DVST 605 Foundations of Developmental Education Academic Advising-NC/DE-2018-10-29

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: <u>ONLY</u> change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

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

Second Step: Click **"SAVE"** on bottom right

- *DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS*
- *Please be sure to remove the Brackets while renaming the page*

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

Fourth Step: Click on "**EDIT CONTENTS** "(*not EDIT*) and start completing the template. When exiting or when done, click **"SAVE"** (*not Save Draft*) on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

*Indicates a required field

Proposer*	Kristen Lawson	Proposer Email*	klawson@iup.edu
Contact Person*	Kristen Lawson, Meghan Erwin, Melvin Jenkins	Contact Email*	klawson@iup.edu, merwin@iup.edu, mjenkins@iup.edu
Proposing Department/Unit*	Developmental Studies	Contact Phone*	724-357-2729

(A) Course Prefix*	DVST
(B) Course Number*	*See the Registrar's List of Unavailable Course Numbers at* http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323 605
(C) Course Title*	Foundations of Developmental Education Academic Advising
(D) Course Level*	graduate-level

(E) Cross Listed* Dual Listed courses must use the Dual Listed form Note: both courses to be dual-listed must be approved through Senate PRIOR to requesting Dual Listing *Dual Listed = Courses listed at two levels,* *such as undergraduate and graduate,* *masters and doctoral, etc.*	*Cross Listed = Course has more than one prefix such as GEOG/RGPL 233* No If YES, with:
(F) Variable Credit*	NO If YES, enter the number of credits:
(G) Variable Title*	NO If YES, enter the title(s):
(H) Number of Credits*	 Class Hours per Week:3 Lab Hours: Credits:3

(I) Repeatable Course*
 	
This is for courses that can be
 	
Repeated multiple times e.g. Internship
	NO
	
	If YES, please complete the following:
	
	        Number of Credits that May be Repeated: 2
	
	        Maximum Number of Credits Allowed to be Repeated:

(J) Prerequisite(s)	

(K) Co-requisite(s)	*This means that another course must be taken in the same semester as the proposed course* None
(L) Additional Information	*Check all that apply. Note: Additional documentation will be required* ** Teacher Education: Please complete the Teacher Education section of this form (below)* ** Liberal Studies: Please complete the Liberal Studies section of this form (below)* ** Distance Education: Please complete the Distance Education section of this form (below)* distance-education
(M) Recommended Class Size	YES Number (Enter Zero if No):15 If YES: (Check one of the following reasons and provide a narrative explanation) Pedagogical Explain (required):The class should be large enough to enhance class discussions and activities, but no so large that the classroom environment loses its student engagement and interaction.
(N) Catalog Description*	*Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.* Examines the foundations of academic advising and developmental education academic advising as essential components of student success and retention in higher education. Topics include developmental education advising, research on academic advising, models and delivery systems, theoretical frameworks, advising skills, and advising diverse populations.

(O) Student Learning Outcomes* (SLO) For Each Outcome Describe How the Outcome Will Be Measured	*These should be measurable, appropriate to the course level, and phrased in terms of <u>student achievement,</u> not instructional or content outcomes* *If dual listed, indicate additional learning objectives for the higher level course.* **Hit Tab to add additional lines** Note that the text box in the table expands

SLO #	Outcome	How outcome is assessed
1	Explain the developmental education student holistically	Paper, discussion forum
2	Assess which theorists, approaches, and strategies influence your advising methodology	Paper, discussion forum
3	Summarize the theoretical frameworks on the concept of developmental academic advising	Paper, discussion forum
4	Evaluate the different research constructs and advising models	Paper, discussion forums
5	Describe the theoretical and philosophical constructs of your advising practice	Paper, discussion forum
6	Present a personal philosophy of developmental education academic advising	Paper, presentation

(P) Brief Course Outline*	*Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments* *As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or* *direct faculty instruction, there should be a minimum of two hours of out of class student work.* Course Outline: • Advising Strategies to Support Student Learning Success • Defining the Developmental Student • Advising as Teaching and the Advisor as Teacher in Theory and in Practice • Learner-Centered Advising • Developmental Academic Advising • Motivational Interviewing • Strength-Based Advising • Academic Advising Informed by Self-authorship Theory • Proactive Advising • Advising as Coaching • The Application of Constructivism and Systems Theory to Academic Advising • Socratic Advising • Understanding and Interpretation • Envisioning the Future • Presentations

