predictable.
- Give every dollar a job.
- It's important to plan before spending.
- Cost of living varies greatly across the U.S.
- Your spending plan will look different depending on where your university is located.



4

Give Every Dollar a Job

A spending plan helps you decide where your money goes before you spend it.

- Housing** grows much larger (for a high-cost city)
- Food** grows slightly
- Transportation** may shrink if public transit is widely available, or grow if a car is necessary
- Personal Spending** becomes smaller to compensate



5

Making Your Stipend Go Further



Housing

- Living with roommates
- Understanding leases
- Utility costs

Food

- Grocery shopping
- Cooking at home
- Meal planning

Transportation

- Public transportation
- Walking
- Biking

Shopping

- Buying used items
- Comparing prices
- Student discounts

Emergency savings

- Planning for unexpected expenses

6

Housing

- Security deposits
- Utility bills – electric, water, gas, trash...
- Renter's insurance
- Read lease agreements
- Roommates
- Furnished vs. unfurnished apartments

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Everyday Financial Life in the U.S.

Banking

- Checking vs. savings accounts
- Debit cards
- Direct deposit
- Mobile banking app
- Auto payments
- Overdraft fees



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8

Everyday Financial Life in the U.S.

Spending

- Sales tax is usually added at checkout.
- Tipping is expected in many service industries.
- Restaurant portions are often large enough to share or take home.
- Prices vary widely between grocery stores.
- Many retailers offer student discounts.
- Subscription services can quietly accumulate over time.



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9

Everyday Financial Life in the U.S.

Paying Bills

- Automatic payments
- Online banking
- Keeping track of recurring expenses



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Do You Need a Credit Card?

- Helps generate your credit score
 - Eligibility to apply for loans
 - Buy a car
 - Sign a rental contract
- Provides financial incentives
 - Reward programs
 - Zero international transaction fees



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11

How to Qualify for a Credit Card

- Open a U.S. bank account
- Most require SSN or ITIN
- Choose a Student or Secured Credit Card

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12

Resources to Look For

- International Student Services
- Financial Wellness Programs
- Graduate Student Office
- Student Legal Services
- Campus Food Pantry (if needed)
- Counseling and Wellness Resources



13

Questions?

Powercat
Financial

k-state.edu/powercatfinancial/
powercatfinancial@k-state.edu
785-532-2889

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14

Mental Health Awareness and Stress Management

Marcos Mendez, PhD. LCMFT
08/06/2026



1

Marcos Mendez



- Psychotherapist
- From Argentina
- He/him/his
- MS. In Marriage and Family Therapy
- PhD. In Marriage and Family Therapy



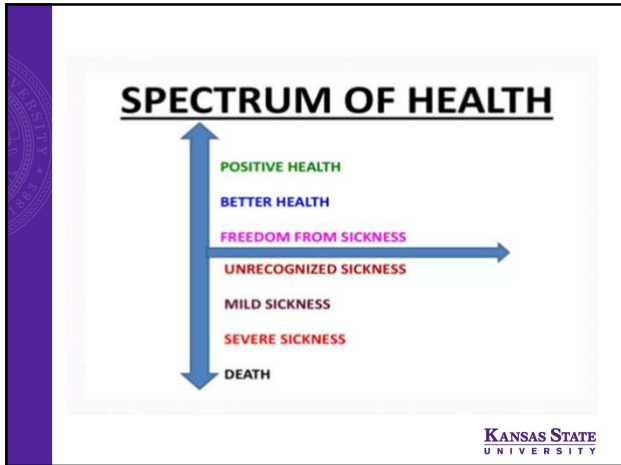
2

Content

- What is stress?
- Types and Levels of stress
- How distress impacts health?
- Coping skills
- Additional resources



3



4

What is Stress?

- The technical definition of stress is the body’s nonspecific response to any demand – pleasant or unpleasant. ([The American Institute of Stress](#))
- Most people consider the definition of stress to be something that causes distress. However, *stress is not always harmful* since increased stress results in increased productivity/performance.

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5

Types of Stress

TYPE OF STRESS	DURATION	EXAMPLE	EFFECT
Acute	Short-term	Public speaking, sudden deadline	↑ Heart rate, rapid breathing, heightened
Episodic	Frequent	Busy work schedule, juggling responsibilities	Irritability, fatigue, anxiety
Chronic	Long-term	Ongoing illness, financial stress	Persistent high cortisol, weakened immunity, burnout

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6

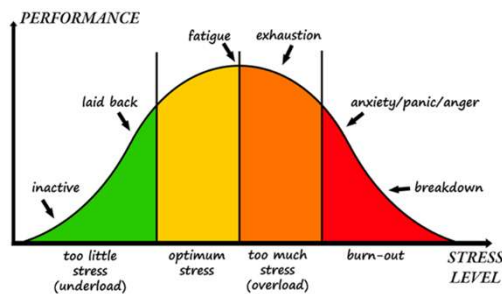
Levels of Stress

- Eustress
 - Optimal levels of stimulation
 - Elicits a positive stress response
 - Challenging, attainable, and enjoyable or worthwhile tasks
 - Generating a sense of fulfillment, growth, development, mastery, and higher levels of performance
- Distress
 - Too much stimulation
 - Elicits a negative stress response
 - Feelings of overwhelm, lack of control, and threat
 - Physiological responses pose health risk
 - May be associated with maladaptive ways of coping

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7

One Way to Look at Stress!



