

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		04-23	Withdrawn	10/27/04

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Instructional Programs and Resources in Education	Phone 814-938-6711

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)
 New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

EDIR 101 Professional Field Explorations

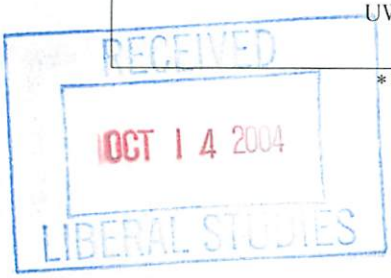
Current Course prefix, number and full title *Proposed course prefix, number and full title, if changing*

2. Additional Course Designations: check if appropriate
 This course is also proposed as a Liberal Studies Course. Other: (e.g., Women's Studies, Pan-African)
 This course is also proposed as an Honors College Course.

3. Program Proposals Catalog Description Change Program Revision
 New Degree Program Program Title Change Other
 New Minor Program New Track

Current program name *Proposed program name, if changing*

4. Approvals	Date
Department Curriculum Committee Chair(s)	
Department Chair(s) <i>Raymond W. Beisel</i>	<i>10/14/04</i>
College Curriculum Committee Chair	
College Dean <i>Valant Toman</i>	<i>10-14-04</i>
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	
UWUCC Co-Chairs	



* where applicable

Syllabus of Record

I. Catalog Description

EDIR 101 Professional Field Explorations and Introduction to Higher Education

Prerequisites: none

2 class hours

0 lab hours

2 semester hours

(2c-0l-2sh)

An investigation of major career fields, professional development opportunities, and the structure of higher education at IUP. Students will be exposed to the basic content, expectations, professional groups, social/political factors, challenges, and opportunities of various disciplines.

II. Course Objectives

Students:

1. given input on a variety of academic majors offered at IUP, will choose and study a discipline of interest for higher education and professional preparation.
2. will demonstrate growth in information processing, analytical, and communication skills required of successful professional people, through regular exercises in research reading, and composition.
3. will analyze his/her personality, interests, and values in light of the nature of career roles and responsibilities.
4. will develop, and practice professional level interpersonal/group skills, and attitudes.
5. will demonstrate consistent reliability, and personal integrity.

III. Course Outline

- I. Introduction to Degree Requirements in Higher Education (5 hours)
 - A. Explorations of Undergraduate Degrees Offered at IUP
 1. College of Health and Human Services
 2. College of Humanities and Social Sciences
 3. Eberly College of Business and Information Technology
 4. College of Fine Arts
 5. College of Natural Science and Mathematics
 6. College of Education and Educational Technology
 7. School of Continuing Education
 - B. Liberal Studies Requirements
 - C. Majors/Minors
 - D. Grading Issues and Policies
 - E. Academic Honors

II. Explorations of Personal and Professional Characteristics as They Relate to a Career (5 hours)

- A. Personal Assessment: Career Directions Inventory, Focus II
- B. Characteristics of Successful People
- C. Values
- D. Leadership

III Site Visits Tailored to Student Interests (5 hours)

- A. Main Campus Department Tours
- B. Regional Business and Industry Tours

IV. Individual Career Explorations (10 hours)

- A. Develop Research and Writing Skills Applied to Career Study
- B. Investigate Professional Organizations

V. Problem Investigations in Career Fields (5 hours)

- A. Decision Making, Creative Problem Solving, and Task Commitment
- B. Mentorship
- C. Presentation of Findings and Recommendations

IV. Evaluation Methods

Earned points will be applied to 90%/A, 80%/B, 70%/C, 60%/D, <60%/F scale

A. Reading Quizzes/Homework Assignments

B. Writing Assignments

Criteria for Writing Assignments

Criteria for an A	Criteria for a B	Criteria for a C
Technically accurate use of English	Technically accurate use of English	Technically accurate use of English
Assignment completed in an organized and concise manner	Assignment completed in an organized and concise manner	Work in organization needed
Succinct summary of reference presented. Personal analysis clearly relates factual information with personal life or issue AND is insightful	Succinct summary of reference presented. Personal analysis clearly relates factual info. with personal life or issue	Succinct summary of reference presented. Personal analysis limited or unclear

Criteria for a D: English use reflects technical errors/lack of editing. Assignment incomplete or unorganized. Little or no analysis.