Rationale for Proposal	
(Q) Why is this Course Being Proposed?*	There are limited number of institutions in the nation that offer a graduate certificate in developmental education academic advising. Many programs focus on academic advising but not specifically for developmental students, who have very specific needs. Further, developmental students are at a higher risk of dropout than the general population of college students, so enhancing the advisor-student connection through advising helps to increase the likelihood for student success.
(R) University Senate Summary of Rationale	*Please enter a single paragraph summary/rationale of changes or proposal for University Senate.* There are limited number of institutions in the nation that offer a graduate certificate in developmental education academic advising. Many programs focus on academic advising but not specifically for developmental students, who have very specific needs. Further, developmental students are at a higher risk of dropout than the general population of college students, so enhancing the advisor-student connection through advising helps to increase the likelihood for student success. This course is part of a graduate certificate in Developmental Education Academic Advising and will be targeting SAHE graduate students as a potential add-on to make graduates more marketable in the workforce.
(S) How Does it Fit into the Departmental Curriculum?*	*Check all that apply* Other If Other, please explain: This course is part of a graduate certificate in Developmental Education Academic Advising and will be targeting SAHE graduate students as a potential add-on to make graduates more marketable in the workforce.
(T) Is a Similar Class Offered in Other Departments?*	NO Please Provide Comment:

(U)Does it Serve the College /University Above and **Beyond the Role it Serves in the Department?***	YES Please Provide Comment: Currently, the Department of Developmental Studies offers classes targeted at developmental students, incoming, first-time freshman, first generation college students, undecided students, and students on probation. One primary focus of the advisors is to create and maintain a relationship with the developmental students to encourage and enhance their college success. Their level of expertise should be inclusive to improve the potential advisor that will engage with the developmental population on college campuses nationwide.
(V) Who is the Target Audience for the Course?*	Department Elective Course Designed for Majors in the Students in Higher Education (SAHE) master degree program as a add-on certificate. If Other, please explain:
(W) Implications for Other Departments*	A. What are the implications for other departments? (For Example: overlap of content with other disciplines, requirements for other programs) This course could be used as an elective in the master's level programs in the college of education, specifically SAHE and ACE. B. How have you addressed this with other department(s) involved? What was the outcome of that attempt? 1. Meetings occurred with Jennifer Gossett, the online master's coordinator in the graduate school; 2. Meetings occurred with the College of Education and Communications (COEC) including faculty in the Counseling Department and Professional Studies; 3. Meetings also occurred with Dr. John Lowery, the chair and coordinator of the SAHE program. Further, we concluded the best fit for the certificate would be to collaborate with the SAHE program. Future goals include adding to other programs in the COEC.
(X) Attach Supporting Documents for Implications, **if Necessary**	**File Modified**
(Y) Are the Resources Adequate?*	*(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)* YES Please Provide Comment: The course proposed is online. In addition, for any interactive components, the Zoom room could be utilized for one or two classes.

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

If Completing this Section, Check the Box to the Right:	**NOTE: you must check this box if the Course has previously been approved for Distance Education** distance-education
Course Prefix /Number	DVST
Course Title	605
Type of Proposal	*See CBA, Art. 42.D.1 for Definition* online
Brief Course Outline	*Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments* *As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or* *direct faculty instruction, there should be a minimum of two hours of out of class student work.* Course Outline: • Advising Strategies to Support Student Learning Success • Defining the Developmental Student • Advising as Teaching and the Advisor as Teacher in Theory and in Practice • Learner-Centered Advising • Developmental Academic Advising • Motivational Interviewing • Strength-Based Advising • Academic Advising Informed by Self-authorship Theory • Proactive Advising • Advising as Coaching • The Application of Constructivism and Systems Theory to Academic Advising • Socratic Advising • Understanding and Interpretation • Envisioning the Future • Presentations
**Rationale for Proposal (Required Questions from CBA)**
How is/are the instructor (s) qualified in the Distance Education delivery method as well as the discipline?	I have taught courses online both at IUP and other colleges. Further, I have attended D2L training sessions to enhance my methodology on teaching an online course. My qualification to teach this course include my personal experience advising developmental students for over 20 years, both as a professor and an administrator. Further, I attended the LifeBound Academic Coaching Institute and received 60 hours of Academic Coaching Training. The following topics were examined: tools and strategies, building relationships, goals setting, action plans, personality types, self-awareness, self-advocacy, emotional intelligence, motivation, accountability, critical and creative thinking, conflict resolution, growth mindsets, collaborative learning, teamwork, leadership, service, and global impact.

