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AP-11-29-11

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or 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

Current course prefix, number and full title: _____

Proposed course prefix, number and full title, if changing: CHSS 121 University Foundations

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills
 Knowledge Area
 Global and Multicultural Awareness
 Writing Across the Curriculum (W Course)
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)
 Global Citizenship
 Information Literacy
 Oral Communication
 Quantitative Reasoning
 Scientific Literacy

3. Other Designations, as appropriate

Honors College Course
 Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

New Degree Program
 Catalog Description Change
 New Track
 Other
 New Minor Program
 Program Title Change
 Liberal Studies Requirement Changes in Program

Current program name: _____

Proposed program name, if changing: _____

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)		
Department Chairperson(s)	<i>Ray Beisel</i>	<i>9/30/2011</i>
College Curriculum Committee Chair	<i>John McDaniel</i>	<i>12/19/2011</i>
College Dean	<i>Aam</i>	<i>12/19/11</i>
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signatures (with title) as appropriate:		
UWUCC Co-Chairs	<i>Gail Sedquist</i>	<i>11/30/11</i>

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Liberal Studies Liberal Studies Liberal Studies

SYLLABUS OF RECORD CHSS 121 University Foundations

I. Catalog Description.

CHSS 121 University Foundations

(2c-01-2cr)

Prerequisites: none

2 class hours

0 lab hours

2 credits

University Foundations provides freshmen on the Punxsutawney Regional Campus with a transition from secondary education to collegiate level learning and expectations. Foremost, the course teaches critical thinking. In addition, interests and majors are explored, fundamental learning skills and University support services and policies are taught.

II. Course Outcomes.

At the completion of the course, the student will be able to:

1. Establish an academic identity and define a personal purpose in the University community. Through the use of an interest inventory, class discussion, personal interviews, student journals, current periodicals, and the examples provided by a variety of professionals from the weekly speaker series, identify personal and professional interests, explore disciplines of interest, determine and declare a vocation of choice and the academic major most suitable to achieving it.
2. Demonstrate critical thinking skills (make observations and inferences, analyze a situation, organize and interpret information, weigh the accuracy of diverse points of view, develop and defend a solution, and evaluate the results and assess the meaning of work) through writing assignments, class discussions and oral presentations.
3. Understand and explain IUP academic and behavioral code policies, citing academic distinctions and civility as ideals to achieve.
4. Recognize, understand, and utilize University student support resources available at the Punxsutawney campus, the Indiana campus, and in the local community, specifically the library, writing center, Center for Student Success, and the Center for Health and Well-Being.
5. Describe and apply time management, study, and learning skills.
6. Assess gain and evaluate changes between student baseline data collected at the beginning of the course, and outcomes and experiences at the conclusion.

III. Course Outline.

NOTE: The content of this outline will be presented in a “spiral” fashion. Components of each outcome area will be revisited and reinforced repeatedly throughout the course. For example, article reviews on careers of professional interest will be assigned throughout the course. Critical thinking exercises will occur throughout the course. Opportunities for campus or community involvement will be available throughout the course.

A. Identify Personal Values, Interests, Explore Career Options and IUP Majors 5 hours.

1. Collect baseline data regarding student expectations, goals, hopes for the college experience, and pre-enrollment behaviors and experiences (Swing, 2004).
2. Complete the Career Direction Inventory (Career Training Concepts, Inc.)
3. Read, write, and discuss reviews of current articles about professions of interest
4. Take the Focus II value and interest assessment
5. Complete an exploration assignment on the IUP Major and Career Exploration website
6. Attend speaker seminars (e.g. law enforcement, health care professionals) and other campus/community activities, and engage in community service; submit evaluative summary in reference to personal aspirations
7. Conference with the instructor in focus groups and/or individually regarding personal interests, background, and IUP majors
8. Confer with academic advisor/mentor

B. Demonstrate Critical Thinking. 12 hours

1. *New York Times* articles of professional interest will be selected, read, and reviewed in writing. Requirements include critical evaluation of the facts/opinions expressed in the article. These tasks will be assessed for application of one or more of the following criteria: making observations and inferences, analyzing a situation, organizing and interpreting information, weighing the accuracy of diverse points of view, developing and defending solutions, and/or evaluating the results and assessing the meaning of the work, and their relevance to the career and major explorations of the student.

2. Exercises will be given throughout the course requiring critical thinking. In addition to utilizing case studies in the Ruggiero text *Becoming a Critical Thinker*, examination of persuasion, manipulation, evaluating arguments, errors in perception and judgment, analyzing problems, relationships and ethics applied to careers, and media will be engaged in through textbook readings and follow-up assignments.

