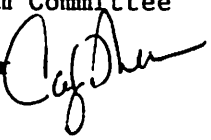


Date: November 23, 1987

Subject: Re-assignment of Course to Learning Center Department

To: Drs. Hilda Richards and Harold Sommer, Co-chairs
Undergraduate Curriculum Committee

From: Carolyn Wilkie, Director 
Learning Center

The Learning Center requests approval of the attached changes to the course "Reading and Study Skills for the University Student," ED 100. The Department of Professional Studies in Education has endorsed the change of the course from their department to the Learning Center. The letter of approval relevant to this is attached.

Thank you.

CJW/kmh

Attachments

Proposal to Change Existing Course --
"Reading and Study Skills for the University Student" (ED 100)

Proposed Changes:

- 1) Change in course prefix and number:

from ED 100 to LC 070;

- 2) Change in course credit:

from three (3) graduating credits to three (3) institutional (non-graduating) credits;

- 3) Change in course name:

from "Reading and Study Skills for the University Student"
to "Reading Skills for College Study;

- 4) Changes in course content/topics:

retain Comprehension (sentence and paragraph reading),
Vocabulary, Organizational Skills, Critical Reading and Rate
Flexibility;

delete Study Skills and Locational Skills;

- 5) Change in course description:

from This course is designed to provide skills essential to college-level reading and study. Emphasis is on the fundamentals of reading comprehension, vocabulary development, and study skills necessary for academic achievement, with individualization as appropriate. (Attendance is required.)

to This course is designed to assist students in the development of college-level reading skills, with emphasis on textbook reading. Includes literal and critical comprehension skills, vocabulary development, and reading efficiency. Attendance is required.

6) Change in class schedule:

from two (2) eighty-minute (80 minute) classes and 2 (two) lab hours, by arrangement;

to three (3) hours of class time per week;

Effective date for change: Main Session 1988

Rationale for Change: The course is intended for students in need of reading improvement to meet the demands of college course work. It more appropriately fits the definition of an institutional credit (non-graduating credit) course; however, IUP did not have this type of credit in effect when the course was first instituted.

The focus of this course more appropriately addresses the mission of the Learning Center than the mission of the Department of Professional Studies in Education. It is for this reason that the change in administration of the course was approved by the two departments involved.

Attachments:

--Approval sign-off from Learning Center, Division-Wide Curriculum Committee and Vice President;

--Memorandum of Understanding between the Learning Center and the College of Education;

--Letter of approval for change from the Dept. of Professional Studies in Education

--(Original) Proposal for ED 100

--Goals and Objectives for LC 070

PROPOSAL FOR CHANGE IN EXISTING COURSE

Department: Learning Center


Persons to Contact for Further Information:

Carolyn Wilkie (Director);
Alphonse Novels (Chairperson);
Sally Lipsky (Reading/Study Skills Specialist);

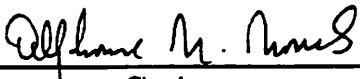
Desired Effective Date for Change: MAIN SESSION 1988

Approvals:

Learning Center:




Director -- 9/21/87
Date




Chairperson -- 9/21/87
Date

Division-wide Curriculum Committee:



Chairperson -- 9/21/87
Date

Vice President:



-- 9-21-87
Date

**Memorandum of Understanding
Between
Learning Center
and
College of Education**

In order to facilitate the sponsorship of remedial and developmental reading and study skills courses to be offered through the Learning Center (LC), the issues listed below have been discussed and approved by both the Learning Center and the College of Education.

