

Number 38A  
Action \_\_\_\_\_  
Date \_\_\_\_\_

CURRICULUM PROPOSAL COVER SHEET  
University-Wide Undergraduate Curriculum Committee

I. TITLE/AUTHOR OF PROPOSAL

Course/Program Title: ED 150, Educational Planning  
Suggested 20 character course title: Educational Planning  
Department: Education  
Contact Person(s): Carolyn Wilkie; Kathryn Stratton; John Butzow

II. If a course, is it being proposed for:

- Course Approval/Revision Only
- Course Approval/Revision and Liberal Studies Approval
- Liberal Studies Approval Only (course previously approved by Senate)

III. APPROVALS

<u>[Signature]</u> 10/15/85 Director, Learning Center	<u>[Signature]</u> 10/18-'89 Dept. Chairperson, Lrng Center
<u>[Signature]</u> 1/25/90 College of Education Curriculum Comm.	<u>[Signature]</u> * Dean, College of Education
<u>[Signature]</u> 10-20-87 * Vice President, Student Affairs	<u>[Signature]</u> 10/20/89 Provost (where applicable)

\* EACH COLLEGE DEAN MUST CONSULT WITH THE PROVOST BEFORE APPROVING CURRICULUM CHANGES. APPROVAL BY THE COLLEGE DEAN AND THE VICE PRESIDENT OF STUDENT AFFAIRS INDICATES THE PROPOSED CHANGE IS CONSISTENT WITH LONG RANGE PLANNING DOCUMENTS. ALL REQUESTS FOR RESOURCES IN THE PROPOSAL CAN BE MET. AND THE PROPOSAL HAS THE SUPPORT OF THE UNIVERSITY ADMINISTRATION.

III. TIMETABLE

Date Submitted to LSC _____	Semester to be Implemented <u>Summer, 1990</u>	Date to be published in Catalog <u>1990-91</u>
to UWUCC _____		

## I. CATALOG DESCRIPTION

ED 150 Educational Planning

1 credit  
1 lecture hour  
0 lab hours  
(1c-0l-1sh)

Prerequisite: Permission

Introduces students to the system of higher education and to skills that promote effective educational planning and decision-making. Includes the topics of history and purposes of higher education and its changing curricula; models for, and variables to consider in, decision-making, goal-setting, and educational planning.

## II. COURSE SYLLABUS

## ED 150, EDUCATIONAL PLANNING

## I. CATALOG DESCRIPTION

ED 150 Educational Planning

1 credit  
1 lecture hour  
0 lab hours  
(1c-0l-1sh)

Prerequisite: Permission

Introduces students to the system of higher education and to skills that promote effective educational planning and decision-making. Includes the topics of history and purposes of higher education and its changing curricula; models for, and variables to consider in, decision-making, goal-setting, and educational planning.

## 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

IV. EVALUATION METHODS

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

- 20% Test. One test will be given 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 based on decision-making and goal-setting models and including information from the 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: Nelson-Jones, R. (1990). Thinking Skills: Managing & Preventing Problems. Pacific Grove, CA: Brooks/Cole.

2) Readings (on reserve in library):

Gardner, J. N., & Jewler, A. J. (1989). College is Only the Beginning (2/e). Belmont, CA: Wadsworth.  
(ch. 1, 6, 11, 16, 22)

Shertzer, B. (1985). Career Planning: Freedom to Choose (3/e).  
Boston: Houghton-Mifflin. (ch. 1, 2, 3)

Study Group on the Conditions of Excellence in American Higher Education (1984). Involvement in Learning. Washington, DC: National Institute of Education. (pp. 1-22)

3) Other readings to be distributed in class.