For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.	Course SLO #	How outcome is assessed using Distance Education Technologies	
	1	Explain the developmental education student holistically	Paper, discussion forum, reflection
	2	Assess which theorists, approaches, and strategies influence your advising methodology	Paper, discussion forum
	3	Summarize the theoretical frameworks on the concept of developmental academic advising	Paper, discussion forum, reflection
	4	Evaluate the different research constructs and advising models	Paper, discussion forums
	5	Describe the theoretical and philosophical constructs of your advising practice	Paper, discussion forum
	6	Present a personal philosophy of developmental education academic advising	Paper, presentation

How will the instructor-student and student-student interaction take place? (if applicable)	A learning management system along with a plagiarism software will be utilized. Materials will be posted weekly along with resources and announcements. Students will communicate in the Discussion forum with each other as well as the instructor based on the assignment. Video conferencing will be used during interactive sessions and presentations. A telecommunications software may be used for conferences with students and the instructor during the semester. This will allow for individualized feedback. The course is designed so that students can meet virtually and create connections.
How will student achievement be evaluated?	Student achievement will be evaluated through written work and presentations. Rubrics for each of the assignments will be provided to the students. In addition, the final presentation will have a rubric. Students will also be evaluated on their Discussion Posts.
How will academic honesty for tests and assignments be addressed?	**Academic Integrity Policy and Procedures:** IUP is committed to the fundamental values of academic integrity. Academic integrity means honesty and responsibility in scholarly endeavors and behaviors; it means that all academic work should be the result of an individual's own effort. Academic assignments help students learn and allow them to exhibit this learning. Grades are an assessment of the extent to which learning has been demonstrated in assignments. Therefore, academic work and grades should be the result of a student's own understanding and effort. All members of the IUP community - including students, faculty, and staff - are responsible for maintaining academic integrity, which includes knowing what IUP's academic integrity policies are and being able to identify academic misconduct. Academic misconduct includes any action which improperly impacts the assessment or representation of a student's academic achievement. Academic misconduct may result in disciplinary action, including expulsion from the University. All written work will be submitted through a plagiarism software to assess for plagiarism.

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

If Completing this Section, Check the Box to the Right:	**NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies**

Liberal Studies Course Designations (Check all that apply)	
Section 1	
Learning Skills:	
Knowledge Area:	

Liberal Studies Elective	*Please mark the competencies(s) that apply - must meet at least one*
How does this course fit into the designation you indicated above?	

Expected Undergraduate Student Learning Outcomes (EUSLOs) Map the Course Outcome to the **EUSLO's**	*Map each course outcome to the appropriate EUSLO's that apply. Fill in the course outcome number.* *See https://www.iup.edu/liberal/faculty-and-staff/euslos/ for additional information regarding mapping EUSLOs*

Informed Learners demonstrate:	**Course SLO #**
• the ways of modeling the natural, social and technical worlds	
• The aesthetic facets of human experience	
• the past and present from historical, philosophical and social perspectives	
• the human imagination, expression and traditions of many cultures	
• the interrelationships within and across cultures & global communiites	
• the interrelationships within and across disciplines	
Empowered Learners demonstrate:	**Course SLO #**
• effective oral and written communication abilities	
• ease with textual, visual and electronically-mediated literacies	
• problem solving skills using a variety of methods and tools	
• information literacy skills including the ablity to access, evaluate, interpret and use informatoin from a variety of sources	
• the ablity to transform information into knowledge and knowledge into judgement and action	
• the ability to work within complex systems and with diverse groups	
• critical thinking skills including analysis, application and evaluation	
• reflective thinking and the ability to synthesize information and ideas	
Responsible Learners demonstrate:	**Course SLO #**
• intellectual honesty	

	- concern for social justice
	- civic engagement
	- an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world
	- an understanding of themselves and a respect for the identities, histories and cultures of others

How will each outcome be measured (note should mirror (O) Student Learning Outcomes* (SLO) from the course proposal

Course SLO #	Assessment Tool to be used to measure the outcome
1	
2	
3	

All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.

Please answer the following questions.

Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.	
Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.	

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

If Completing this Section, **Check the Box to the Right:**	**NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items**
Course Designations:	
Key Assessments	

	For both new and revised courses, please attach (see the program education coordinator): • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric **File** **Modified** No files shared here yet. • Drag and drop to upload or browse for files
Narrative Description of the **Required Content**	*How the proposal relates to the Education Major*

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions http://ihelp.iup.edu