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8

What are some current sources of stress for you? Can you differentiate them between eustress and distress?

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Common Sources Of Stress For Students

- Separation from family
- Lack of social support
- Interpersonal relationships conflicts
 - Family, friends,
 - Colleagues, professors, advisors
 - Romantic
- Cultural experiences
 - Discrimination; “-isms”
 - Marginalization
- Academic demands
- Peer pressure
- Competition
- Work-related concerns
- Lack of balance
- Increased freedom and responsibilities
- Over-involvement

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Additional Sources of Stress for International Students

- Language Barriers
- Cultural Shock
 - Initial euphoria
 - Culture Shock
 - Adaptation
 - Adaptation and Mastery
- Lack of social support
- Reverse Cultural Shock

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Sociocultural Factors

- Some identities are more likely to experience higher risk for distress and symptoms of depression and anxiety
 - Low-income students
 - Students of color
 - Female students
 - Students who identify as LGBTQ
 - Students who are caregivers for children or other adults
- Mayo Clinic, July 2022

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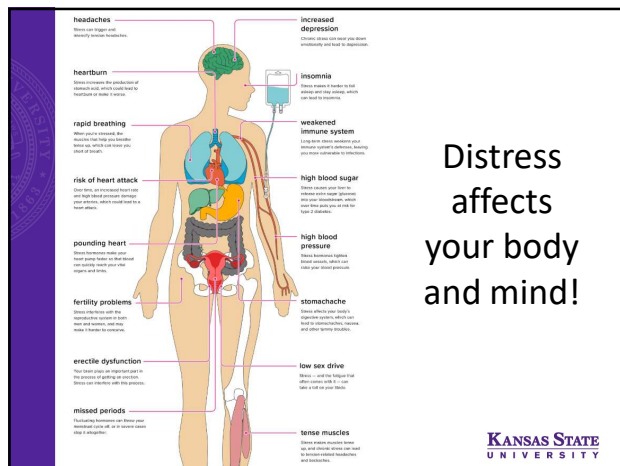
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Awareness of Stressors

- How do you know you are being impacted by distress?
- How does distress impact...
 - Your thoughts?
 - Your body?
 - Your feelings/emotions?
 - Your actions/behaviors?

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13



14

Symptoms of Distress

- Physical indicators
 - Tension
 - Headaches
 - Sleep disturbances
 - Appetite/Weight change
 - Fatigue
 - Illness
- Cognitive indicators (thoughts)
 - Self-criticism
 - Low self-esteem
 - Fear of failure
 - Difficulty making decisions
 - Difficulty concentrating

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15

Symptoms of Distress Cont.

- Emotional indicators
 - Sadness
 - Irritability/Anger
 - Worry/Fear
- Behavioral indicators
 - Withdrawing from others
 - Working more
 - Getting less done
 - Distracting yourself (scrolling on phone)
 - Impulsive behaviors (shopping)
 - Interpersonal conflict
 - Using substances (coffee, alcohol, nicotine, cannabis)

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16

Practice Self-Awareness

- What is my level of stress?
- How is stress impacting me?
- How am I dealing with stress?
- What can I do?

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17

Vulnerability Factors

- We are more likely to increase stress in our bodies and affect our mental health when we neglect:
 - Sleep hygiene (sleep routine)
 - Healthy consumption of food and water
 - Physical activity
 - Social support

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18

What are some coping skills you use to manage distress?

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19

Coping Techniques

- Deep breathing
- Listen to music
- Arts and crafts
- Laugh
- Meditate or pray
- [Develop self-compassion](#)
- [Help someone else](#)
 - Bandana Project
 - Thrive Navigators
- Talk to someone who is supportive
- Manage your time with a schedule
- Set a routine
- Make lists with priorities
- Journal
- Write what you are grateful about
- Take breaks
- Take a mental health day or vacation
- Spend time with nature

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20

Coping Techniques

- [Physiological Sigh](#)
- Cold water on your face
- Five senses:
 - 5 things you see
 - 4 things your body feels
 - 3 things you hear
 - 2 things you smell
 - 1 thing you taste
- Take a cold shower

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21



Additional Resources

- Student Support Programs
- Student Organizations
- Health Center/Counseling and Psychological Services
- EAP (employment Assistant Programs)



Using AI in Academics

Policies Regarding AI and Academic Integrity

1

Some Current AI Policies:



Generative artificial intelligence (AI) tools such as ChatGPT, Claude, Gemini, and others are increasingly used by students in academic settings and continue to evolve rapidly. These tools may be permitted, restricted, or prohibited depending on the course, assignment, or instructor expectations. **As a result, faculty and instructors are encouraged to clearly communicate expectations regarding AI use in their syllabi, assignment instructions, and course discussions.**

The use of AI is not inherently academic misconduct. Rather, concerns arise when AI is used in a manner that violates course expectations, provides unauthorized assistance, or replaces the student's own demonstration of learning. When evaluating concerns, faculty should focus on course expectations, assignment requirements, the student's work product, and any other relevant information rather than relying on AI-detection tools alone.