**VI. SPECIAL RESOURCE REQUIREMENTS**

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

## VII. BIBLIOGRAPHY

- Astin, A. W. (1985). Achieving Educational Excellence. San Francisco: Jossey-Bass.
- Barrow, J. C. (1986). Fostering Cognitive Development of Students. San Francisco: Jossey-Bass.
- Boyer, E. (1988). College: The Undergraduate Experience in America. Scranton, PA: Harper & Row.
- Carnegie Foundation for the Advancement of Teaching (1987). Missions of the College Curriculum. San Francisco: Jossey-Bass.
- Chickering, A. W. and Associates (Eds.). (1981). The Modern American College. San Francisco: Jossey-Bass.
- DeCoster, D. A., & Mable, P. (Eds.) (1981). Understanding Today's Students. New Directions for Student Services, no. 16. San Francisco: Jossey-Bass.
- Delworth, U., Hanson, G. R., and Associates. (1984). Student Services. San Francisco: Jossey-Bass.
- Evans, N. (Ed.) (1985). Facilitating the Development of Women. New Directions for Student Services, no. 29. San Francisco: Jossey-Bass.
- Fleming, J. (1985). Blacks in College. San Francisco: Jossey-Bass.
- Kaysen, C. (1973). Content and Context: Essays on College Education. NY: McGraw-Hill.
- Knefelkamp, L., Widick, C., & Parker, C. A. (Eds.) (1978). Applying New Developmental Findings. New Directions for Student Services, no. 4. San Francisco: Jossey-Bass.
- Levine, A. (Ed.) (1978). Handbook on Undergraduate Curriculum. San Francisco: Jossey-Bass.
- May, R. J., & M. Scher (Eds.) (1988). Changing Roles for Men on Campus. New Directions for Student Services, no. 42. San Francisco: Jossey-Bass.
- Noel, L., Levitz, R., Saluri, D., and 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 & 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.



## III. COURSE ANALYSIS QUESTIONNAIRE

Section A: Details of the Course

A-1: This course is proposed as a 1-credit, free elective course which has as its purpose to assist students to make a successful transition to college through developing a better understanding of the history and purposes of higher education, the higher education curricula, and dimensions of student development. It is not intended for inclusion in the Liberal Studies program.

A-2: This course does not require changes in any other courses or programs in the department.

A-3: The learning formats used for this course are those conventionally recommended for promoting active and meaningful student involvement in learning; i.e., small and large-group discussion, frequent application and feedback, individual study and exploration. In addition, lecture will be used when the objectives addressed are ones of transmittal of information.

A-4: The syllabus developed for the current proposal is a significant revision of one that was used for a Special Topics course with the same title that was offered once yearly since 1985. The present course is much less "orientation activities" centered and more cognitively-centered than the Special Topics course had been.

A-5: This course is not intended to be dual-level.

A-6: This course is not proposed for variable credit.

A-7: Many institutions include the content of this course as part of a more comprehensive (usually a 3-credit) "Freshman Seminar" type of course, wherein the content of the proposed Educational Planning course is combined typically with the content of the proposed Learning Strategies and Career Exploration courses. Examples of institutions that emphasize the content of the proposed Educational Planning course as a separate course, or as content primary to the Freshman Seminar-type of course offering, include the following.

California State University at Long Beach  
Ohio University  
Ohio State University  
Pennsylvania State University  
University of California at Los Angeles  
University of Hartford  
University of Pittsburgh  
University of South Carolina

University of Wisconsin  
 University of Texas at Arlington  
 University of Tulsa  
 West Virginia University

Clarion University of Pennsylvania  
 West Chester University of Pennsylvania  
 Lock Haven University of Pennsylvania

(Sample catalog descriptions are attached from the SSHE schools.)

A-8: This course is not required by an accrediting authority or professional society.

Section B: Interdisciplinary Implications

B-1: This course will be taught by one instructor per section.

B-2: No additional or corollary courses are required now or later.

B-3: This course does not overlap with any other courses at the university.

B-4: Seats may be available to students in the School of Continuing Education; however, non-Learning Center students will be excluded from the sections taught by the faculty of this department.

Section C: Implementation

C-1: Resources

- a. No new faculty are needed to teach this course.
- b. Current space allocations are adequate to offer this course.
- c. No additional equipment is needed.
- d. No laboratory supplies are needed.
- e. Library holdings are adequate.
- f. No travel funds are needed.

C-2: A portion of the salaries for the Learning Center faculty who will teach this course are dependent upon Act 101 grant monies. As these faculty members are on permanent contracts, and as the Act 101 grant funds have been

received by IUP for the last 17 years, the fact that some faculty are partially funded by an outside grant is not considered to present a problem.

C-3: This course will be offered by the Learning Center specifically for Learning Center freshmen once each year. Additional sections may be offered by faculty approved by the College of Education for the general IUP student population. (Refer to the attached "Memorandum of Understanding Between the Learning Center, the Advising and Testing Center, and the College of Education" for additional information concerning this question.)

C-4: It is anticipated that approximately 12 sections will be offered by the Learning Center at a time; however, refer to C-3 for enrollment restrictions for these sections and for the offering of additional sections by other faculty.

