

Application for a New Course v10.5

Course ID <i>Subject and Number</i>	UNIV 111
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	McKenzie Goad, MMFT, LMFT-Associate, LPC-Intern Sarah Shipp, MS, LPC-Intern
2	Course Teacher	McKenzie Goad, MMFT, LMFT-Associate, LPC-Intern Sarah Shipp, MS, LPC-Intern
3	Course Title	Foundations for Success
4	Course Abbreviation (if title is over 30 characters)	
5	College	
6	Department	Academic Development Center
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	No
10	Maximum number of times course may be repeated	n/a
11	Maximum number of hours credit	3
12	Explanation for variable credit	n/a
13a	Course contact hours - LEC	3
13b	Course contact hours - Lab	0
13c	Course contact hours - Practicum	0
13d	Course contact hours - Seminar	0
13e	Course contact hours - Studio	0
13f	Course contact hours - Online	0
13g	Course contact hours - Colloquium	0
13h	Course contact hours – Field Experience	0
13j	Course contact hours - Internship	0
13k	Course contact hours - Research	0
13m	Course contact hours - Workshop	0
13n	Course contact hours – Other (specify)	0
14	Instructor Workload	3
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	25
17	Catalog Description	A comprehensive course designed to enhance

	(50 words or less)	academic proficiency, career planning skills, financial literacy and life management skills useful for helping students experience academic and personal success.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	None
19	List any co-requisites	None
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	n/a
21	Does this course have any special student costs? Yes/No <i>Attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
22a	How often will it be offered? Fall	Every year
22b	How often will it be offered? Spring	Every year
22c	How often will it be offered? Summer	Every year, as needed
23	Frequency? All, odd, or even years?	All years
24	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Fall 2016
25	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	n/a
26	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	No
27	Should the addition of this course be retroactively applied to the degree plan it supports? Yes/no and explain	No
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i> <i>(Note: New courses are NOT required to be taught as Special Topics courses prior to being approved. However, courses may be taught once as Special Topics before it is proposed. See the Course Descriptions section of the Catalog for details.)</i>	Yes, taught as UNIV 140 in Summer 2015 (9 students), Fall 2015 (47 students), and Spring 2016 (24 students).
29	List any courses in which content	n/a

	overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	
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II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	This course will provide elective credit. It is not a requirement for any particular degree.
2	Justification State the justification for adding this course to the current curriculum. Represent the need.	• Providing a for credit course to address academic Learning Strategies is in response to a request from multiple areas on campus to provide academic support for students. • As a for credit course, students would be more likely to enroll to gain academic assistance and it will be included in their progress towards their degree. • Other universities, such as SMU, Valparaiso, Liberty and Baylor, include a similar course for elective credit toward a degree. By comparison, our proposed UNIV 111 course exceeds the material covered in these similar courses.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	UNIV 111: Foundations for Success would be available to both incoming students and current students who want to be better prepared for the academic rigor of their college-level courses.
2	State the overarching course goal(s) in performance terms.	Students will become more proficient in academic skills, gain confidence in their career goals and be able to demonstrate financial management skills.

2. Competencies and Measurements

	Competency	Measurement
1	Enhance foundational academic skills and translate them to the college environment.	Academic strategies that improve the learning process of collecting, organizing, rehearsing, and evaluating information will be measured through structured assignments and quizzes.
2	Establish self-management skills to increase motivation, prioritization, and planning in the pursuit of professional, personal and academic goals.	In-class assignments and homework designed to ensure increased skills in time management, organization, and classroom success will be given.

3	Demonstrate a knowledge and use of campus resources.	Campus resources will be introduced through class presentations and departmental visits, and then will be required to be used for various class assignments.
4	Explore and analyze each individual's hard and soft skills to enhance academic and professional outcomes.	Students will complete various assessments and give a class presentation identifying their areas of academic/personal strengths, areas of improvement, and preferred learning/working environments.
5	Integrate personal strengths and vocational interests with college major and career goals.	Students will integrate their strengths and interests with college majors and careers through the creation of a professional career portfolio, <i>Courage and Calling</i> paper, and a class presentation.
6	Evaluate personal use of a financial management system and implement financial management methods applicable to college students.	Using SALT and <i>Foundations in Personal Finance</i> as resources, students will evaluate their personal use of a financial management system and implement learned financial management methods through class activities, the completion of financial worksheets, and the creation of a financial budget.