Iowa State University: <https://studentconduct.dso.iastate.edu/know-code-resources/facultystaff>

2

Some Current AI Policies:



Determine if you need to disclose your use of AI or if there are other restrictions on its use

Students should check with instructors

Staff should check with their supervisors

Researchers should check with journal editors

Be sure to verify the AI output

Check for bias, discrimination, and other ethical issues

Check that it is accurate, reliable, and contains appropriate citations to real sources

Penn State University: <https://ai.psu.edu/resources/guidelines>

3

Some Current AI Policies:



No Unauthorized Generation: You cannot use AI to write entire assignments, pass off AI text as your own, or generate false facts and citations without clear permission from your professor.

Data Security: You must protect private information. Entering sensitive details—like student records or clinical health data—into AI tools is strictly forbidden.

Human Responsibility: You are fully responsible for the truth, accuracy, and ethical nature of any work you submit, even if it was influenced by AI.

AI Generated Summary from:
State University of New York: https://www.suny.edu/sunyp/documents.cfm?doc_id=933

4

Research and Discussion



1. Find your university’s AI policy.
2. Compare it with a partner’s policy. (Please choose a partner from a different university.
3. Discuss ways that you can ethically use AI.

5

Ideas for ethically using AI:

6

Citing AI usage



APA Style:

In-text citation rule: (AI Company Name, year)

In-text citation example: When prompted with “What are some reasons to avoid generative ai for academic research?” Claude Sonnet 4.5 listed several points, including the tendency for generative AI models to create false citations (Anthropic, 2025).

Reference list: Citing an AI chat
AI Company Name. (year, month day). *Title of chat in italics* [Description, such as Generative AI chat].
Tool Name/Model. URL of the chat

Example:

Anthropic. (2025, December 11). *Generative AI limitations in academic research* [Generative AI chat].
Claude Sonnet 4.5. <https://claude.ai/share/0c6f2224-8839-4150-80d3-c02194358cc0>

Dalhousie University Style Guide: <https://dal.ca.libguides.com/CitationStyleGuide/citing-ai>

The Legacy of Jim Crow

BACKGROUND FOR
BROWN VS. BOARD
OF EDUCATION
MUSEUM TRIP

1

Slavery
the "Original Sin"
of America?

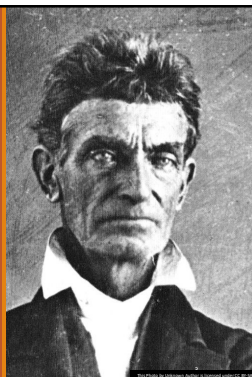


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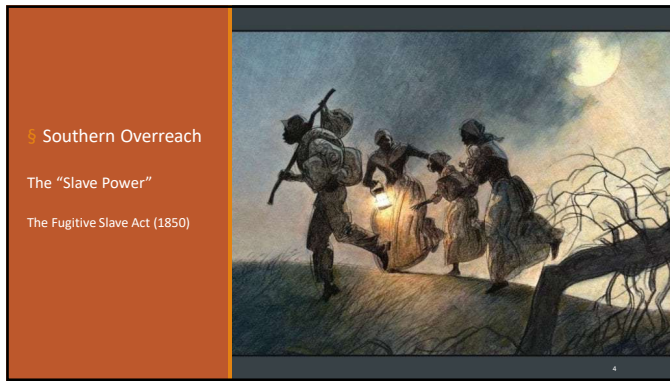
Abolition: the Case of John Brown

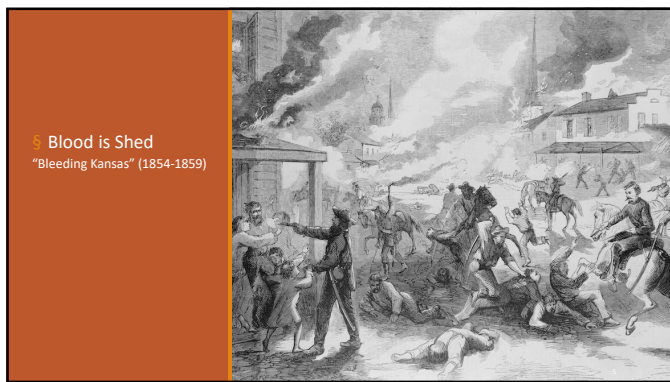
Radical Abolition --Very unpopular everywhere
Even by ...