C-5: This course requires a high degree of individualization and classroom interaction; therefore, the class size will be limited to approximately 25 students each.

C-6: There is no professional society that suggests enrollment limits for this course. Our professional experience suggests that both individual support and positive group interactions are best accommodated in groups of this size.

C-7: This course is not a curriculum requirement for any specific major; however, it will be a requirement for Learning Center freshmen.

#### Section D: Miscellaneous

The following miscellaneous items are attached:

A. Sample catalog descriptions from SSHE institutions offering similar courses (Clarion, Lock Haven, West Chester)

B. Memorandum of Understanding Between the Learning Center, the Advising & Testing Center, and the College of Education

# Clarion University of Pennsylvania

FR 360 FRENCH CANADIAN WRITERS 3 s.h.

A study of the major trends in French Canadian theater, prose and poetry with concentration on Gelineau, Anne Hébert, Theriault, Gabrielle Roy, Nelligan, and Grandbois. Three-year cycle.

FR 361 BLACK WRITERS IN FRENCH LITERATURE 3 s.h.

A study of the major trends in African Literature written in French. Selections from among the works of Jacques Roumain, Sembene Ousmane, Amadou Kourouma, Francis Bebey, Ferdinand Oyono, Leopold Sedar Senghor, Aime Cesaire, Leo Damas, Bernard Dadie and others. Three-year cycle.

FR 451 SUPERVISED READINGS IN FRENCH LITERATURE 3 s.h.

As the title suggests, the course is devoted to selected readings determined in relation to the needs and interests of the individual major. On demand.

## GENERAL STUDIES

Courses carrying the GS label are interdisciplinary in nature or are courses which do not fit into any of the usual academic disciplines. They are taken as free electives, as Personal Development and Life Skills under general education, or may with departmental approval be substituted for required courses in some majors.

GS 100: COLLEGE READING/STUDY SKILLS 2 s.h.

This course develops the reading/study skills required at the college level. Students are helped to organize study plans according to the purpose of the assignment and the nature of the materials. Emphasis is placed on applying these skills to courses students are currently studying. No prerequisite. Each semester.

GS 109: FOREIGN LITERATURE IN TRANSLATION 3 s.h.

Offered by the Department of Modern Language and Cultures, listed as FR 109, GER 109, RUSS 109, or SPAN 109.

GS 110: THE STUDENT IN THE UNIVERSITY 3 s.h.

This course is designed to (1) enable the freshman student to explore and understand himself/herself as a developing adult interacting in a higher education environment; (2) identify and/or utilize campus and community resources that will enhance his/her academic program; (3) develop strategies to facilitate the learning process; and (4) apply those strategies in practical manner in order to build upon a resource base for academic skill transference. Note: This course is designed for freshman students only and is a general elective under Personal Development and Life Skills. Each semester.

Clarion U. of PA

## Courses of Study

LOCK HAVEN U. OF PA

### Orientation

#### Or101 — ORIENTATION

3 sh

Overview of the evolution and purposes of American higher education; study of the reasons behind general education requirements; exploration of life and career goals, educational interests and opportunities, and desired outcomes of the college experience; identification of university resources; development of academic and social skills.

### Philosophy

Douglas S. Campbell, Chairperson,  
Department of English, Journalism and Philosophy  
Howard K. Congdon  
John P. Irwin  
Daniel C. Shaw

#### Ph101 — PROBLEMS IN PHILOSOPHY

3 sh

Introduces a number of fundamental philosophical problems traditional to philosophy. Primary emphasis is on problems of knowledge, introduced through analysis of the works of several major philosophers.

#### Ph102 — ETHICS

3 sh

An introduction to moral philosophy. Considers the problems of values, ideals, and standards of human action, both individual and social. Selected readings in a wide range of traditional and modern ethical approaches.

#### Ph105 — PHILOSOPHY OF RELIGION

3 sh

An introduction to the basic problems of religion, such as the nature of religion, the existence of God, knowledge of God, the language of religion, immortality, and eschatology.

#### Ph106 — SOCIAL AND POLITICAL PHILOSOPHY

3 sh

A study of the traditional and contemporary philosophical issues of man in society, especially those problems concerning justice which exist as a result of human government.