A. Reading Course

1. Responsibility for the course presently entitled "Reading and Study Skills for the University Student" (ED 100) will be assumed by the Learning Center.
2. The emphasis of the course will be limited to the development of reading skills needed for college-level course work.
3. A proposal that the course carry institutional (non-graduating) credit will be submitted by the Learning Center to the University-wide Curriculum Committee. The course prefix/code will be LC 070.
4. The LC Reading Specialist will be responsible for the coordination and implementation of the LC 070 course.
5. The LC Reading Specialist will teach one or two sections of the course during the academic year.
6. The College of Education will assist in providing faculty to teach the remainder of the LC 070 courses each summer.
7. If a sufficient number of faculty from within the College of Education is not identified for the sections to be offered in the summer, the LC will recruit faculty from sources outside the College of Education.
8. The LC Reading Specialist will teach sections of the LC 070 course during the academic year.

B. Study Skills

1. A proposal to institute a separate study skills course (1 credit) will be submitted to the Curriculum Committee by the Learning Center next year.
2. The study skills course (Strategies for Academic Success) will be offered through a Learning Center department prefix.

C. Other Reading Courses

- 1. Additional proposals for remedial/developmental reading courses will be submitted by the Learning Center as needs are identified.
- 2. The future reading courses may carry either institutional or graduating credit, dependent on the nature of the individual courses.

Approved by the College of Education on 12/4/86

For the College of Education:

Charles W. Ryan
Charles W. Ryan, Dean
College of Education

Approved by the Learning Center on 12/8/86

For the Learning Center:

Carolyn J. Wilkie
Carolyn J. Wilkie, Director
Learning Center

Alphonse N. Novels
Alphonse N. Novels, Chairperson
Learning Center

November 10, 1986

Ms. Carolyn Wilkie, Director
Learning Center Department
IUP
202 Pratt Hall
Indiana, PA 15705

Dear Carolyn:

In response to your request on September 24, 1986, concerning the structure and administration of the Reading and Study Skills course (ED 100), the following faculty responses are submitted:

1. The departmental faculty voted to relinquish ED 100 to the Learning Assistance Department.
2. The departmental faculty expressed the desire to continue cooperative efforts with the Learning Assistance Department in providing qualified faculty to teach ED 100 courses.
3. The faculty requests specific information on Learning Assistant Department's commitment to our departmental faculty.
4. The department expresses concern regarding credits assigned to remedial courses.

Thank you for your patience and concern. We hope our faculty will continue to help you improve the quality of education for students enrolled in the Learning Assistant Department.

Sincerely,



Edwina B. Vold
Chairperson

TOP
INDIANA UNIVERSITY OF PENNSYLVANIA • INDIANA, PENNSYLVANIA 15705

Assistant Vice President for Student Affairs • 202 Pratt Hall • (412) 357-4077

SUBJECT: ED 100

TO: Dr. Edwina Vold, Chairperson
Department of Professional Studies

FROM: Steven C. Ender ^{AE}
Assistant Vice President
for Student Affairs

DATE: September 29, 1986

I have attached a report written by Ms. Carolyn Wilkie outlining the proposed changes the Learning Center would like to implement in regards to ED 100. I believe Carolyn has written an excellent overview of the issues presently under review by the Learning Center and your department.

It is my hope that Professional Studies will endorse these changes. Please let me know if any further information is needed at this time.

SCE:ken

cc: Dr. David A. DeCoster
Dr. Charles Ryan
✓ Ms. Carolyn J. Wilkie
Mr. Alphonse N. Novels
Dr. Sally A. Lipsky

Enclosure

Subject: Proposal: ED 100 (Reading & Study Skills for the University Student)

To: Dr. Edwina Vold, Chairperson
Dept. of Professional Studies in Education

From: Carolyn Wilkie, ^{CW} Director
Learning Center Department

Date: September 24, 1986

The following is a proposal concerning the structure and administration of the Reading and Study Skills (ED 100) course. It includes a discussion of the proposed changes, an historical perspective of the course and a rationale for the changes proposed.

