

CURRICULUM PROPOSAL FORM
University-Wide Undergraduate Curriculum Committee

88-89/16a

UWUCC USE ONLY

Number _____ / _____
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE LC 150, Educational Planning and Development

DEPARTMENT Learning Center

CONTACT PERSON Carmy Carranza

II. APPROVALS

Carmy Carranza
Department Curriculum Committee

Kathryn A. Stratton
Department Chairperson

A. C. L. M.
College Curriculum Committee

W. W. Costen
College Dean *

Director of Liberal Studies
(where applicable)

Provost
(where applicable)

* COLLEGE DEAN MUST CONSULT WITH PROVOST BEFORE APPROVING CURRICULUM CHANGES. APPROVAL BY COLLEGE DEAN INDICATES THAT THE PROPOSED CHANGE IS CONSISTENT WITH LONG RANGE PLANNING DOCUMENTS, THAT ALL REQUESTS FOR RESOURCES, MADE AS PART OF THE PROPOSAL, CAN BE MET, AND THAT THE PROPOSAL HAS THE SUPPORT OF THE UNIVERSITY ADMINISTRATION.

III. TIMETABLE

Date Submitted to UWUCC 10/88 Semester/Year to be Implemented Spring, 1989 Date to be published in Catalog 1989

IV. DESCRIPTION OF CURRICULUM CHANGE

(Attach remaining parts of proposal to this form).

Rationale and Purpose

The active involvement of students in curricular and co-curricular programs tends to increase retention (Webb, 1987). Factors contributing to retention include: participation in a credit-bearing course in educational planning and development plus individual counseling by an academic advisor (Webb, 1987). These factors enable students to feel part of a four-year institution and to assume an active role within the institutional setting. (Webb, 1987; Gardner & Jewler, 1985). Billson and Terry (1987) support the theory that student involvement does increase retention, emphasizing the impact of campus institutional orientation classes on student adjustment to a four-year institution.

The purpose of the proposed course (LC 150 - Educational Planning and Development) is to introduce freshmen students to developmental activities and educational life skills through orientation to: institutional structure, policies and procedures; their role as students in higher education; campus and program facilities; decision-making strategies; and goal-setting processes.

References .

Billson, J.M., & Terry, M.B. (1987). A Student Retention Model for Higher Education. College & University, 62, 290-305.

Gardner, J.N., & Jewler, A.J. College Is Only The Beginning. California: Wadsworth Publishing Company, 1985, 7.

Webb, E.M. (1987). Retention & Excellence Through Student Involvement: A Leadership Role for Student Affairs. NASPA Journal, 24, 6-11.

COURSE SYLLABUS

I. CATALOG DESCRIPTION

LC 150

1 credit
1 lecture hour
0 lab hours
(1c-01-1sh)

Prerequisite: Enrollment limited to Learning Center freshmen

Introduces students to the purpose of higher education and the system of education at IUP -- policies, requirements, structure, resources and procedures. Academic and personal profiles of the students will be utilized in order to improve academic success and promote personal development. Includes the topics of goal-setting, values-clarification, co-curricular involvement, campus resources, decision-making, and behavior-modification. Class attendance and participation are required.

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II. Course Objectives

- A. Students will understand the purposes and values of education.
- B. Students will understand how decisions are made in the academic, personal and social areas.
- C. Students will become aware of their abilities, interests, and temperaments, and how these correspond to academic and personal growth at IUP.
- D. Students will clarify their value system as it relates to educational planning.
- E. Students will develop a practical educational plan.

III. Course Outline (See Appendix for a more detailed Outline)

- A. The Case for Education (Week 1 - Summer Session)
 1. Educational Objectives
 2. The University and Its Objectives
 - a. Education in the United States
 - b. The Purposes of a College