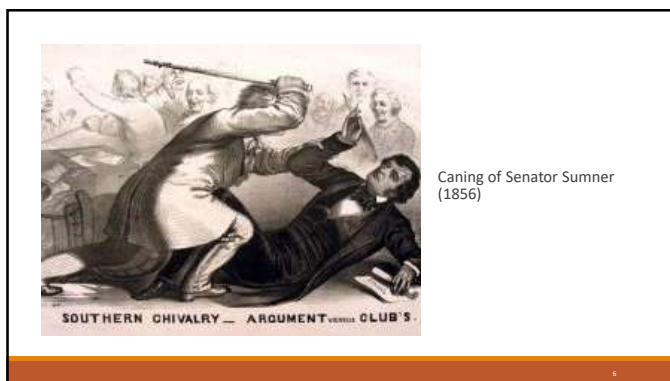
- § Gradual Abolitionists
(2% of Northerners claimed to be Abolitionists)
- § Back-to-Africa Colonialists
- § "Free Soilers" (Republicans)

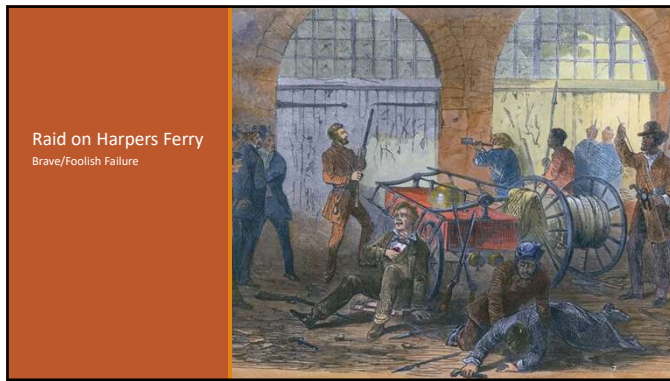


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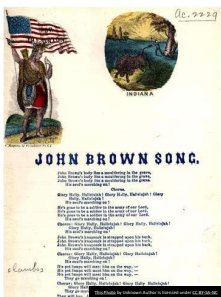




7



8



Abolition: the Case of John Brown

Popular Civil War marching song inspires the "Battle Hymn of the Republic"

John Brown's body
lies a-mouldering in the grave; (3x)
His soul is marching on!

Glory, glory, hallelujah! Glory, glory, hallelujah!
Glory, glory, hallelujah! his soul is marching on!

His pet lambs will meet him on the way; (3x)
They go marching on!

9



Abolition: the Case of John Brown

Kansas claims both John Brown and Abolition

Popular history is rewritten

- § We're all Abolitionists now
- § The Civil War was fought to end slavery
- § Lincoln freed the slaves

10



What happened after the Civil War?

"Reconstruction" of the Republic

"Radical Republicans" had power

13th Amendment

- abolished slavery almost everywhere

14th Amendment

- gave citizenship and "equal protection"

15th Amendment

- gave the vote to all male citizens

11



"Jim Crow" 1877-1950

Legal Framework

Plessy Vs. Ferguson

- 1896 Supreme Court Case
- "Separate but Equal"

12

"Jim Crow" 1877-1950

Voting rights removed

- Violence,
- literacy tests,
- poll taxes,
- all white primaries,
- grandfather clauses,
- former prisoners,
- purges of the voter rolls,
- etc.

13

"Jim Crow" 1877-1950

Terrorism

- Ku Klux Klan
- Lynching
- Mob violence / "race riots"

14

Lynchings 1870-1950

<https://plaintalkhistory.com/monroeandflorencework/explore/map1/#6.68/38.884/-94.251>

15



"Jim Crow" 1877-1950

Segregation Laws

- Public facilities,
- Transportation,
- Businesses and shops
- Schools,
- Neighborhoods
- Sidewalks
- Social "mixing"
- Marriage
- etc, etc.

16

Living Under Segregation – Congressman John Lewis



17



Brown Vs Board of Education

18



Brown Vs Board of Education

- 1954 Supreme Court Case
- Strikes down "Separate but equal"

But ...

- Slowly implemented
- Segregation Academies
- Forced busing
- Removed black educators



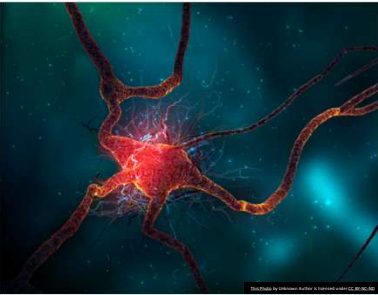
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Discuss:

1. Do you think intelligence can be developed, or do you think your level of intelligence is something you were born with?
- **Why** do you think this?
2. If you think it is possible to become smarter, what kinds of things could you do to make yourself smarter?



2



Video from Khan Academy

Neuron: A nerve cell that receives and sends electrical signals over long distances within the body.

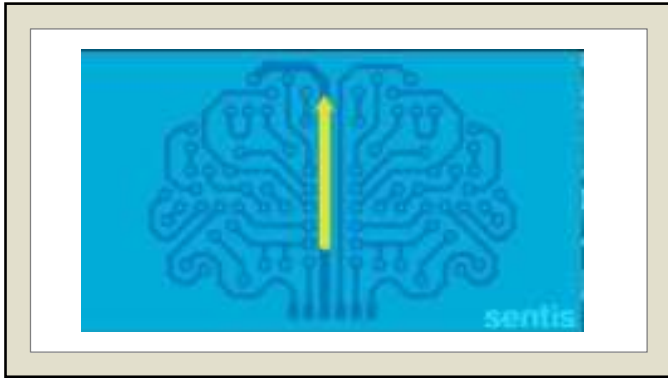
Very simply, **thoughts are messages passing from one neuron to another**, from one part of the brain to another.

