

Minor in Effective Teamwork and Communication-NewDsg-2016-11-29

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Form Information



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- If DUAL LISTED list BOTH courses in the page title***

Second Step: Click “SAVE” on bottom right

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Third Step: Make sure the word ***DRAFT*** is in yellow at the top of the proposal

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**Indicates a required field*

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Proposing Department/Unit*	Academic Affairs	Contact Phone*	7243574477

(A) Request Type:*	minor
(B) Minor or Certificate Title:*	Effective Teamwork and Communication
(C) List number of credits:*	18-20
(D) If Certificate or Letter, select level:	
(E) Course Level:*	undergraduate-level

<p>(F) Narrative Catalog Description:*</p>	<p>The Effective Teamwork and Communication minor is an interdisciplinary program that aims to better prepare students for a competitive job market by instilling interpersonal, teamwork, and communication skills for use in their field. Employers of today seek job candidates who possess a strong set of technical skills, but strongly prefer someone who can also work in a team environment. Ninety percent of employers believe that team skills are equally or even more important than technical skills when hiring. This minor provides students with ways to stand out from the crowd, preparing them for the 21st century workforce.</p> <p>The addition of the minor is practical for all majors, particularly those programs with few free electives looking to add more value and marketability. The minor draws expertise from appropriate faculty across the university to introduce and relate in-demand teamwork attributes to core foundation theories of communication, leadership, sociology, and theater. Students further develop their teamwork and communication skills as they solve current, real-world problems in in-major projects within their required classes. The direct connections of the liberal courses and in-major coursework minimizes the course load for students who wish to enhance their education and future job prospects and emphasizes the application of a liberal studies education.</p> <p>The course work of the minor will expose students to understanding how their beliefs, attitudes, and actions affect the team as well as how the diversity of the team adds strength and additional perspective to solve complex problems facing society. Students will learn how to engage audiences with nontechnical and technically rich content, frame and present arguments, and develop the ability to speak about their work and its significance. Traits of good team members and leaders will be examined. Capstone and senior interdisciplinary projects, coupled with required in-major courses, provide a direct opportunity for students to develop their skills within their chosen field. Students will reflect on the personal qualities and attributes they bring to a team and prepare materials that best illustrate these skills to future employers.</p>																						