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.

Required Materials

Downing, S. (2015). *On Course: Strategies for Creating Success in College and in Life*. 8th ed. Boston, MA: Cengage. Print.

Ramsey, D. (2013). *Foundations in Personal Finance: College Edition*. United States: Lampo Licensing. Print.

Smith, G.T. (1999). *Courage and Calling*. Downers Grove, IL: InterVarsity. Print.

Woodburn Press (2015). *2015 – 2016 Academic Planner*. Print.

2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**.
 - b. full publication information; label **Graduate**. Indicate number of pages required.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Dean of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the Library report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
4	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
5	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
6	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
7	Justification — Attach all documents referred to in Section II-2
8	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
9	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Course Number and Name _____

Primary Department

Department Chair

Dean of the College

Date

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Dean of the College

Date

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Dean of the College

Date

Date

VI. Actions *Place all actions on one page.*

Course ID: _____

Course Title: _____

1. College Academic Council: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ____ Denied ____ _____
College Dean or Director Date

Approved ____ Denied ____ _____
College Dean or Director Date

2. Graduate Council: (for graduate level courses)

Approved ____ Denied ____ _____
Dean of Graduate School Date

3. Teacher Education Council: (when applicable)

Approved ____ Denied ____ _____
TEC Chair Date

4. University General Education Council: (when applicable)

Approved ____ Denied ____ _____
Provost's designee Date

5. University Undergraduate Academic Council: (*undergraduate level courses*)

Approved ____ Denied ____ _____
Vice Provost Date

6. Academic Provost: (for all courses)

Approved ____ Denied ____ _____
Provost Date

7. President of the University: (for all courses)

Approved ____ Denied ____ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: May 5, 2015
TO: McKenzie Goad and Sarah Shipp
FROM: Mark McCallon, Associate Dean for Library Resources
RE: Course Application for UNIV 111 – Foundations for Success

After reviewing the course application and syllabus, the library can adequately support the proposed course. Please contact your library liaison, Mark McCallon (mccallonm@acu.edu), to suggest specific resources that the library needs to purchase for future revisions to the course. Thank you for letting us examine the course proposal.

Wednesday, April 29, 2015

Abilene Christian University

Re: UNIV 111 Application

Dear Sarah and McKenzie,

The Adams Center for Teaching and Learning has completed the review of the proposed syllabus for UNIV 111: Foundations for Success. The syllabus was reviewed based on the ACU Syllabus Guidelines. The syllabus proposed meets or exceeds most of the expectations described in these guidelines.

Please pay special attention to these items before submitting your syllabus to academic councils:

- Please list the number of credit hours for this course on the syllabus.
- Please make a space on the syllabus for the semester and year, as well as the meeting time and place.
- You may want to reconsider including the language of "learning styles" as a part of your curriculum, as empirical evidence does not support this learning theory. (*Make It Stick: The Science of Successful Learning*, Brown, Roediger, & McDaniel, 2014)
- Please add the ACU Mission Statement and any other appropriate College or Departmental mission statements.
- Your syllabus references OpenClass as your LMS. You may want to consider building your course in Canvas to begin with. The Instructional Designers in the Adams Center for Teaching and Learning are able to provide training and assistance.

There is no need to return the syllabus to the Adams Center for further review. Of course, if you would like to discuss these suggestions or any other aspect of your syllabus or instructional strategies, please contact me and we will schedule a time as soon as possible. We are here to serve you as you help prepare students for Christian service and leadership throughout the world.

Grace and Peace,

David Christianson
Instructional Designer
Adams Center for Teaching and Learning
Abilene Christian University



May 4, 2015

To whom it may concern:

I am writing on behalf of the athletics department to support the transformation of our Learning Strategies course (UNIV 011) from a developmental course to a 100-level course, Foundations for Success (UNIV 111), that could be used as elective credit toward a student's degree. As we continue to make the transition to Division I athletics, we are becoming increasingly aware of our need to provide more comprehensive and intentional academic support for our student-athletes and we would like for that support to begin when they first set foot on our campus as ACU Wildcats.