<https://www.youtube.com/watch?v=W0Ud5rOKg>

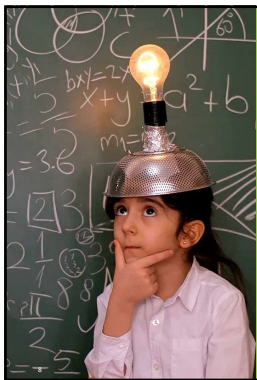
1

3

[illegible][illegible]



7



Discuss:

- According to the video, what have scientists recently learned about how the brain works?
- How are the neural pathways in your brain like roads?
- How is this new knowledge about neuroplasticity good news for students (or anyone who wants to learn)?

8

Discuss your experience:



Has there ever been a time in your life when you have had to work hard or take on challenges to learn?

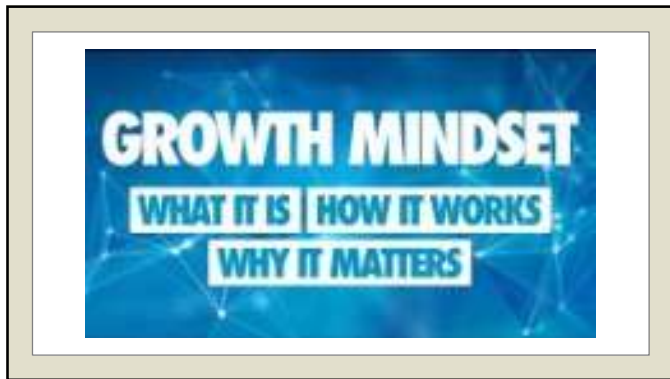


What strategies did you use to learn something or to improve a skill.

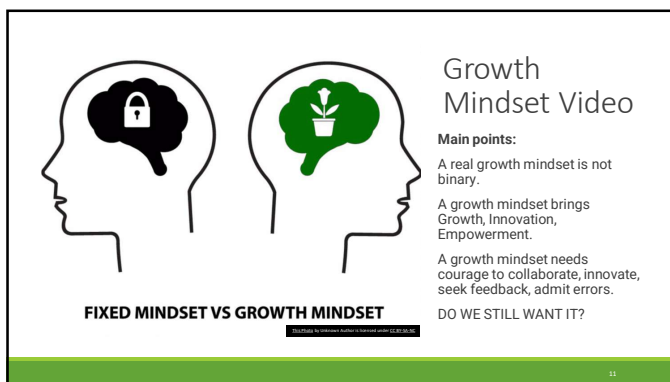


Share a story about a time when you made your brain smarter.

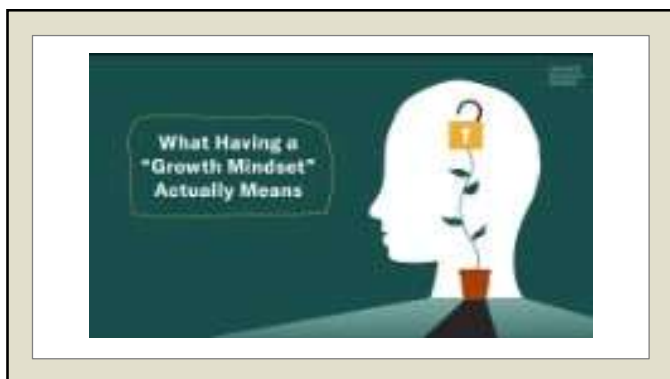
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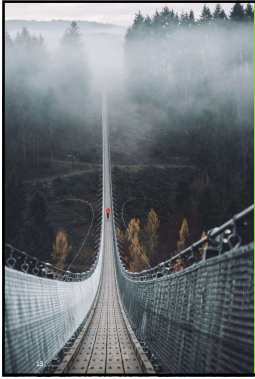
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11



12



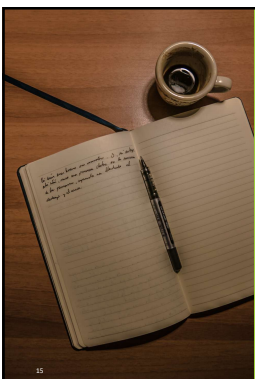
Discuss:

- Do you have an experience of when collaboration led to innovation?
- In what situations is it hard to admit your errors? In what situations is it easy?
- When seeking feedback, it is crucial to have already built bridges of trust. How do you do this in an academic situation?

13



14



Reflective Writing

Write about an area of your life in which you could benefit from developing a growth mindset.

OR

Write about something that you thought about today that you did not share with your group.