#### Ph201 — ANCIENT PHILOSOPHY

3 sh

The development of philosophy from Thales to Plotinus, covering the Greek and Roman periods. Major emphasis on Plato and Aristotle.

#### Ph202 — MEDIEVAL PHILOSOPHY

3 sh

A study of the development of philosophy from Augustine in the fourth century A.D. to William of Ockham in the 14th century. Special emphasis is placed on Augustine and Aquinas.

#### Ph203 — RENAISSANCE PHILOSOPHY

3 sh

A study of the development of philosophy from about the mid-14th century to the end of the 16th century.



M.Ed. in Secondary Education  
Courses in Environmental Education:  
Urban Education

Criminal Justice  
M.S. in Criminal Justice

Economics  
M.S.A. (Concentration: Economics/Finance)

English  
M.A. in English

Foreign Languages  
M.Ed. in French; German; Latin; Spanish  
M.A. in French; Spanish

Geography  
See Government and Planning

Geology and Astronomy  
M.A. in Physical Science (Interdepartmental — See Physical Science)

Government and Planning  
M.A. in Geography  
M.S.A. (Concentrations: Leadership for Women, Public Administration, Urban/Regional Planning)

Health  
M.Ed. in Gerontology: Public Health; School Health  
M.S. in Environmental Health; Gerontology; Public Health: School Health; Administration (Concentration: Health Services)

Certificate program in Gerontology

History  
M.A. in History  
M.Ed. in History

Instructional Media  
M.Ed. in Instructional Media Education  
M.S. in Instructional Media  
Teaching Certification for Instructional Media Education

Leadership for Women  
M.S.A. (Concentration: Leadership for Women)

Mathematical Sciences  
M.A. in Mathematics (Concentrations: Pure Mathematics, Mathematics Education, Applied Computer Science)  
M.Ed. in Mathematics  
M.S. in Computer Science

Music  
M.A. in Music History  
M.M. in Accompanying; Keyboard Performance; Piano Pedagogy  
M.M. in Music Education  
M.M. in Instrumental Performance  
M.M. in Music Theory/Composition  
M.M. in Vocal/Choral Performance

Philosophy  
M.A. in Philosophy

Physical Education  
M.S. in Physical Education; Administration (Concentration: Sport and Athletic Administration)

Physical Science (Interdepartmental)  
M.A. in Physical Science (Concentrations: Chemistry, Geology/Astronomy)

Political Science  
See Government and Planning

Psychology  
M.A. in Clinical Psychology; General Psychology; Industrial/Organizational Psychology; Social Science (Concentration: Psychology)  
M.S.A. (Concentration: Psychology/Personnel)

Public Administration  
See Government and Planning

Social Work  
M.S.A. (Concentration: Social Work)

Special Education  
M.Ed. in Special Education  
Certification in Special Education

Teaching English as a Second Language  
M.A. in Teaching English as a Second Language

The following departments and interdisciplinary areas offer graduate courses, but no graduate degree.  
Art, Ethnic Studies, Linguistics, Philosophy, Speech Communication and Theatre, Women's Studies

# Degree Requirements

## REQUIREMENTS FOR THE BACCALAUREATE DEGREE

1. Satisfactory completion of a minimum of 128 semester hours at or above the 100-level, distributed as shown in the curriculum for the student's major field.
2. Achievement of a cumulative grade point average of at least 2.00 (C) and an average of at least 2.00 (C) in the major field.
3. Attendance at West Chester University for at least 30 semester hours of the degree program, normally at least the final 30 semester hours of the degree program.
4. Fulfillment of any special requirements or program competencies which are particular to a department or a school.
5. Fulfillment of all financial obligations to the University, including payment of the graduation fee, and of all other obligations, including the return of University properties.

6. Compliance with all academic requests including the request for Notice of Intention to Graduate filed in the Office of the Registrar.

### NOTES:

Students are permitted to pursue dual majors under the same degree with the concurrence of the participating departments.

Students who do not demonstrate basic proficiency in English or mathematics may be required to take 000-level courses as prerequisites of their degree programs.

### UNI 101 The Student and the University

A one-credit course in college adjustment and exploration is taken as part of the New Student Orientation Program. Graded on a pass/fail basis, this course is required of all new freshmen and of all new transfer students who transfer fewer than 33 credits.