<p>(G) List of Program Requirements in catalog layout including course numbers, titles, credits and any footnotes.*</p>	<p><i>Note: PASSHE requires a minimum of 6 credits in a minor be advanced standing (300 and above)</i></p> <table border="0"> <tr> <td>Minor--Effective Teamwork and Communication</td> <td style="text-align: right;">18-20</td> </tr> <tr> <td>Required Courses</td> <td style="text-align: right;">12</td> </tr> <tr> <td>COMM 261 Teamwork and Communication Skills for College and Career (1)</td> <td style="text-align: right;">3cr</td> </tr> <tr> <td>LDSP 361 Introduction to Leadership</td> <td style="text-align: right;">3cr</td> </tr> <tr> <td>SOC 161 Foundations of Sociology: Social Relations in Groups and Organizations (2, 3)</td> <td style="text-align: right;">3cr</td> </tr> <tr> <td>THTR 161 Introduction to Theater: Interpersonal Practices (4)</td> <td style="text-align: right;">3cr</td> </tr> <tr> <td>Interdisciplinary Teamwork Course (5)</td> <td style="text-align: right;">3-4</td> </tr> <tr> <td>One course approved as a Teamwork-Intensive section (T-Course) course.</td> <td style="text-align: right;">3-4cr</td> </tr> <tr> <td>Capstone Courses (6)</td> <td style="text-align: right;">2-3</td> </tr> <tr> <td>TMWK 461 Teamwork and Communication in Research (7)</td> <td style="text-align: right;">1cr</td> </tr> <tr> <td>And one to two credits of independent study, honors thesis, or undergraduate research. (8)</td> <td style="text-align: right;">1-2cr</td> </tr> </table> <p>(1) COMM 261 counts as a liberal studies elective in oral communication and information literacy requirements.</p> <p>(2) SOC 161 counts toward the liberal studies social science requirement.</p> <p>(3) SOC 161 and SOC 151 are interchangeable for pass/repeat. SOC 161 is required for the Effective Teamwork and Communication minor.</p> <p>(4) THTR 161 counts toward the liberal studies fine arts requirement. THTR 161 and THTR 101 are interchangeable for pass /repeat. THTR 161 is required for the Effective Teamwork and Communication minor.</p> <p>(5) Any teamwork-intensive course can count towards a student's minor. Students are encouraged to take a teamwork-intensive course that is a required course or elective in their major.</p> <p>(6) Students need a minimum 6cr of 300- and 400-level coursework. This requirement is completed using one of the two following approaches: 1) LDSP 361 and a 3cr 300- or 400-level teamwork-intensive course or 2) LDSP 361, TMWK 461, and 2cr of a 300- or 400-level independent studies/honors thesis/undergraduate research.</p> <p>(7) TMWK 461 is a required course for the minor. The independent studies/honors thesis/undergraduate research course is a co-requirement (or may be taken as a prerequisite) for TMWK 461.</p> <p>(8) Students who take a 3cr teamwork-intensive course need 2cr of independent study, honors thesis, or undergraduate research. Students who take a 4cr teamwork-intensive course need only 1cr of independent study, honors thesis, or undergraduate research.</p>	Minor--Effective Teamwork and Communication	18-20	Required Courses	12	COMM 261 Teamwork and Communication Skills for College and Career (1)	3cr	LDSP 361 Introduction to Leadership	3cr	SOC 161 Foundations of Sociology: Social Relations in Groups and Organizations (2, 3)	3cr	THTR 161 Introduction to Theater: Interpersonal Practices (4)	3cr	Interdisciplinary Teamwork Course (5)	3-4	One course approved as a Teamwork-Intensive section (T-Course) course.	3-4cr	Capstone Courses (6)	2-3	TMWK 461 Teamwork and Communication in Research (7)	1cr	And one to two credits of independent study, honors thesis, or undergraduate research. (8)	1-2cr
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(H) Student Learning Outcomes*