**C. Understand and Explain IUP Academic and Behavioral Code Policies.
2 hours**

Academic policies will be taught using the 2011/2012 IUP Undergraduate Catalog and *The Source: A Student Policy Guide, 2011/2012* as resource guides. Content includes the criteria for academic distinction, calculating grade point and cumulative grade point average, course attendance, course withdrawal, D/F repeat, and University academic standards policies. Evaluation by objective test.

**D. Recognize Understand and Utilize University Student Support Resources.
4 hours**

1. **Engaged Advising/mentoring.** Introductions of advisors, office locations, office hours and required minimum of three meetings assigned. Meetings one and two focused on developing a relationship, discussing goals, major interests and transition to college mentoring issues. The final meeting is focused on major and individually appropriate course registration for the subsequent semester.

2. **Academic Tutoring and Peer Mentoring Program.** Introduction of tutors and peer mentors, service location identification, and hours of services identified for major liberal studies courses on campus. Each student is required to document participation in a minimum of one tutoring session identifying content area, date, and acquiring tutor's signature.

3. **Student Academic Difficulties.** Outside of class, the instructor will identify students experiencing difficulties in cooperation with content course instructors within the first month of the semester. The Univ. Foundations instructor's role is to serve as a coordinator between students, course instructors and advisor/mentors. Criteria for identifying a student at-risk of failure include missing class, failed test or quiz, not submitting assignments, and behavioral or other concern. Subsequent engaged advising will be required of identified students whereby plans for improvement will be made between the advisor and the student as an early intervention to actively mitigate student failure.

4. **Writing Center.** Introduction and service overview by Center director. Service location identification, and hours of operation will be identified. Each student is required to document a minimum of one use of the writing center.

5. Tuesday Night Speaker Series. The speaker series presents one hour seminars on topics including career exploration. Examples of seminar speakers include professionals from law enforcement, health care, LGBT issues, alcohol and other drugs, and sexual issues, and other topics of relevance to freshmen. Attendance at a minimum of three seminars must be documented with a written session evaluation and the speaker's signature.

6. Transition. Bridging to the Indiana campus will be facilitated via scheduled student visits to the department of their major or college of major if undecided. Indiana campus students in the University Foundations student's major or college will provide tours of key services and make introductions to faculty and staff. Transportation of large groups to the Indiana campus will be by bus. The class group will subdivide by discipline upon arrival.

7. Living/Learning Support Service Introduction. Student Affairs service providers describe recreation opportunities, transportation/access means available, and encourage student participation in major campus activities, e.g. homecoming parade, family weekend, and alternative spring break. Course criteria for engagement in these living/learning activities are to document participation in a minimum of five University, Punxsutawney Campus, and/or community activities throughout the semester. A written description of activities engaged in, date, and the signature of an activity official must be submitted.

8. Health and Wellbeing. Services will be presented by area professionals. ADAGIO (women's health), Counseling Center, medical and dental services, IUP Center for Health and Wellbeing, and local services described, located, payment/insurance requirements defined, and hours of access provided. Information will be provided through the campus health fair.

Assessment of service information available to students will be by written test and through meeting minimum engagement criteria.

E. Describe and Apply Time Management, Study, and Learning Skills. 12 hours

1. Time management
 - a. Time Management Matrix: Urgent vs. not urgent, Important vs. not important (Covey)
 - b. Setting priorities.
 - c. Analysis of academic, social, and personal demands on time.
 - d. Using planners and calendars
 - e. Self-discipline
2. Strategies for effective learning (Ruggiero, Pauk)
 - a. Note taking strategies. Cornell notes, concept webbing
 - b. Questioning techniques. SQ3R, questions in the margins

- c. Memory skill strategies. Interconnectedness. (Rosenshine)
- d. Techniques to strengthen motivation, reinforcement, meaning of learning experiences, retention, and transfer of learning. E.g. detail is meaningfully learned when it is structured into patterns; simple to complex, familiar to unfamiliar (Rosenshine, PSU)

3. Goal Setting.

- a. Goal, Plan, Action, GPA (Pauk)
- b. The nature of the goals of high achievers. (Clifton)

F. Culminating Activity. 1 hour

Create a photo journalism project portraying the career envisioned by the student. Products will be presented as a poster session. Current market salaries, job outlook, working conditions and required training information will be included from the U. S. Department of Labor website.

G. Survey outcomes and experiences in reference to course baseline information. The student will assess and evaluate gain during the final exam period.