Criteria for an F: Assignment incomplete, unorganized, or plagiarized. Little or no effort evidenced.

Criteria for a zero grade: Assignment not submitted.

C. Research Project

1. Identify a specific, current problem from the discipline of your choice, which you are interested in studying.

2. Design a narrow, achievable investigation of the problem, and set forth the design in clear, written steps. Your plan must include talking with people who have first hand knowledge of the profession and problem. Originality and initiative are encouraged.

3. Complete a well organized, succinct, and properly referenced survey of literature on the problem. Five-10 relevant references are required. Six, one page reviews of articles from your field of interest are due to help prepare this review.

4. Carry out the investigation outlined in step 2.

5. Present a typed report of your study (steps 1-3), plus your conclusions, and recommendations in a well organized, three-five pg. paper. The paper is due at the time of your class presentation. Note that the review of literature should not be the attachment of the article reviews already submitted. The review should be an overview of all of the literature you have read, highlighting common points and including details as you judge most descriptive of your topic.

6 Present your research to the class. Presentations will be assessed by peers. Criteria: Detail, Organization, Clarity of Communication, Overall Quality.

Note: Steps one and two of the research project are to be done in consultation with the instructor.

From Course Objectives

*be able to state, in writing, the importance of, developing, and practicing professional level interpersonal/group skills, and attitudes.

*be able to state, in writing, the importance of consistent reliability, and personal integrity.

D. Mentorship:

Identify and meet with a mentor from the discipline of your interest. Keep a journal describing each contact, the questions you asked, answers/insights from your mentor, your thoughts, etc. A credible effort on this task will raise the course grade by one letter.

All Assignments: are to be turned in on the date due, at the beginning of class. Any late assignments will be scored as a "D" at best, as turning work in late is not "adequate", which would be graded as a "C".

V. Attendance Policy

Regular attendance and participation are expected. Allowable absence equal to three class hours (2 class periods) is permissible as suggested in the "IUP Undergraduate Course Attendance Policy", p. 26 Undergraduate Catalog. Reasonable absences in cases of illness (with a doctor's note), or personal emergency are recognized student needs. Unexcused absences beyond those described above will decrease the final course score by 5% each.

VI. Required Textbooks, Supplemental Books and Readings

Conley, D. (2004). The pecking order: Which siblings succeed and why. New York. Pantheon.

Department of the Army. (1999). Army leadership. Field manual No. 22-100. Washington, DC.

Maxwell, J. C. Thinking for a change: 11 ways highly successful people approach life and work. New York. Warner.. (2003).

Wymard, E. (1999). Conversations with uncommon women: Insights from women who have risen above life's challenges to achieve extraordinary success. New York. Amacom.

(All on reserve in the library)

VII. Special Resource Requirements

This course requires no special resources.

VIII. Bibliography.

Conley, D. (2004). The pecking order: Which siblings succeed and why. New York: Pantheon.

Department of the Army. (1999). Army leadership. Field manual No. 22-100. Washington, DC.

Johnston. S. M. (2002). The career adventure: Your guide to personal assessment, career exploration, and decision making. Columbus: Prentice Hall.

Lock. R. (1992). Taking charge of your career direction. Pacific Grove, CA. Brooks/Cole.

Maslow. A. (1954). Motivation and personality. New York: Harper.

Maxwell, J. C. (2003). Thinking for a change: 11 ways highly successful people approach life and work. New York: Warner.

Sherfield, R., Montgomery, R., & Moody, P. (2005). Cornerstone: Building on Your Best. 4th. Ed. Columbus: Pearson/Prentice Hall.

Steele, E. R. (2003). A Study of the Assumptions, Perceptions, Satisfaction Levels and Realities That Revolve Around A First-Year Experience Program on the All Freshman Branch Campus of Indiana University of Pennsylvania: A Research Project Presented to Indiana University of Pennsylvania. Unpublished Manuscript.

Sukiennik, D., Bendat, W. & Raufman, L. (2004). The career fitness program: exercising your options. 7th. Ed. Columbus. Pearson/Prentice Hall.

Upcraft, L., Gardner, J.N. & Associates. (1989). The freshman year experience. San Francisco: Jossey-Bass.