The material covered in the enhanced, three-hour version of Foundations for Success course covers not only the basic study skills our students need to have to succeed but also requires the use of campus-specific resources, such as the Writing and Speaking Centers. Being required to use these resources early in their academic career will ensure that our student-athletes are not only aware of the resources but know how to access them.

The personality assessments and career guidance are also critical to this particular group of ACU students. In addition to maintaining a specified GPA, the NCAA requires Division I athletes to meet pre-determined measures of progress toward their chosen degree each year. Counseling incoming student-athletes with regard to appropriate and achievable career aspirations early in their college career should help minimize their desire to change majors later, when insufficient progress toward their new degree would render them athletically ineligible.

As we visit with our student athletes in one-on-one, faculty-conducted interviews at the close of each athlete's college career, we ask what has been the biggest challenge in balancing the academic, athletic, social, and spiritual parts of their life. The answer is invariably time management or not having enough time for everything. In light of that common theme, the units in UNIV 111 that focus on planning for upcoming assignments and tracking where their time actually goes are extremely important. Again, it is important help our student-athletes develop these time management skills at the beginning of their college careers when they can

get the most benefit from them. We would like to facilitate development of these skills as a proactive measure instead of in reaction to an academically disastrous start.

Finally, many of our student-athletes receive vouchers associated with their athletic scholarships. Typically these vouchers are distributed at the beginning of the semester but are intended to pay for living expenses for the entire semester. Without an understanding of budgeting and financial planning, student-athletes are more likely to use their semester's funds too quickly, causing financial stress at the end of the semester. Financial stress can bleed over to create stress and cause issues in other aspects of their lives, resulting in diminished performance in the classroom and on the field of play.

In conclusion, the topics covered in the proposed UNIV 111 are critically important for the academic success of our student-athletes and we wholeheartedly support this proposal.

A handwritten signature in black ink, reading "Lee De Leon". The signature is fluid and cursive, with the first name "Lee" being the most prominent.

Lee De Leon, Director of Athletics

A handwritten signature in blue ink, reading "Laura Phillips". The signature is fluid and cursive, with the last name "Phillips" being the most prominent.

Laura Phillips, Faculty Athletic Representative

Foundations for Success

UNIV 111

Fall 2016

3 Credit Hours

Instructor Information

Instructors

Sarah Shipp, M.S., LPC-Intern

E-mail: sarah.shipp@acu.edu

Phone: 325-674-6400

McKenzie Goad, MMFT, LMFT-Associate,

LPC-Intern

E-mail: mckenzie.goad@acu.edu

Phone: 325-674-640

Office Location

Hardin Administration Building, Room 304

Office Hours & Scheduling

All office hours and meetings will be held by appointment only. To schedule a booking with your professor you can use the following links:

mrsshipp.youcanbook.me

mckenziegoad.youcanbook.me

ACU Mission Statement & Promise

Our Mission: To educate students for Christian service and leadership throughout the world.

Our Promise: ACU is a vibrant, innovative, Christ-centered community that engages students in authentic spiritual and intellectual growth, equipping them to make a real difference in the world.

Course Description

UNIV 111 is a comprehensive course designed to enhance the academic experience, create financial literacy, develop career planning skills, and teach life management skills to prepare students and develop a foundation for academic and future success. A framework for Christian learning strategies and information management skills are emphasized.

Course Competencies

Competency	Measurement
Enhance foundational academic skills and translate them to the college environment.	Academic strategies that improve the learning process of collecting, organizing, rehearsing, and evaluating information will be measured through structured assignments and quizzes.
Establish self-management skills to increase motivation, prioritization, and planning in the pursuit of professional, personal and academic goals.	In-class assignments and homework designed to ensure increased skills in time management, organization, and classroom success will be given.
Demonstrate a knowledge and use of campus resources.	Campus resources will be introduced through class presentations and departmental visits then required to be used for various class assignments.
Explore and analyze each individual's hard and soft skills to enhance academic and professional outcomes.	Students will complete various assessments and give a class presentation identifying their areas of academic/personal strengths, areas of improvement, and preferred learning/working environments.
Integrate personal strengths and vocational interests with college major and career goals.	Students will integrate their strengths and interests with college majors and careers through the creation of a professional career portfolio, <i>Courage and Calling</i> paper, and a class presentation.