Proposed Changes:

- 1) To limit the course focus to remedial reading;
 - a) enrollment to be determined by the results of a reading placement test and other data;
 - b) course to carry three (3) hours of institutional credit;
- 2) To institute a separate study skills course;
 - a) enrollment open to freshmen and sophomore students in general;
 - b) course to carry one (1) hour of free elective credit;
- 3) To assign the re-structured courses to the Learning Center Department;

Background

The history of this course dates to 1972, when IUP made a formal commitment to the Pennsylvania Office of Equal Educational Opportunity to develop an admissions program for educationally and financially disadvantaged students. ED 100, Reading and Study Skills for the University Student, was developed by Jerry Fiddler, then Director of the University Reading Clinic, and Diane Duntley, then Academic Coordinator of the Educational Opportunity/Act 101 Program. As the original course proposal (attached) indicates, it was designed as a remedial/developmental course focusing on improvement of basic comprehension and vocabulary skills, with functional study skills also included.

Target Population

Since its inception, the target population of the course has been the special admissions EOP (EDS, LC) student. Exceptions to this enrollment pattern included Branch Campus students in the mid-to-late 1970's (one section per year) and limited other students referred by advisors and other faculty.

Design

As the EOP student population expanded and diversified in the early 1980's, the course was re-designed to better accommodate students' skill levels. This was accomplished by targeting some sections as remedial reading, some as reading and study skills, and others as primarily study skills. Student assignment to the course was made on the basis of reading test scores in combination with SAT scores and high school grades. In general, students in the remedial reading sections scored at or below the eleventh (11th) grade reading level. Students in the study skills sections scored at or above the college sophomore level. As part of this design, students who were registered for the remedial reading sections received follow-up study skills instruction through either a non-credit workshop series format (1980-1984) or through a one-credit study skills course (ED 481, Strategies for Academic Success; 1985 & 1986).

Instructional Assignments

Until 1980, all sections of the course were taught by EOP academic faculty. At that point, a decision was made to expand the number of sections offered during the Main Session EOP Summer Program. Initially coordinated through Dr. Millward and later through Dr. Butzow, summer teaching vacancies were offered first to faculty from the College of Education and the Learning Center (EOP/EDS), and then to other applicants if a sufficient number of College of Education faculty was not available. In recent years, there has not been a need to award summer contracts beyond the College of Education and Learning Center faculty. Instructional contracts for the past three summers, for instance, have been awarded to the following personnel:

- 1986: E.Vold (6 cr), J. Fiddler (6 cr), G. Gerlach (6 cr),
S. Lipsky (3 cr);
- 1985: J. Fiddler (6 cr), D. McFeely (6 cr), G. Gerlach (6cr),
A. Stuart (6 cr);
- 1984: B. Townsend (6 cr), G. Gerlach (6 cr), M. Ford (6 cr),
C. Carranza (6 cr);

During the academic year, the number of sections has been limited to one or two per term, taught by the program's reading specialist. Enrollment has been limited to program freshmen.

It is our intention within this proposal to continue to work cooperatively with the College of Education in the awarding of summer instructional contracts for the reading course.

Mission and Status of the Learning Center

The Learning Center has been charged with the responsibility to provide a coordinated program of academic enhancement services, specifically to increase retention of high risk students. Target populations include the Learning Center and Branch Campus admissions categories, minority students, student athletes, probationary students and the adult student.

Present services include: 1) a developmental advising program for LC admits that includes a three-term sequence of educational, career and study skills development courses (1 credit each); 2) a study skills course (1 credit) for probationary and other high risk students; 3) a two-level sequence of remedial math courses (3 credits each); 4) a two-level sequence of reading courses (ED 100 and a 1-credit course); 5) tutorial services for over sixty (60) general education and introductory business, science and math courses; 6) a non-credit study skills and math workshop series; 7) co-sponsorship of the Writing Center; and 8) math and writing labs at the branch campuses.

In 1985 the Learning Center was granted academic department status by a state-level arbitration award, and as such, has the ability to offer courses taught through a separate department prefix. With the exception of ED 100, the courses presently coordinated and taught by the Learning Center faculty carry the College of Education special topics number (ED 481).