- c. Criticisms of the College
 - d. The Values of an Education.
- B. The University and You (Week 2 - Summer Session)
- 1. The University as a Social System
 - 2. Roles and Expectations
 - 3. The Personal Dimension
 - 4. People and Resources That Can Help
 - 5. Preliminary Overview of Study Habits, Skills, and Attitudes
- C. Decision Making: A Complex Personal Process
(Weeks 3 & 4 - Summer Session)
- 1. Decisions That Students Need to Make
 - 2. Curriculum, Co-Curriculum, Relationships
 - 3. Defining Who You Are
 - 4. Exploring Your Values and Beliefs
 - 5. Building a Philosophy of Life
 - 6. How Decisions Are Made
 - 7. Human Motives or Needs
 - 8. Mechanisms of Adjustment
 - 9. Understanding Your Personality Traits
 - 10. Understanding Your Mental Abilities
- D. Planning Your Future Educational Development
(Week 5 - Summer Session)
- 1. The Importance of Educational Planning
 - 2. Types of Education Available
 - 3. Sources of Information About Educational Programs

4. Stages and Steps in Educational Planning

- a. The Three Planning Stages
- b. Practical Planning Guidelines

E. In addition to the five weeks of classes, students in this course are required to attend two evening workshops. The workshops are presented by faculty outside of the Learning Center, but they relate to the major problems experienced by the Learning Center Students.

IV. Evaluation Methods

A. The final course grade will be based on the total number of points earned. The letter grade corresponding to the points is listed as follows:

<u>Letter Grade</u>	<u>Points</u>
A	200-180
B	179-160
C	159-140
D	139-120
F	below 120

B. Point Distribution

Written Review of 2 Workshops @ 15 each	= 30 points
Quizzes - 2 @ 25 each	= 50 points
Application Assignments - 5 @ 10 each	= 50 points
Participation	= 20 points
Final Exam	= 50 points

V. Required Textbook(s)

Shertzer, Bruce (1985). Career Planning: Freedom to Choose 3/e.
Boston: Houghton-Mifflin.

The IUP Undergraduate Catalog

The Eye (IUP Student Handbook)

VI. Special Resource Requirements

Students are responsible to collect from the department of their anticipated major all of the Curriculum Information available (Course Sequence Guide, etc.)

VII. Bibliography

- Barna, A., Haws, J.R., and Knefelkamp, L. New Students Challenge to Student Affairs. New Directions for Student Services, 4, 1978, 107-115.
- Billson, J.M., and Terry, M.B. A Student Retention Model for Higher Education. College & University, 1987, 62, (Sum), 290-305.
- Davis, J.R., Going to College: The Study of Students and the Student Experience. Boulder, Colorado: Westview Press, 1977.
- Ellis, D. Becoming a Master Student. South Dakota: College Survival Inc, 1984.
- Friday, R.A. Create Your Own College Success. California: Wadsworth Publishing Company, 1988.
- Gardner, J.N., and Jewler, A.J. College is Only the Beginning. California: Wadsworth Publishing Company, 1985.
- Gardner, J.N., and Jewler, A.J. Step by Step to College Success. California: Wadsworth Publishing Company, 1987.
- Gardner, J.N. The Freshmen Year Experience. College & University, 1986, 61, (Sum), 261-74.
- Hartley, M.P. H.E.L.P. for Students: One University's Action Approach to Increasing Student Retention. College & University, 1987, 63 (7), 80-94.
- Katope, C.G. Beyond Berkeley: A Sourcebook on Student Values. Cleveland: World Publishing Company, 1966.
- Pivar, W.H. The Whole Earth Textbook. Philadelphia: W.B. Saunders Company, 1978.
- Presno, V. The Value Realms: Activities for Helping Students Develop Values. New York: Tchres College, Columbia University, 1980.
- Reed, P.J. and Chapman, L.C. Evaluating the Effectiveness of a Freshman Orientation Course. Journal College Student Personnel, 1987, 28 (Mar), 178-9.
- Simon, S.B., Howe, L.W., and Kirschebaum, H. Values Clarification: A Handbook of Practical Strategies for Teachers and Students. New York: Hart Publishing Company, 1972.

COURSE ANALYSIS QUESTIONNAIRE

Section A: Details of the Course

- A 1 - Educational Planning and Development is proposed as a 1-credit free elective course. The purpose of the course is to assist students to make the successful transition from secondary school to higher education by assisting the students to draw accurate academic and personal profiles and set realistic goals and adopt appropriate attitudes and behaviors. This is an introductory course for freshman Learning Center students and not intended for inclusion in the Liberal Studies Program.
- A 2 - This course does not require changes in any other courses or programs in the department. There is no other similar course or program at IUP.
- A 3 - This course will follow the traditional type of offering, combining lecture, small-group, and workshop activities.
- A 4 - Educational Planning and Development has been offered in multiple sections as a Special Topic (LC 481) Fall Semester 1985, Summer 1986 and 1987. Students consistently give it high ratings on Learning Center surveys.