## U.C. 115 - THE UNIVERSITY EXPERIENCE

2 Hours Credit

Time:

Instructor:

Room:

Office:

Course Description

This course is designed as an extended orientation for freshman students at Ohio University. The purpose is to provide information, resources and skills necessary for college success. Topics which are addressed include study skills, time management, campus resources, academic and career planning and interpersonal relationships. Traditional academic work and participatory activities are the basis for the course in which an effort will be made to establish a peer support group among the students.

Objectives

The specific objectives of this course are to help students:

1. Become acquainted with a number of students from a diversity of backgrounds and cultures while exploring common concerns of first quarter college students.
- ✓ 2. Achieve exposure to a variety of student support services and University activities.
3. Improve study habits such as note-taking, test preparation and time management.
4. Improve individual and group communication skills.
- ✓ 5. Develop educational and career objectives consistent with personal values, interests and abilities.
- ✓ 6. Develop an understanding of the University's academic programs, policies and procedures.
- ✓ 7. Develop an increased awareness of personal growth and academic progress.

Course Requirements:

1. Attendance - you will develop the above skills only if you actively participate in class exercises. Therefore class attendance is an important feature. Points will be awarded for class attendance and a penalty will be imposed on those who miss more than one class period.

Attendance: -2 points for every class over one that you miss.  
10 bonus points for perfect attendance.

2. Grades are based on the following assignments:

a.	Journal Entries	50 pts.
b.	Quizzes	40 pts.
c.	Written assignments worksheets, reaction papers, etc.	40 pts.
d.	Participation Report	10 pts.
e.	Career Exploration Paper	50 pts. (10 pts/draft, 40 pts. final copy)
f.	Critique	10 pts.

Total 200 points

Grading Scale:

188-200 - A
180-187 - A-
174-179 - B+
166-173 - B
160-165 - B-
154-159 - C+
146-153 - C
140-145 - C-
134-139 - D+
126-133 - D
120-125 - D-

- \* Textbook for The University Experience can be purchased at JYT Copies, Inc., 13 W. Union Street. Cost is approximately \$13.00.



Class Format:

1. Much of class will be conducted in small group discussions and lecture. Preparation for class through reading and written assignments is important if you are to participate fully.
2. We will be visiting different campus resources and sometimes class will meet in different places than our regular classroom. Be sure to check with a classmate or the instructor regarding any changes in meeting times or place if you miss a class.
3. A major goal of U.C. 115 is to help you discover what you want to gain from your education. To do that you need to spend time reflecting on what your values are, setting personal goals and deciding on plans of action to achieve those goals. To help you develop the skills of personal reflection and setting goals you will be keeping a journal that you will hand in from time to time throughout the quarter. Much of your learning will take place through the journal assignment.

## Freshman Orientation

On the Way to New Directions in Excellence

Faculty Mentor \_\_\_\_\_

Office \_\_\_\_\_

Telephone \_\_\_\_\_

Office Hours \_\_\_\_\_

**COURSE DESCRIPTION:** A & S 1111 is designed to assist new freshmen in the transition to college. This course introduces the many resources and activities available to OSU students. It provides each student an environment in which he or she can discover more about his or her strengths, weaknesses, values and career ambitions. Many valuable topics for new freshmen will be discussed, and exposure to these issues should enhance students' academic success.

**COURSE GOALS:**

- \* To provide students with structured opportunities to interact with a small number of other students and with a college instructor
- \* To familiarize students with OSU's general education requirements and the importance of careful course selection to meet those requirements
- \* To explain the relationship of an A&S education to the world of work
- \* To encourage students to explore the University and its wide range of cultural, recreational, and social activities
- \* To assist students in gaining knowledge and skills necessary for a successful college experience

**TEXTS:** Step by Step to College Success, by Gardner and Jeweler  
OSU Catalog

**GRADING SCALE**

100 - 90	A
89 - 80	B
79 - 70	C
69 - 60	D
59 - 0	F

**ATTENDANCE AND PARTICIPATION:**

Students are encouraged to attend each of the fifteen class periods. For each class period attended, the student will receive three points. Students are expected to be on time, be willing to respond to questions and to become involved in discussions to receive these points. 45 points

Six writing assignments will be given and will be worth five points each. Three of them will be related to involvement in college, and three will be related to artistic or cultural events attended. The topics will be explained in class. These assignments will be a minimum of 300 words each. 30 points

An autobiographical essay will be written in conjunction with a student profile. 10 points

For the final exam time, there will be a project or summary paper about a topic connected with the course. 15 points

100 points