IV. Evaluation Methods.

*Graded tests. 1-3, 3x10%. 300pts (includes midterm)

*Graded papers. 3x10%. 300pts

*Completion of engagement and service activities. Critical evaluation and leader signature required.

Community engagement (2% per activity). 10%. 100pts.

Community service (1% per hour). 10%. 100pts.

Participation in main campus transition activity. 10%. 100pts

*Final Exam. 10%. 100pts

*Plagiarism/dishonesty: Any instance of plagiarism on a written assignment, dishonesty on a test, or misrepresentation of participation in an activity will result in an F grade for that assignment or test. See Academic Integrity Policy and Procedures, 2011-2012 Undergraduate Catalog.

A grade for course = 900-1000points

B grade for course = 800-899 points

C grade for course = 700-799 points

D grade for course = 600-699 points

F grade for course = <600 points

V. Example Grading Scale.

The standard University grading scale will be used. 90-100% = A, 80-89%, = B, 70-79% = C, 60-69% = D, below 60% = F

VI. Undergraduate Course Attendance Policy.

Full attendance and participation are expected. Missing class due to illness or personal emergency should be cleared with the instructor as soon as possible upon return to class. Up to two class absences are allowable.

VII. Required Textbook(s), Supplemental Books and Readings.

Ruggiero, V. R. (2009). Becoming a critical thinker: A master student text. (6th ed.). New York: Houghton Mifflin.

IUP Undergraduate Catalog, 2011-2012

The Source: A Student Policy Guide, 2011-2012

The New York Times, On-line, and other on-line periodicals subscribed to by the IUP Libraries

VIII. Special Resource Requirements.

There are no special resources required.

IX. Bibliography.

Aamodt, S. & Wang, S. (2008). Welcome to your brain. New York: Bloomsbury USA.

American Association of State Colleges and Universities. (2005). Democracy and civic engagement: A guide for higher education.

Career Training Concepts, Inc. (2006). Career Direction: Exploring Your Future Options.

Chambers, L. (2011). Composition, Retention, Race, Remediation and the First Year: A Descriptive Study of the "At Risk" Student Experience on a Regional Campus. Unpublished doctoral dissertation, Indiana University of Pennsylvania, Indiana, PA.

Clifton, D.O. & Anderson, E.O. (2001-2004). StrengthsQuest: Discover and develop your strengths in academics, career, and beyond. Washington, D.C.: The Gallup Organization.

Covey, S.R. (2004) The seven habits of highly effective people. New York: Simon and Schuster.

Kinsley, C.W., and McPherson, K. (1995). Enriching the curriculum through service learning. Alexandria, VA: Association for Supervision and Curriculum Development.

Lipsky, S.A. (2008). College study: the essential ingredients. Upper Saddle River, NJ: Pearson Education, Inc.

Masiello, L. (1993). Write at the start: A guide for using writing in freshman seminars. Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition.

McGrath, J. (2005). Strategies for critical reading: A text with thematic reader. Upper Saddle River, NJ.: Pearson Education, Inc.

National Survey of First-Year Seminars (2009).. Retrieved from www.sc.edu/fye/research/reports/pdf/2009%20National%20Survey%20FYS_Executive%20Summary_II.pdf

Nosich, G. (2009). Learning to think things through: A guide to critical thinking across the curriculum. Upper Saddle River, NJ.: Pearson Education, Inc.

Pauk, W. (2001). How to study in college. (9th ed.). New York: Houghton Mifflin.

Pennsylvania State University. (1980). Principles of learning. Unpublished manuscript.

Rath, T. (2007). Strengths finder 2.0. New York: Gallup Press

Rendon, L.I., Garia, M., Person, D. (Eds.). (2004). Transforming the first year of college for students of color. (Monograph No. 38). Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition.

Rosenshine, B. (1997). Advances in research on instruction. In J.W. Lloyd, E.J. Kameanue, and D. Chard (Eds.), Issues in educating students. Mahwah, N.J.: Lawrence Erlbaum: Pp. 197-221.

Ruggiero, V.R. (2009). Becoming a critical thinker: A master student text. (6th ed.). New York: Houghton Mifflin.

Swing, R. (2004). Tools and techniques for assessing the first college year. National Resource Center for the First-Year Experience & Students in Transition. University of South Carolina.

Course Analysis Questionnaire

Section A: Details of the Course

A1.