<u>Value of the Course</u>	<u>% Favorable</u>	<u># of Students</u>
1985	89%	156
1986	89%	503
1987	93%	416

- A 5 - This course is not proposed as a dual-level course.
- A 6 - This course is not proposed for variable credit.
- A 7 - Many other institutions of higher education offer courses similar to this course and some offer 2 or 3 credits. For example, a very similar course is offered at Ohio University (U.C. 115) and carries 2 credits. Other major institutions are:
- Clarion State University
 - Ohio University
 - Penn State University
 - University of California at Los Angeles
 - University of South Carolina
 - University of Texas at Arlington
 - University of Wisconsin
 - University of Tulsa
 - West Chester University
 - West Virginia University

- A 8 - This course is not required by an accrediting authority or professional society. However, the growing number of students requiring developmental education has spawned an increase in the number of institutions offering such courses. The Council for the Advancement of Standards for Student Services/Development Programs (CAS) guidelines for Learning Assistance programs (p. 13) stipulates that programs must, "Promote student development by encouraging such things as positive and realistic self-appraisal, intellectual development, appropriate personal...choices."

Section B: Interdisciplinary Implications

- B 1 - This course will be taught by one instructor per section.
- B 2 - No additional or corollary courses are required now or later.
- B 3 - There is no relationship between the content of this course and the content of courses offered by other departments.
- B 4 - No seats will be available to students in the School of Continuing Education.

Section C: Implementation

C 1 - Resources

- a. No new faculty are needed to teach this course.
- b. Current space allocations are adequate to offer this course.
- c. No additional equipment is needed.
- d. No laboratory supplies are needed.
- e. Library holdings are adequate.
- f. No travel funds are needed.

- C 2 - A portion of the salaries for some faculty who teach the course are dependent upon ACT 101 grant monies. As the faculty members are on permanent contracts, and as the ACT 101 grant funds have been received by IUP for the last 16 years, the fact that some faculty are partially funded by an outside grant is not considered to present a problem.

- C 3 - This course will be offered once a year during the Summer Session for students admitted to the Learning Center Program. It best precedes the other two Learning Center courses.

- C 4 - It is anticipated that 10-15 sections of this course will be offered in the second Summer School session--July 17 - August 17, 1989.
- C 5 - This course requires a high degree of individualization and frequent out-of-class contact. Therefore, the class size will be limited to approximately 25 students each.
- C 6 - There is no professional society that suggests enrollment limits for this course. Our professional experience suggests that both individual support and positive group interaction are accommodated in groups of this size.
- C 7 - This course will be a requirement for Learning Center freshmen only.

Section D: Miscellaneous

The following miscellaneous items are in three categories:

1. A fuller Syllabus of LC 150: Educational Planning & Development
2. A small sampling of Syllabi from other institutions offering similar courses

Syllabus of A & S 1111, On the Way to New Directions in Excellence, from Oklahoma University
Syllabus of University 101 from the University of Georgia
Syllabus of U.C. 115, The University Experience, from Ohio University

3. The Intake Questionnaire at IUP with copies of similar profiles from other institutions

Educational Planning Survey from UCLA
Academic Profile from The PA State University

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II. Goals and Related Objectives

Goal 1: To assist students in understanding the concept of higher education and their responsibilities in pursuing higher education.

Objectives: Upon successful completion of this course, students should be able to:

- a. write and describe an operational definition of "higher education";
- b. summarize the history and changing purposes and enrollments in higher education in America;
- c. describe the college student's responsibilities toward the university, other students, faculty, family, and him/herself.

Goal 2: To assist students to understand and to operate effectively within the University system at IUP.

Objectives: Upon successful completion of this course, students should be able to:

- a. summarize the administrative and academic structure of the University;

- b. list the names and describe the functions of primary administrative and faculty personnel;
- c. describe and know how to apply primary policies and procedures as outlined in undergraduate catalog;
- d. list and understand the categories of course requirements and the divisions of General Education requirements;
- e. compute a cumulative grade point average;
- f. locate authoritative information on courses required for individual majors.