15



1

Office of Research Integrity, Compliance and Security
203 Fairchild Hall – Lower Mezzanine, Manhattan KS 66506
Phone: (785) 532-3224, fax: (785) 532-5944
email: comply@ksu.edu
<http://www.k-state.edu/comply/>

←→

Brad Woods - Associate Vice President for Research Compliance
Heath Ritter - Director
Anna Lemmon - IACUC Coordinator
Lisa Brummett - Export Controls Compliance Officer
Natalia Costa Ball - IBC Coordinator
MaKenna DeHart - IRB Coordinator
Rebekah Hennessy Tank - Senior Administrative Assistant



2

The Office of Research Integrity, Compliance and Security (ORICS) has responsibility for regulatory oversight of:

- Research involving Human Subjects (**IRB**)
- Research, testing, or teaching involving animals (**IACUC**)
- Research using recombinant DNA, toxins, or infectious agents (**IBC**)
- Research involving Controlled Unclassified Information (**CUI**)



The ORICS has developed a comprehensive homepage for personnel involved in the activities listed above. The site contains applications for all three compliance committees and online training materials. The URL for the research compliance homepage is <http://www.k-state.edu/comply/>

3

~~“It is easier to ask for forgiveness than to ask for permission”~~

Not a good strategy for dealing with compliance issues!!

4

Immediately after World War II, many questions were raised about the **ethical propriety of use of human subjects** in biomedical research.

Nuremberg War Crimes Trials 1946



As a result of the revelations of serious abuses of human research subjects during the Nuremberg War Crimes Trials, **The Nuremberg Code** was formulated. It set standards for physicians and scientists using human subjects and was the **Prototype code for human subjects research**

5



The study lasted nearly 40 years
(Courtesy National Archives)

Infamous Cases: The Tuskegee Syphilis Study

- Men were recruited under false pretenses (free treatment)
- No informed consent
- Effective treatment withheld causing many unnecessary deaths (antibiotics)

6

In 1979, a blue-ribbon commission produced
“The Belmont Report.” The report
developed three **Basic Ethical Principles**



1. **Respect For Persons**
2. **Beneficence**
3. **Justice**

7

The Belmont Report

Practical **application** of the the three **Basic Ethical Principles** of The Belmont Report leads to **consideration** of the **following requirements**

1. **Informed Consent** (Respect for Persons)
2. **Risk/Benefit Assessment** (Beneficence)
3. **Equitable Selection of Subjects** (Justice)



8

Research with Human Subjects

45 CFR Part 46 is the federal law that deals with human subjects research. According to **Federal Regulations and University Policy**, all research involving human subjects must receive prior review and approval from the **Institutional Review Board (IRB)**.

“The Common Rule”



9

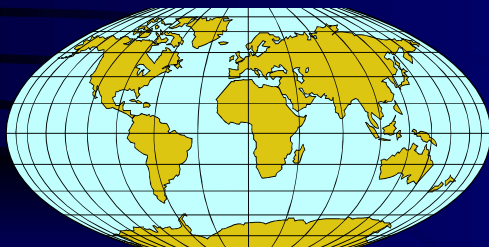
KSU has negotiated a formal agreement with the Office for Human Research Protection (OHRP) called a **"Federalwide Assurance."** In it, we commit to performing research with human subjects in strict accordance with "Terms" detailed in the Assurance.



The KSU **Federalwide Assurance** number is FWA00000865 and it can be found at <http://www.k-state.edu/comply/>

10

Approval by The Committee on Research Involving Human Subjects (IRB) is fundamental to the conduct of human subjects research at KSU, and at other research institutions both inside and outside the U.S.



If research is performed in another country, applicable human subjects laws there must be followed

11

Research Involving Human Subjects

At KSU, the Institutional Review Board (IRB) is called **"The Committee for Research Involving Human Subjects."** The committee has oversight responsibility for research activities that have people as subjects.



12

Federal regulations and the KSU FWA apply to all research involving human subjects.

- **Research** means a **systematic investigation**, including research development, testing and evaluation designed to develop or contribute to **generalizable** knowledge.
- **Human Subject** means a **living individual** about whom an investigator conducting research:
 - **Obtains** information or **biospecimens** through intervention or interaction with the individual, and use, study, or analyze the information or **biospecimens**; OR
 - **Obtains**, uses, studies, analyzes, or generates identifiable private information or **identifiable biospecimens**.

13

Before beginning an activity involving people, you need to answer three critical questions about it:



1. Is the activity in which you will be engaged **RESEARCH**, as defined in 45 CFR 46
2. Will the activity involve **HUMAN SUBJECTS** (as defined in 45 CFR 46)
3. Does the activity require **IRB REVIEW and APPROVAL**

14

Three Basic IRB Actions

- **Full Committee Review**
 - Activity exceeds "Minimal Risk"
- **Expedited Review**
 - Activity poses no more than "Minimal Risk"
 - Similar to every day risks
 - Activities involving **minors** and some other protected groups, i.e. prisoners, etc. cannot be exempt!
- **Exempt IRB Review (limited IRB review)**
 - Minimal to no risk
 - Identity protected
- **Not Human Subjects Research**



15

Identifying Risks

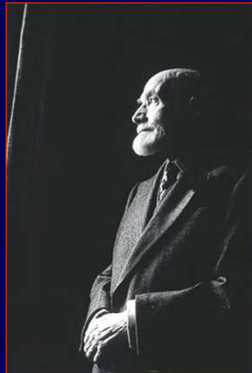
- Social and psychological risks are real risks
- IRB's should **not** rely solely on **investigators** to identify risks. They should use **investigator's knowledge** coupled with **resident or consultative expertise** of the IRB to identify risks.