CHSS 121 is tailored for students in the IUP-Punxsutawney cohort. The course is taught by permanent, full time Punxsutawney faculty. CHSS 121 is strategically coordinated with LIBR 251 Information Access in the Digital Age, which is also taught by permanent Punxsutawney campus library faculty. CHSS 121 coordinates and anchors the program of “engaged advising” for all students. The relationships developed with students through advising are a critical factor in first year student success and retention. Faculty on the Punxsutawney campus have thoughtfully developed this coordinated program in light of best practices for first year students, and particularly at-risk students. An important characteristic of CHSS 121 and our Punxsutawney program is that it is not remedial. Even though most students in this cohort have low entrance qualifications, they are capable learners and respond best to being “taught up to” rather than to a deficit remediation approach.

The Punxsutawney campus is unique. The freshman only campus “program” is essentially a liberal studies concentration where 93% of the professors are itinerants from an average of 14 separate departments. These faculty provide the students with the courses required in liberal studies. The student cohort is a unique group. IUP has been recruiting students from both urban and rural areas of the state for well over a decade, enrolling an annual average of 220 first-year students over the past five years on the Punxsutawney Campus. In the fall 2011 there are 91 men and 121 women, self-identifying as 31% Caucasian, 22% African American, 2% Hispanic, and 45% who chose not to report. The actual population of this freshman campus is very diverse. The average SAT score of the 2011/2012 class is 812 (IUP Office of Planning and Assessment). The students are considered at-risk and under-prepared for college work.

Historically, the success of students beginning at IUP-Punxsutawney has been poor. As seen in the 2010 data, Punxsutawney cohort second year (sophomore) retention was 58.27% (IUP Division of Enrollment Management). 2010 Punxsutawney sophomore retention is 17.8% below the sophomore retention on the Indiana Campus (see Appendix A). An average of 26.45% of the students starting at IUP Punxsutawney have graduated from the institution within six years between 2000-2010 (Chambers, 2011, p.45). Past practice has not yielded satisfactory results.

CHSS 121 provides curriculum specifically for this group of freshmen. The course is taught by faculty dedicated to the IUP-Punxsutawney campus. In the past, itinerant faculty from the Department of Developmental Studies have offered courses for students identified as needing developmental assistance. DVST classes have been funded through ACT 101.

The Pennsylvania legislature established the Higher Education Equal Opportunity Program (Act 101) in 1971. The program provides support services for undergraduate students whose cultural, economic and

educational disadvantages might impede their ability to pursue higher education opportunities successfully. Through a program of tutoring, counseling, curricular innovation, and cultural enrichment activities, students develop as campus leaders and graduate with marketable skills.

http://www.votespa.com/portal/server.pt/community/act_101/8712.

The funding received by IUP for ACT 101 was reduced for 2011/12. Three courses intended to provide for the needs of the Punxsutawney cohort were withdrawn from IUP-Punxsutawney. The future of DVST course offerings on the Punxsutawney Campus is uncertain.

The past practice of providing DVST 150 Introduction to Higher Education , DVST 160 Learning Strategies, and DVST 170 Career Explorations has been discontinued for the 2011/12 academic year due to a reduction in ACT 101 funds. The DVST course offerings have varied over time and were taught by temporary faculty who were not always familiar with the Punxsutawney campus or the nature of the students. As IUP continues to admit students with at-risk readiness indicators (low placement test scores in reading, math, low SAT scores, and/or low high school GPA), it is necessary that the University offer a stable best practice program to responsibly provide these students with successful “open access.”

Different from DVST curricula, University Foundations is heavily centered on critical thinking, content which is valuable across all disciplines. The Ruggiero text “Becoming a Critical Thinker” is used throughout the course to develop skills and a habit of focused thinking. Topics covered include persuasion, recognizing and resisting manipulation, evaluating arguments, errors in perception and judgment, and analyzing everyday problems. All class sessions are tailored to the current needs of the class groups. CHSS 121 has a maximum level of immediate relevance to the individuals in the classes. This fact is achieved through the close working relationship between the professor and students who share a campus environment and who get to know each other. CHSS 121 extends beyond the classroom through service and community engagement activities, which provide important experience to students as they work alongside professional people (an experience many have not had in the past). The CHSS 121 professor both instructs in the classroom and models professional engagement with people in the community. A documented desire of freshmen students, in addition to classroom instruction, is to see their professors as models (AASCU, 2005).

In light of the underprepared/at risk characteristics of students on the Punxsutawney campus, a rigorous yet supportive first year experience is critical to student success and retention. In the 2009 National Survey of First Year Seminars, the top, most desirable outcome reported by program administrators was “persistence to sophomore year”, 73.7% (1019 institutions responding).

An integral part of a coordinated IUP Punxsutawney Campus experience, University Foundations is linked with an engaged advising program. All students are required to take the course during their freshman year. The content of University Foundations will