Goal 3: To assist students to become familiar with, and begin to use, University resources.

Objectives: Upon successful completion of this course, students should be able to:

- a. identify, describe, and locate IUP's academic resources;
- b. identify and describe IUP's financial resources;
- c. identify, describe, and locate IUP's student services areas.

Goal 4: To assist students to develop specific educational and personal goals.

Objectives: Upon successful completion of this course, students should be able to:

- a. define the goal setting process and its importance in education and life planning;
- b. develop a four-year educational plan based on one's major area of study;
- c. assess one's strengths, weaknesses, interests, and abilities in relation to one's academic goals.

Goal 5: To assist students in learning and applying decision-making and problem-solving processes.

Objectives: Upon successful completion of this course, students should be able to:

- a. identify the major components of the decision-making process;
- b. identify the major components of the problem-solving process;
- c. apply decision-making and problem-solving techniques in specific situations relative to individual academic and personal concerns.

Goal 6: To assist students to implement positive strategies for meeting specific challenges of academic success.

Objectives: Upon successful completion of this course, students should be able to:

- a. design and use a time management plan that incorporates an appropriate balance of study, social, and physical activity;
- b. apply general information and guidelines concerning test-taking.

III. Course Outline

Week 1 - Class 1

Topic: Administrative Tasks and Introduction to the Educational Planning and Development Course

1. Process data re housing, class schedule, etc.
2. Complete Student In-take Questionnaire
3. Explain Purpose and use of a Syllabus
4. Clarify Academic Policies and Requirements for Graduation, especially General Education credits (catalog)
5. Begin Pre-registration for Fall Semester

Week 1 - Class 2

Topic: History of Higher Education
Student's Role in Higher Education
Academic Policies and Procedures
The Structure of IUP

Procedure:

1. Overview of the history in higher education
 - a. discussion of history and changing purposes and enrollments in higher education;
 - b. discussion of the college students' responsibilities and involvement with the university, including administration, faculty, other students and his/her self;
 - c. discussion of what motivated student involvement in higher education during earlier time periods.
2. Overview of the university system, structure, policies and procedures
 - a. The structure of IUP
 - b. State and local systems in SSHE
 - c. Computation CQPA sheet

Week 2 - Class 1

Topic: College as a Social System/University Resources

Procedure:

1. Overview of college as a social system incorporating information from ch.2, handouts, and personal experience of educational counselor.
 - a. role of student
 - b. role of instructors
 - c. role of advisors, counselors, administrators

Discuss responsibilities and expectations of each of the above.

2. Overview of campus resources (academic and non-academic)
 - a. discussion of services provided in general
 - b. discussion of a few key resources at IUP of particular interest (Learning Center, Writing Center, tutorial program, financial aid office)
3. Brief discussion of counseling services and importance of dealing with personal problems/concerns immediately and with assistance from the appropriate campus resource.
4. Discussion of extracurricular activities
 - a. benefits of involvement
 - b. disadvantages of overinvolvement
5. Conclusion - stress individual student responsibility and initiative in seeking out and utilizing campus resources; take an active approach in discovering what is available.

Week 2 - Class 2

Topic: Study Habits and Skills

Procedure:

1. Time Management
 - a. stress importance of goal setting
 - b. present general guidelines for designing schedule
2. Test taking
 - a. present general information/guidelines concerning motivation/preparation for study.
3. Conclusion - stress individual student responsibility and initiative in striving for academic success; point out several "common sense" items all students can do for themselves toward this end.

Weeks 3 and 4 - Classes 1 and 2

Topic: Decision-Making/Problem-Solving

Procedure: Overview on the Decision-Making/Problem-Solving process.

1. The relationship of self image to decision making/understanding oneself.
2. The effects of a personal value system of decision making.
3. The differences between decision making and problem solving.
4. The three major requirements for skillful decision making.
5. Identification of decision-making and problem-solving processes.

Week 5 - Classes 1 and 2

Topic: Planning Future Educational Development

1. Intended outcomes of higher education
2. Types of education available
3. Stages and steps in educational planning