Proposals will be submitted to the Curriculum Committee within the next year to formally house these courses in the Learning Center Department. Those courses which are clearly remedial will be submitted for "institutional credit," a concept which was approved by the University Senate in April 1986. Institutional credit courses will carry non-graduation credit and will not affect the QPA. One advantage of this system is that such credits will not reduce or replace any University or major department graduation requirement; however, they will provide an opportunity for students needing remedial skill development to improve those skills before enrolling in courses for which the skills are prerequisites. This is a national trend toward the granting of institutional credit rather than graduation credit for such courses.

It is our belief that the reading emphasis of the ED 100 course is remedial and that it should rightfully carry institutional credit rather than free elective graduation credit. We also believe that study skills, as it is currently taught through Strategies for Academic Success, is a developmental course, rather than a remedial course. That is, that the skills and information included in this course are not conventionally included in a high school curriculum, and that we cannot and should not assume that entering college freshmen are competent in the use of such study skills. It is our intention, therefore, that the study skills course be available to a larger audience than the reading course, and that it carry free elective credit rather than the institutional credit.

Summary

Many IUP freshmen, particularly those admitted through the Learning Center and the Branch Campus admissions categories, have tested reading levels below the college level. These students require a remedial reading curriculum to better prepare them for college course work. We propose that remedial courses carry credit in order to motivate students to participate consistently, as well as to provide a means through which students develop needed skills before taking general education courses for which a higher level of reading skill is required. That credit, however, should not count toward graduation.

Second, we propose that the Reading and Study Skills course be officially re-designed to focus on two separate course goals: 1) improvement of basic reading skills; and 2) the development of the study skills of time management, goal-setting, self-monitoring, lecture notetaking, textbook strategies, test preparation and test-taking. The first course should carry remedial institutional credit and the second course should be available to a larger audience and carry free elective credit.

Third, we propose that both courses be administered by and housed in the Learning Center Department, which has the specific mission to provide learning enhancement programs. We believe that these courses more appropriately coincide with our department's mission than the mission of the Department of Professional Studies in Education.

We will be happy to discuss this proposal with you and your entire department. It is our hope that the changes proposed herein will be endorsed formally by the Department of Professional Studies in Education. If endorsement is forthcoming, perhaps we could develop a memorandum of understanding documenting your support and our commitment to continue to rely on the College of Education faculty to teach many of the sections offered in the summer program.

Thank you for your cooperation.

- cc: Dr. Charles Ryan
- Dr. Steven Ender
- Mr. Alphonse Novels
- Dr. Sally Lipsky

Course Proposal for

Education ____: READING AND STUDY SKILLS FOR THE UNIVERSITY STUDENT

Prepared by: Diane L. Duntley, Associate Professor
Educational Opportunity Program

Jerry B. Fiddler, Director
University Reading Clinic

May 1972

Course Title: Reading and Study Skills for the University Student

Credit: Three (3)

Class Schedule: 2 - 20 minute classes and 2 hours (minimum) lab., arranged

Catalogue Description: This course is designed to provide skills essential to college-level reading and study. Emphasis is on the fundamentals of reading comprehension, vocabulary development, and study skills necessary for academic achievement, with individualization as appropriate.

Admission: By permission of instructor. Admission based on need as demonstrated by testing, cumulative average, and/or interview.

General Objectives: To assist students in developing those skills which are vital to academic success in a university. To assist in building self-direction in learning.

An example of the specific objectives in a check list form is attached in Appendix I.

Content: Vocabulary
Comprehension: Sentence and paragraph reading
Study Skills
Locational Skills
Organizational Skills
Critical Reading
Rate Improvement

Procedures/format: Class will meet twice a week, for 1 hour, 20 minutes each. Each student will have a minimum of two hours per week of individually prescribed reading lab.

Grading: Mastery criteria.
Examples of behavioral objectives are attached in Appendix II.