Evaluate personal use of a financial management system and implement financial management methods applicable to college students.

Using SALT and *Foundations in Personal Finance* as resources, students will evaluate their personal use of a financial management system and implement learned financial management methods through class activities, the completion of financial worksheets, and the creation of a financial budget.

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Woodburn Press (2015). *2015 – 2016 Academic Planner*. Print.

Course Policies

Class Attendance. Attendance and punctuality are a requirement of this course. Under University policy, you may not, under any circumstances, miss more than 9 MWF class periods. If you receive 9 unexcused absences you will receive an “F” in the course.

Excused absences will not count against your grade, but you must discuss absences with the instructor BEFORE missing class. Absences may be excused for the following reasons:

- University sponsored activities approved by the Provost’s Office and the professor prior to the missed day.
- Illness that is documented by a nurse or physician.
- Death of an immediate family member.

Late Assignments & Make-Up Exams. Students are expected to turn in all assignments on time. Late Assignments will not be accepted unless there is an excused absence. All assignments must be completed and turned in on the date and time they are due, which is listed on the course schedule. Make-up exams will only be given in the event of an excused absence.

Class Participation. Students are expected to be prepared for class, focused on class material, engaged in active listening, and have demonstrate a knowledge of the class topics through in-class discussions and activities. Instructors and students are expected to respect the ideas of one another and to maintain a positive attitude towards one another during class discussions and activities. All electronic devices need to remain put away and turned off in class unless you are told otherwise by the instructor.

Use of Technology. While mobile learning devices will be used regularly to complete homework assignments, they will typically not be needed during class. Therefore, there is no need to have them out once class has started. All electronic devices need to remain put away and turned off in class unless you are told otherwise by the instructor. The instructor will inform students in advance if electronic devices will be needed for an in-class activity so they can come to class prepared. The classroom environment will be enhanced if each individual does not allow electronic devices (or other distractions) to be create a disruption.

Academic Integrity/Honesty. It is expected that all students will adhere to the University’s Academic Integrity Policy. Violations will be addressed as described in the Policy. While the University enforces the Policy, the most powerful motive for integrity and truthfulness comes from one’s desire to imitate God’s nature in their life. Every member of the faculty, staff, and student body is responsible for protecting the integrity of learning, scholarship, and research. The full

policy is available for review on the Provost's office website (www.acu.edu/campusoffices/provost) and these offices: college deans, Dean of Student Life, Director of Student Judicial Affairs, Director of Residence Life, and academic departments.

Students with Disabilities. Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. If you have a documented disability and wish to discuss academic accommodations, please feel free to contact me. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Disability Services, and you must complete a specific request for each class in which you need accommodations. Please call Alpha Scholars office at 325-674-2667.

Course Requirements

Textbook Assignments

Chapter Readings & Notes (160 points; 10 points each). Students are expected to complete all assigned readings by the start of class on their due date. To increase comprehension of the material, students will take notes over their assigned reading, using the SQ4R method. The notes and the assigned readings for each section of the textbook will be due at the start of class on the date listed on the course schedule. These notes must be typed or copied. Original handwritten notes will not be accepted as it will prevent the student from being able to implement improved study strategies.

Textbook Assessments (20 points; 5 points each). Students will be required to complete both the soft skills and study skills assessments in the textbook at the beginning of the semester (pre-assessment) and at the end of the semester (post-assessment). These assessments will give students insight into which areas they can work to improve on throughout the semester and reflect the amount of growth in those areas at the end of the semester.

Chapter Journals (90 points; 10 points each). Students will be required to complete an assortment of journal entries throughout the chapter readings. Due dates and journal numbers to be completed can be found on the course schedule. The professor expects students will demonstrate a knowledge of the material learned in the chapter, as well as the ability to reflect on their personal application of the material when responding to the journal prompts. Journals must be turned in at the start of class on their assigned due dates.