16

Examples of Social and Psychological Risks

- Emotional distress
- Psychological trauma
- Invasion of privacy
- Embarrassment
- Loss of social status
- Loss of employment



17

Informed Consent is one of the most important parts of Human Subjects research. The consent process is a **negotiation** between the researcher and each potential participant, and requires **clear and appropriate communication** by researchers -

coupled with **respect for the autonomy** of the individual considering research participation



Elements of
Informed Consent

18

One reason IRBs are necessary is because research **investigators have an inherent conflict of interest**. They should be dedicated to promoting the welfare of individuals, but as researchers, they seek to generalize knowledge applicable to persons or groups other than the individuals in their studies. The second goal may be in **conflict** with the first.



IRBs, on the other hand, have one paramount responsibility: **To protect the rights and welfare of human subjects**

19

Public Access to Information

Both the federal government and the State of Kansas have laws for facilitating public access to information. Consequently, KSU documents associated with research, testing and teaching activities including individual research protocols and reports, are subject to request by interested parties.



Remember that your research protocols may be requested and closely scrutinized for content and/or regulatory compliance by any number of individuals or groups with varying interests or agendas. Therefore it is important for both you and the university that research or teaching protocols are coherent, accurate, and adequately comply with both the spirit and the letter of applicable laws, regulations and guidelines

20

Being prepared is **GOOD** in research compliance!



Being unprepared or surprised is almost always **BAD!**

21

Applicable Laws, Regulations, and Policies

The Bottom Line:::

Research using humans, animals, or infectious, toxic, or genetically modified materials is heavily regulated, and is scrutinized by many different entities.



Compliance is a university priority and is basically the “Cost of Doing Business”

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Regulatory Research Compliance

Institutional Animal Care and Use Committee (IACUC)
Dr. Sally Olson (2-5640)

Institutional Review Board (IRB)
Dr. Lisa Rubin (2-3224)

Institutional Biosafety Committee (IBC)
Dr. Harold Trick (2-1426)

Brad Woods

Natalia Costa Ball

Heath Ritter

MaKenna DeHart

Anna Lemmon

Rebekah Hennessy Tank

Lisa Brummett

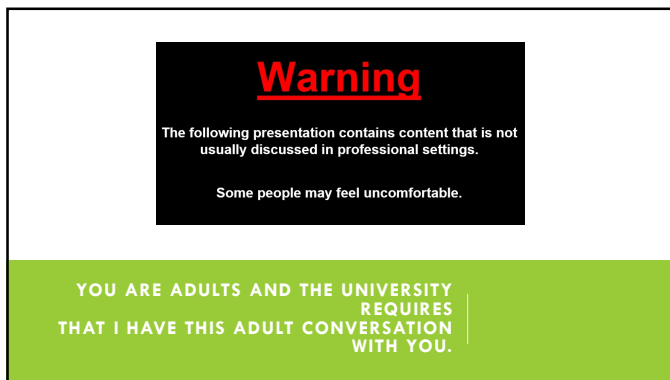
The Office of Research Integrity, Compliance and Security, 203 Fairchild Hall,
532-3224, comply@ksu.edu, <http://www.k-state.edu/comply/>

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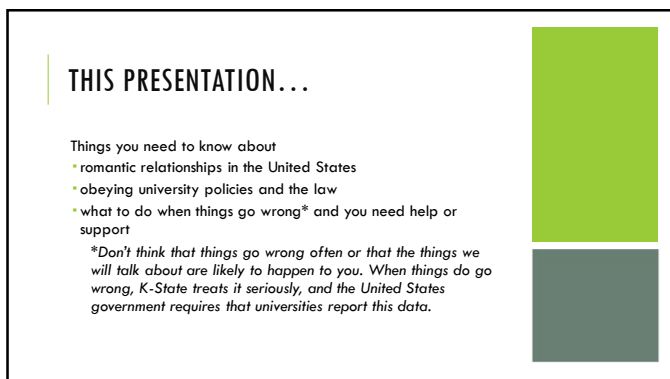
[illegible]



1



2



3

SAFETY IS THE FOCUS OF TODAY'S PRESENTATION

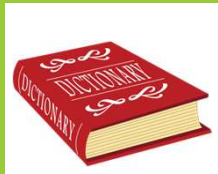
Universities wants a fair and safe community for everyone.

Safe for you—the institution has a responsibility to provide you with a safe environment.

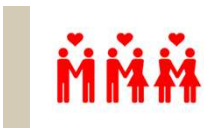
Safe for all—you have a responsibility to behave appropriately so that you don't create an unsafe environment for others.

4

A. DEFINITIONS AND DISCUSSION



5



ROMANTIC RELATIONSHIPS

Having a romantic relationship means sharing a connection with someone that leads to love and devotion.