Please be sure to list all Student Learning

Outcomes that relate to this Minor or Certificate

- 1) Identify and compare the core liberal studies knowledge area courses and how it relates to interpersonal skills and group identity, relations and dynamics.
- 2) Identify and apply the theories of the core liberal studies electives of communication and leadership and how they relate to engaging team members and audiences of varying technical ability.
- 3) Apply and transfer core liberal studies material and develop their interpersonal and team skills to solve current in-major problems by assessing problems, designing proper experimental trials, evaluating those trial results, and reflecting on their personal contributions to teamwork.
- 4) Practice and hone their teamwork and communication skills to solve in-major problems and will assemble materials to best illustrate these skills to future employers.

Rationale for Proposal

<p>(I) Why is this being proposed?*</p>	<p>Senate Rationale:</p> <p>A university-wide minor in Effective Teamwork and Communication has been designed to address employer's concerns with the lack of teamwork skills in new college graduates. The minor draws on core coursework from across the university and integrates the foundation material through in-major teamwork projects contained in interdisciplinary Teamwork-Intensive Courses. A capstone course will further prepare students to highlight their skills during and after the hiring process.</p> <p>Additional Rational:</p> <p>We wish to address employer's concerns about lack of teamwork skills in new graduates by teaching these skills in four ways:</p> <ol style="list-style-type: none"> 1. Through new or special sections of liberal studies knowledge area courses in COMM, SOC and THTR, for their theoretical background and applications to teamwork. 2. By incorporating interdisciplinary teamwork into the curriculum of existing in-major courses. 3. By engaging students in interdisciplinary research in their senior independent study/research course. 4. By having students reflect on their personal contributions to teamwork in a capstone course. <p><i>The proposed minor is a university-wide approach that allows for the teaching of interpersonal, teamwork, and communication skills and the application of these skills to all majors in their chosen field.</i></p> <p><u>The minor addresses important needs in the STEM and allied health workforce:</u> Employers over the last decade have emphasized the need to produce more qualified STEM and allied health workers who possess diverse skill sets beyond their technical skills, with 90% reporting that interpersonal, teamwork, and communication skills are more or equally as important.</p> <p><u>The minor is supported by an NSF grant:</u> The acquisition of a recent \$664,000 National Science Foundation (NSF) award places IUP on the national stage in an effort to design and assess a template for institutions.</p> <p><u>The minor is the first of its kind in the United States:</u> As part of accreditation requirements, programs in engineering and some allied health professions at other institutions have incorporated the training of these skills, either in individual in-major courses or across a single program of study. These programs have been successful using problem-based approaches to integrate these skills. However, few fields outside of engineering explicitly teach and evaluate interpersonal skills, perhaps assuming students acquire these skills through everyday living. To date no university has taken a university-wide approach that both explicitly teaches these skills and provides direct application within multiple majors.</p> <p><u>The minor uses expert faculty from around the university to teach interprofessional skills:</u> Students will learn core competencies of interpersonal, teamwork, communication, and leadership skills in the minor's foundation course sequence. Students will practice all their interpersonal, teamwork, and communication skills by solving interdisciplinary problems in in-major courses and in a senior capstone course that is coupled to interdisciplinary research. Studies show students translate their skills to the workplace best if they have an opportunity to practice in work-like environments. Thus, courses within the different majors will be used for students to practice and receive feedback about their teamwork and communication skills.</p> <p><u>The minor helps students recognize the importance, relevance and application of their liberal studies requirements to their chosen field:</u> The novelty of the minor can be seen in the direct teaching of the liberal studies social science knowledge area and its direct application to the incorporation of interpersonal, teamwork, and communication skills to the student's field. These skills correlate directly to fundamental theories found in the social sciences with students' fields of study, illustrating how these theories directly impact the marketability of students. Further, this linking of foundational theories and their applications will provide our students the ability to improve their interpersonal skills while not overburdening them with excessive credits they would otherwise avoid in order to graduate on time. STEM and allied health fields are known for their technically heavy curricula and limited free electives, which have been the historical reason many departments shy away from their inclusion, relying indirectly on group work to train its students.</p> <p><u>Students in the minor develop skills beyond those found in traditional group work:</u> The minor provides innovative in-major environments for students to experience teamwork as opposed to group work. One of the best approaches to transform group work into teamwork is to design problems where individual team members possess knowledge that other members do not possess. The result is a diverse set of team members whose individual knowledge must be tapped before the team can solve a complex problem. To afford the required diversity, we have included interdisciplinary, real-world, problem-based exercises in required in-major coursework at the 300- and 400-levels. Not only does the inclusion of an interdisciplinary problem provide a realistic setting for students to apply their learned teamwork skills, but it also strengthens in-major course content through the infusion of real-world, relevant content facing the student's profession. The sections of these courses have been designated as "T" sections, identifying them as having integrated interdisciplinary, problem-based questions facing students in those fields. The grant provides \$35,000 to spur innovative collaboration between disciplines to assist with bringing undergraduate research into the teaching spaces.</p>
<p>(J) What role, if any, does it serve the College /University above and</p>	<p><u>The minor is anticipated to improve student retention:</u> Interactions between diverse sets of traditional and at risk students increase the attitudes and motivation of at-risk students. When sets of diverse students are taught intrapersonal and interpersonal skills, they are 80% less likely to drop out of college. This minor will assist with student retention and persistence in the participating students by enhancing interprofessional skills, starting in the freshman year.</p>

beyond the
role it serves
in the
department?
*

The minor will attract students to IUP: Students are keen on seeking out programs that will assist them in obtaining a good job after graduation. The minor is value added to any degree at IUP as it identifies students, both as a listing on their transcript and interview material, that they possess a skillset beyond their technical degree. Employers will choose a job candidate who possesses a technical degree AND the skillset offered by the minor. With IUP being the only university with this minor, departments can use the minor to attract perspective students.