Wymard, E. (1999). Conversations with uncommon women: Insights from women who have risen above life's challenges to achieve extraordinary success. New York. Amacom.

Course Analysis Questionnaire

Section A: Details of the Course

A1 This is the first course in the new Instructional Programs and Resources in Education Department (EDIR). EDIR is the newly designated departmental base for the Punxsutawney Branch Campus. EDIR 101 *Professional Field Explorations and Introduction to Higher Education*, is intended to assist the many undecided freshmen beginning their college career at Punxsutawney in finding an academic major, experiencing academic success, building basic skills needed for success in higher education, and building relationships with both faculty and peers. The factors of success, academic major identity, and mentor relationships are known criteria for the retention of freshmen (Upcraft, Gardner and Associates, 1990). The course is a free elective available to those students actively seeking a major field of study.

Through a two-credit format, broader, highly personalized course content, delivered by full-time Punxsutawney faculty, has been seen to facilitate trust and effective advising greatly needed by this population. Related one credit courses, LRNC 170 Career Exploration, and LRNC 150 Introduction to Higher Education, offered through the Learning Enhancement Center, cover similar content, however, may not be able to provide the depth of personal attention that the proposed course does. These students need to feel connected, as soon as possible to the branch campus and to the University. A resident department course can do that best.

A2 This course does not require changes in any other course.

A3 This course has been offered at IUP, Punxsutawney on a trial basis. UVWD 281 *Professional Field Explorations and Introduction to Higher Education* was offered and taught in the fall, 03 (22students), spring, 04 (18 students), and currently (47 students in two sections).

A4 This course is not intended to be dual level.

A5 This course is not to be taken for variable credit.

A6 Similar courses are offered at many other institutions nationwide, e.g. Virginia Tech, *Explore Careers and Majors*, University of South Carolina, *First Year Experience*. A survey of first year seminar programming done by the National Resource Center for the First Year Experience and Students in Transition at the University of South Carolina found that 749 of 1013 institutions surveyed nationwide offer a first year seminar course. The most frequently identified topics in these courses were reported to be:

1. Academic skills
2. Time management
3. Personal development/self-awareness
4. Transition to college
5. Career exploration

National Resource Center for The First-Year Experience & Students in Transition, 2000

<http://www.sc.edu/fye/research/surveyfindings/surveys/survey00.html>

The proposed course explicitly targets items 1,3, & 5 from the list.

A7 The National Resource Center for the First-Year Experience at the University of South Carolina, Columbia, is a leading organization for the study of freshman success. The content of the proposed course closely matches research findings for the design and make up of freshman experience courses nationwide.
<http://www.sc.edu/fye/research/surveyfindings/surveys/survey00.html>

Section B: Interdisciplinary Implications

B1 This course will be taught by one instructor.

B2 The Learning Enhancement Center (LEC) offers two, one-credit courses with very similar goals. These courses, LRNC 170 Career Exploration, and LRNC 150 Introduction to Higher Education are available to Punxsutawney Branch students. The Learning Enhancement Center has been asked to review the proposed course in an effort to identify any area where a resident course in Punxsutawney conflicts with the mission of the University or the LEC in serving and retaining freshmen. The position of the LEC is under review.

The College of Education and Educational Technology offers a course focused on career opportunities in the field of education. The College of Education and Educational Technology has been asked to review the proposed course in an effort to identify any area where the proposed course conflicts with the mission of the University or the College of Education and Educational Technology. The position of the College of Education and Educational Technology is under review.

B3 This course is not crosslisted.

C1 No new faculty member is required to teach this course. This course will be counted as one preparation and two hours of equated workload.

C2 Sufficient space, equipment, transportation, and library materials are in place in support of this course. The Punxsutawney Branch Campus budget is sufficient to defray some of the expenses associated with local travel needs.

C3 No resources for this course are funded by a grant.

C4 This course will be offered every semester.

C5 Two sections of this course are anticipated each semester.

C6 In accordance with the recommendations of the National Center for The First Year Experience and Students in Transition at the University of South Carolina, Columbia, classes of 25 or fewer facilitate the quality of interaction and instructor access necessary for supporting the needs of freshmen. This course will cap section enrollment at 25.

C7 See C6.

C8 This course is not to be delivered through distance education.