

- Prefix changes from LRNC to LRNG
- Course name changes from Educational Planning to Introduction to Higher Education
- Changes in wording in the course description

3. Justification/rationale for the changes.

- The change of prefix from LRNC to LRNG is in tandem with a change in the name of the department from Learning Center to Learning Enhancement Center—a name that better reflects the programs, courses, and services of the department. The old prefix would continue to reinforce the use of the old name whereas the new prefix better describes the activity and outcome of the LEC mission: helping under-prepared students prepare, prepared students advance, and advanced students excel (i.e., learning (LRNG) and its enhancement).
- The old course name is vague, requiring further explanation to describe the actual course content. The new course name more accurately describes the content and purpose of the course.
- The change in catalogue description more fully describes the course, making the purpose and content more clear. The note about restricted sections is not necessary; nor is the note about the prefix that was used prior to 97-98.

Syllabus of Record

LRNC 150 EDUCATIONAL PLANNING

I. CATALOG DESCRIPTION

LRNC 150 Educational Planning

1 Credit
1 Lecture Hour
0 Lab Hours
(lc-01-lsh)

Introduces students to the system of higher education and to skills that promote effective educational planning and academic success. Includes the topics of history and purposes of higher education plus its systems, resources, policies, and procedures. Includes models for, and variables to consider in, academic decision-making, goal-setting, and educational planning. Note: Certain sections will be restricted to specific enrollment groups. (Offered as ED 150 prior to 1997-98).

II. COURSE OBJECTIVES

1. Students will understand the changing roles of higher education in American society, and the impact that the changes have had on women and ethnic minorities.
2. Students will understand the value of both liberal studies and career preparation courses in the higher education curriculum, and the emphases placed on these at IUP.
3. Students will understand the major academic, social, and psychological adjustments characteristic of first-year students.
4. Students will be able to apply a decision-making model to the development of academic and personal goals.
5. Students will analyze their learning/personality styles and how these styles correspond to academic and personal development.
6. Students will analyze their cognitive processing styles and how these correspond to academic and personal development.
7. Students will develop an educational plan based on decision-making and goal-setting models, resources, learning/personality styles, and cognitive processing styles.

III. COURSE OUTLINE

A. History/Purposes of Higher Education (4.5 classes)

1. Historical overview of American higher education
 - a. Changing purposes
 - b. Changing clientele
2. Curriculum overview
 - a. Liberal studies
 - b. Career preparation
 - c. IUP curriculum requirements
3. Values and criticisms of the college education

B. Higher Education as a Developmental Process (4.5 classes)

1. Adjustment issues of first-year students
 - a. Academic
 - b. Social
 - c. Psychological
2. Decision-making issues
 - a. Model
 - b. Students' rights and responsibilities
 - c. Values clarification
3. Educational objectives & educational planning
 - a. Goal-setting & evaluation model
 - b. Relationships between the curriculum/co-curriculum
 - c. Educational planning model

C. Selected Issues in College Student Adjustment (5 classes)

1. Learning/personality styles

- a. Overview & introduction to the Myers-Briggs Type Indicator
- b. Inventory & interpretation
- c. Relationship to academic and personal/social issues

2. Cognitive processing styles

- a. Inventory & analysis
- b. Processes of thinking/problem-solving
- c. Reasoning strategies

D. Final Exam

IV. EVALUATION METHODS

The final grade for the course will be based on the following factors:

20% Test. One test will be give consisting of multiple-choice items and 2 short essays

(higher education history/purposes; (40 points)

15% Quizzes. Two quizzes will be given on the reading assignments; (15 points each)

25% Analysis papers. Two 3-page analysis papers will be required for the topics of learning/personality/cognitive processing styles and first-year adjustment issues; (25 points each)

35% Application paper. Students will be required to write a 6-page educational plan from the based on decision-making and goal-setting models including information analysis assignments; (70 points)

5% Class participation; (10 points)

The course grade will be based on 200 points, and the final grade will be determined using the following point distributions:

A - 200 - 180 pts; B - 179 - 160 pts; C - 159 - 140 pts; D - 139 - 120 pts; F - below 120 pts.

V. REQUIRED READINGS

1. Textbook: Carranza, Carmy (2000). Listen to What Students Say. Dubuque, Iowa: Kendall/Hunt.
2. Lipsky, Sally & Winstead, Stacey (2000). College Success: A Focus on the First Year. Dubuque, Iowa: Kendall/Hunt.
3. Lipsky, Sally & Winstead, Stacey (2000). Managing Your Time: An Academic Year Planner. Dubuque, Iowa: Kendall/Hunt. (A Supplement to the Text: College Success: A Focus on the First Year.)
4. Indiana University of Pennsylvania Undergraduate Catalogue (Current Edition)

VI. SPECIAL RESOURCE REQUIREMENTS

For sections of this course reserved for LEC freshmen, the Learning Center and Act 101 department budgets will provide funds for consumable copies of the Myers-Briggs Type Indicator.

VII. BIBLIOGRAPHY

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Noel, L., Levitz, R., Saluri, D., & Associates. (1986). Increasing Student Retention. San Francisco: Jossey-Bass.

Provost, J., & Anchors, S. (1987). Applications of the Myers-Briggs Type Indicator in Higher Education. Palo Alto, CA: Consulting Psychologists Press.

Rudolph, F. (1962). The American College and University: A History. NY: Random House.

Stice, J. E. (Ed.). (1987). Developing Critical Thinking and Problem-Solving Abilities. New Directions for Teaching and Learning, no. 30. San Francisco: Jossey-Bass.

Upcraft, M. L., Gardner, J. N., & Associates. (1989). The Freshman Year Experience. San Francisco: Jossey-Bass.

Wright, D. J. (Ed.). (1987). Responding to the Needs of Today's Minority Students. New Directions for Student Services, no. 38. San Francisco: Jossey-Bass.