In the United States today, it is legal for adults 18 and over to have same-sex or opposite-sex romantic relationships. Whether or not you think this is acceptable, it is legal.

A romantic relationship does NOT necessarily mean a sexual relationship, no matter what you see in social media, the movies, TV, or popular culture.

6

SAFE ROMANTIC RELATIONSHIPS GUIDELINES

Both people are interested in having a relationship



Both have about the same level of **power** (age, social status, job/career position, etc.)

7

Reading the signs

If a person you are interested in gives you signs that he or she is not interested—believe them!

Thinking that the person is just “playing hard to get” can get you in trouble.

If someone is giving you signs that they are interested in you, be clear and honest in your response.

Don't play hard to get, and don't act like you're interested if you're not.

8

IF YOU MEET SOMEONE, AND YOU WANT TO HAVE A ROMANTIC RELATIONSHIP, BUT HE/SHE DOESN'T WANT TO, YOU MUST RESPECT HIS/HER CHOICE.

DO NOT INSIST ON CONTACTING A PERSON WHO ISN'T INTERESTED IN YOU.



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TO HAVE A SEXUAL
RELATIONSHIP,
INVOLVING PHYSICAL
CONTACT, BOTH
PEOPLE MUST AGREE.
THIS IS CALLED
CONSENT.

Sexual relationships



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**CONSENT
CANNOT BE
LEGALLY GIVEN
IN SOME
SITUATIONS.**

As an international university student,
NEVER seek a romantic or sexual
relationship with anyone who is under the
age of 16 years old.

If someone is unconscious, has had too
much alcohol to drink, is on drugs, or is
mentally incompetent, they cannot legally
consent to sex.

11

IF YOU DO NOT WANT TO BE
INVOLVED IN A PHYSICAL OR
SEXUAL RELATIONSHIP, YOU
SHOULD CLEARLY SAY **"NO"**
TO THE OTHER PERSON.



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“TEA AND CONSENT”

Link:
<https://www.youtube.com/watch?v=fGoWfW54-kU>



13

SEXUAL ASSAULT

Sexual assault is any sexual activity to which you haven't freely given your consent.

The attacker can be anyone - a current or former partner, a family member, a person in position of power or trust, a friend, an acquaintance, or a stranger.

In the United States, the victim of a sexual assault is never legally to blame for the assault.

It is important to get help if you have been assaulted. First, get to a safe place. Then dial 9-1-1 or go to a hospital for medical care if you need it. You can talk to a medical provider about next steps.



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Bad behavior involving sexual situations

Can be same sex or opposite sex

Getting grades, housing, or a job depends on giving a sexual favor

Power is **UNEQUAL**

One time **or** repeated

Comments, jokes, stories, behaviors

Voyeurism—watching or showing off

Sexual violence

SEXUAL HARASSMENT

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HARASSMENT: CONTINUED UNWANTED ATTENTION OR THREATENING BEHAVIOR

Unwanted Physical Contact

Unwanted Comments

Stalking

Bullying

Cyber stalking & bullying



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DIFFERENCE BETWEEN SEXUAL ASSAULT AND SEXUAL HARASSMENT

Sexual assault involves nonconsensual sexual contact or acts, while sexual harassment is unwanted sexual behavior (verbal, visual, or physical) that creates a hostile environment.

The key difference is that sexual assault involves a physical act or attempt without consent, whereas sexual harassment is a broader category of unwelcome sexual conduct.

Sexual assault is a criminal offense, while sexual harassment is typically a civil rights violation.

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IF YOU DON'T FEEL SAFE, OR
IF SOMEONE IS HARASSING
YOU,
TELL SOMEONE!

18

B. WHAT TO DO
IF YOU OR
SOMEONE YOU
KNOW IS A
VICTIM OF
THESE BAD
BEHAVIORS



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CONFIDENTIALITY



Information that you want kept **confidential** is information that you want someone to keep secret.

Some people on campus, such as professors and advisors, **MUST** report any suspected violations to the Office of Institutional Equity (OIE).

This means that they can't keep your information confidential, even if you say you want to keep it a secret. They have to report it and let the Office of Institutional Equity decide how to handle it.

Others, such as Health Center staff, can keep things confidential. If you are concerned about confidentiality, ask if the person you want to tell something to is required to report it.

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WHAT QUESTIONS
DO YOU HAVE?



21

SOURCES:

 Gail Lugo, Graham Reeves, and Leah Jenkins, Trine University ESL Program. "Dialogues Nobody Wants to Have," presented at TESOL, 2018, Chicago.

 Laura Phillips Zee, Kansas State University ELP. "Important Safety Message for KSU ELP Students," presented March 13, 2018.

 Scott Jones, acting Title IX Coordinator, Title VI Coordinator, and Director of the Office of Institutional Equity at Kansas State University. "Important Safety Message," presented Nov. 29, 2017.

 <https://medlineplus.gov/sexualassault.html>

 Emmeline May and Blue Seat Studios. "Tea and Consent" Published on You Tube, May 13, 2015. <https://www.youtube.com/watch?v=FGoWlWS4-kU>