The minor introduces students to research throughout their time at IUP: More students will be exposed to undergraduate research. The in-major courses (T-section courses) will transfuse undergraduate research into the teaching curricula. Studies have shown that student retention and STEM persistence increases when students are exposed to undergraduate research early in their undergraduate careers.

The minor will make IUP students more marketable: This marketability was illustrated with the ongoing integration of undergraduate drug discovery and stem cell research in the teaching labs of BIOL 202 and CHEM 232. Multiple students who have participated in this sequence have reported interest by employers during interviews were interviewers spend ample time asking about the teamwork and research project theme. Teamwork training and the integration of realistic research projects into the undergraduate curriculum allow our students to discuss their educational opportunities not offered at other schools.

The development of the minor gives IUP an opportunity to develop assessment tools for intangible, yet in-demand, skills. The novelty of the assessment and the assessment tools is anticipated to be a rich field of study that results in multiple manuscripts. About half of the grant's funds are set aside for the assessment of the minor and its effectiveness to train future employees in teamwork and communication. The development of interdisciplinary assessment tools and strategies for the minor is intended to establish a shareable template for assessment of teamwork programs at other institutions. The template can also serve as a model for other inter-disciplinary minors and research programs at IUP, helping IUP meet Middle States mandates for more effective assessment of student learning outcomes in non-traditional settings. The minor will be assessed for its impact on student learning, application, retention and employment impact over seven years. Courses have been chosen that best allow for assessment to occur. Other departments might choose to be involved in the minor after the initial timeline to allow for the assessment which the grant funded.

The minor will spur interdisciplinary innovation and collaboration within colleges and between colleges: The in-major courses offered to students will help facilitate interdisciplinary discussion between researchers in different departments, resulting in new crossdisciplinary collaborations that advance our faculty's research interests. Research between fields offers new opportunities to investigate cutting edge research. The design of the minor allows for an exponential increase in students access to undergraduate research.

The grant spans many departments and colleges: The proposal was written by an interdisciplinary team from nine different departments spanning four of the six colleges at IUP. Since funding, the grant has expanded to additional departments around the university forming interdisciplinary collaborations to form the initial set of teamwork-intensive courses.

The grant will investigate the transferability of the minor to other top ranked academic institutions: The grant will investigate the transferability of the minor to other top ranked academic institutions. The grant team also includes external members that will assess the template and process taken at IUP and its ability for use at their respective institutions. It is important that this minor is created with the appropriate resources to ensure that IUP leads the nation in an effort to provide a blueprint other institutions can follow.

The minor will enhance IUP's ability to achieve three of the 4 goals in our strategic plan:

Goal 1: Provide innovative academic programs of high quality and value.

Strategy 1: Offer academic programs that are responsive to disciplinary advances and aligned with the needs of students and society.

Strategy 2: Bring forward new degree-granting programs that respond to student interest, reflect disciplinary advances, and serve the needs of society, with emphasis on interdisciplinary programs that leverage existing faculty expertise.

Strategy 4: Strengthen IUP's academic value to students.

Goal 2: Prepare all of IUPs students for success in work and life, in addition to academic success.

Strategy 1: Commit to student success.

Strategy 2: Focus on access, support, and opportunity for students from traditionally underrepresented and underserved student populations.

Strategy 3: Prepare students to work and live in a culturally diverse and global future.

Goal 4: Strengthen IUPs value to our local, state, and global partners

Strategy 1: Increase regional, state, and global recognition of IUP.

Strategy 2: Advance cultural enrichment, tolerance, understanding, and mutual respect in the University and community.

Strategy 3: Strengthen local, state, federal, and global partnerships in education, research, workforce development, and economic development.

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