APPENDIX II - SAMPLE BEHAVIORAL OBJECTIVES

Sentence Reading: Behavioral Objectives.

1. The student will demonstrate the ability to determine the gist of a given sentence by matching the said sentence to its parallel in meaning. The criteria of mastery is eight sentences matched correctly out of ten.
2. The student will demonstrate the ability to read in meaningful thought units (phrases) by dividing sentences into phrase units using diagonal lines. Criteria of mastery: Eight sentences divided correctly out of ten.
3. The student will demonstrate the ability to identify and understand figures of speech by first, underlining the expression in the sentence and then matching it with its literal synonym. Criteria of mastery: eight correct matches out of ten.
4. The student will demonstrate the ability to recognize sentence differences so that given an exercise consisting of five items (one key sentence which is underlined and four additional choices), the student will identify the sentence that is the opposite of the key sentence by placing an O next to the sentence. Criterion of mastery: seven correct exercises out of ten.
5. The student will demonstrate the ability to grasp the basic meaning of a lengthy sentence by underlining the subject and the predicate.

Paragraph Reading: Behavioral Objectives.

1. The student will demonstrate the ability to locate specific information within a paragraph so that on a given signal he will skim the paragraph to find the answer to a specific question. Criterion of mastery: correct answers to questions for eight out of ten paragraphs (80% accuracy).
2. The student must be able to identify the main idea and supporting details so that given five paragraphs, he will underline the main idea and put brackets around the supporting details. Criterion of mastery: three out of five paragraphs correct with at least 95% accuracy for each.
3. The student will demonstrate the ability to recall information read by answering literal-level questions immediately after reading the selection. The minimum level of acceptable performance is 75% accuracy.
4. The student will demonstrate skill in interpreting what he reads by being able to support his answers.
5. The student must be able to identify four major organizational patterns (cause-effect, comparison-contrast, time-order, simple listing) so that given seven paragraphs, he will identify the major pattern in at least five of them.

Work-Study: Behavioral Objectives.

The student will demonstrate the ability to apply SQ3R, POINT or some other organized study method by reading three chapters of a textbook and turning in the question and answers for the "question" and "tests" parts of the method. At least three questions must be raised from each chapter.

Locational-Use of the Library: Behavioral Objective

The student will demonstrate the ability to locate and interpret information from maps, charts and graphs by answering correctly at least three out of four questions (some literal and some interpretative) about a specific map, chart or graph.

Organizational Skills (Note-taking - Reading): Behavioral Objectives:

1. The student will demonstrate the ability to take notes effectively from textbook material by summarizing the contents of subdivisions in each chapter. The summary for each section should contain at least one main point.
2. The student will demonstrate the ability to take notes and organize ideas effectively by writing at least five important points from two chapters of a textbook and developing a summary for each chapter from notes taken.
3. The student will demonstrate knowledge of key words and concepts by encircling the key words in a given selection. The student must be able to identify the key words correctly in ten out of twelve instances.
4. The student must be able to identify information which he does not need to take down so in a given passage of approximately 100 words in length he will cross out the extraneous parts.

Organizational Skills (Note-taking - Listening): Behavioral Objectives.

1. The student will demonstrate skill in taking notes from an oral report by listening to a report by a fellow student and listing at least three out of five important points from the report.
2. The student will demonstrate the ability to utilize specific notes taken on a given subject by answering at least seven out of ten questions from a specific tape recording.
3. The student will demonstrate the ability to take sufficient notes during a lecture by answering at least seven out of ten questions, based on his notes.
4. The student must be able to identify and record only important points when taking notes as demonstrated by his listening to a specific tape recording, taking notes from the tape and developing a well constructed paper from the notes.

Organizational Skills - (Sequencing and Outlining): Behavioral Objectives.

1. The student will demonstrate the ability to organize events sequentially by writing "How to Do" steps in sequential order of a subject of his choice and developing a narrative paragraph from the steps.
2. The student will be able to organize plot sequence so that given a story to read and a disordered list of five events taken from the story, he will read the set of events in chronological order as they occurred in the story.
3. The student must demonstrate knowledge of least one formal outline form (topic, sentence, paragraph) for organizing material by outlining a chapter from a textbook with no more than four errors.
4. The student will demonstrate the ability to use parallel, hierarchical and other sequence patterns in answering essay type questions.

Critical Reading: Behavioral Goals.

1. Distinguish between vague and precise words.
2. Recognize the difference between connotative and denotative meanings of words.
3. Recognize the persuasive use of words through such devices as name call and glittering generalities.
4. Evaluate the effectiveness of the use of words according to the author's purpose.
5. Examine the validity of an argument.
6. Discover unstated premises and conclusions.
7. Recognize and evaluate the reliability of printed materials.
8. Distinguish fact from opinion.
9. Distinguish objective from subjective reporting.
10. Develop criteria for evaluating each type of fiction.
11. Identify and evaluate characterization.
12. Identify and evaluate plot.
13. Identify and evaluate theme.
14. Recognize inadequacy of information or the necessity of suspending judgment.
15. Compare relevant information from multiple sources to recognize agreement or contradiction.

LC 070
Reading Skills for College Study

Goals and Objectives

I. Goal

To assist students to develop literal comprehension skills.

Objectives

Upon successful completion of this course, the student should be able to:

- a) recognize main and supporting ideas in text.
- b) recognize and understand organizational patterns in text.
- c) recognize and understand general principles and concepts.
- d) make inferences from a text passage.
- e) read and interpret graphic aids.
- f) use textbook locational skills and reference material.
- g) use a systematic textbook reading/study procedure.

II. Goal

To assist students to develop critical reading skills.

Objectives

Upon successful completion of this course, the student should be able to:

- a) evaluate an author's writing.
- b) discriminate fact from opinion.
- c) recognize tone and intent of writing.
- d) judge validity of arguments and logic patterns.
- e) synthesize critical reading and writing material.

III. Goal

To assist students to develop college-level vocabulary.

Objective

Upon successful completion of this course, the student should be able to:

- a) use context clues.
- b) use structural analysis and phonetic analysis.
- c) use the dictionary and thesaurus.
- d) use specialized vocabulary.

IV. Goal

To assist students to develop increased reading efficiency.

Objectives

Upon successful completion of this course, the student should be able to:

- a) use skimming and scanning techniques.
- b) have flexibility of reading rates.
- c) recognize reading purposes.
- d) increase reading rate along with comprehension.

LC 070
Reading Skills for College Study

Goals and Objectives

I. Goal

To assist students to develop literal comprehension skills.

Objectives

Upon successful completion of this course, the student should be able to:

- a) recognize main and supporting ideas in text.
- b) recognize and understand organizational patterns in text.
- c) recognize and understand general principles and concepts.
- d) make inferences from a text passage.
- e) read and interpret graphic aids.
- f) use a systematic textbook reading/study procedure.

II. Goal

To assist students to develop critical reading skills.

Objectives

Upon successful completion of this course, the student should be able to:

- a) evaluate an author's writing.
- b) discriminate fact from opinion.
- c) recognize tone and intent of writing.
- d) judge validity of arguments and logic patterns.
- e) synthesize critical reading and writing material.

III. Goal

To assist students to develop college-level vocabulary.

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Upon successful completion of this course, the student should be able to:

- a) use context clues.
- b) use structural analysis and phonetic analysis.
- c) use the dictionary and thesaurus.
- d) use specialized vocabulary.

IV. Goal

To assist students to develop increased reading efficiency.

Objectives

Upon successful completion of this course, the student should be able to:

- a) use skimming and scanning techniques.
- b) have flexibility of reading rates.
- c) recognize reading purposes.
- d) increase reading rate along with comprehension.