Chapter Quizzes (90 points; 10 points each). Students will be given a quiz over every chapter reading, as well as the study skills information provided in the study skills toolbox portion of the text. Make-up quizzes will not be given.

Midterm Exam (50 points). The midterm will be used to measure the amount of material the student has learned by the halfway point in the semester. Students are encouraged to use their academic skills they have learned so far in studying for and taking the exam.

Final Exam (100 points). The final exam will be cumulative and used to measure the amount of material the student has learned throughout the semester. Students will be encouraged to use the academic skills they learned throughout the semester in studying for and taking the exam.

In-Class Assignments

Class Participation (100 points). Students are expected to participate in all class discussions, in-class assignments and activities as they are extremely important for the students' success. Many activities will require the students to reference their textbooks; students are expected to bring their textbooks with them to class each day.

Students will earn a grade for participation in each class period. At the start of the semester, the student will be awarded full points for the assignment. However, points may be deducted for the following reasons:

- Arriving late to class
- Lack of discussion/participation in class activities

- Disrespectful behavior towards professor or other classmates (i.e. eye rolling, rude comments, etc.)
- Distracting behavior (i.e. passing notes, texting, snapchatting, listening to music, sleeping, etc.)

Academic Planner (45 points). Students will be required to have an academic planner for this class. The planner will be used to create a schedule of deadlines and study times at the beginning of the semester and update it as the semester progresses. The purpose of this assignment is to help students increase their time management and planning skills. Through the use of a planner, students will learn skills to help them schedule, prioritize, and organize their academic and personal time. This planner needs to come to every class and will be periodically checked to ensure the student is keeping track of their academic deadlines.

Foundations in Personal Finance (20 points). During class, students will be taught about financial management as it relates to college students. Students will be shown videos that teach financial management skills and will engage in class discussions designed to evaluate how these financial management skills can be applied to their personal finances, both now and in the future. The goal of these videos is to help educate students on financial management, as well as scholarships, grants, and loans associated with attending college.

Applied Assignments

Academic Goals (20 points). As a part of this course, students will set an academic goal(s) for each class they are enrolled in during the semester. Additionally, students will set a goal GPA for the semester. Students will be taught motivation techniques and goal setting strategies to help them achieve these goals. This assignment is designed to help the student increase focus and intention in their academic endeavors.

Time Log & Tally (20 points). The time log and the tally log will be completed together, but will be graded separately.

- **Time Log (15 points).** Each student will be required to complete a time log. The goal of this assignment is to help the student increase their time management skills, while gaining self-awareness about how their time is spent. This assignment will involve the student keeping a log of their activities, every thirty minutes, for a Monday–Friday period, following the instructions given in class. On the log, students will record times that they participated in specific activities: class, work, studying, surfing social media, sleeping, eating, social engagements, talking on the phone, free time, etc.
- **Tally Log (5 points).** Prior to starting the tally log, the student will declare the ideal amount of time they believe should be given to each area of activity. At the end of the 5 days, students will tally the amount of hours they spent engaged in each activity. The hours will be totaled, compared to the ideal hours, and analyzed during class.

Financial Budget (15 points). The purpose of this assignment is to help students gain knowledge and an understanding in financial management. Students will turn in a personal budget according to the material learned from the Financial Peace University videos and workbook. Students can access a template budget form in the class files on Canvas.

Career Portfolio (80 points). The purpose of this assignment is to help students begin evaluating their future careers and be prepared for transition from academic life to professional life. Each student will search for three job postings on College Central Network (collegecentral.com) based on the potential interest, career desires, current college major and the course required for their degree plan. Each student will then narrow the three job postings to one that they believe their degree/major will provide them the necessary skills. A cover letter and resume specific to that job posting will be created. In order to receive full credit for this assignment, students must turn in a bound portfolio with all three job postings (clearly identifying the one that they choose), a cover letter, a resume, and a reference list, including one professional, one personal, and one educational. Additional information regarding this assignment will be explained in class.

Writing Center Assignment (15 points). Students will be required to take either their Meet the Professor paper or *Courage and Calling* paper to ACU's Writing Center to be edited and review. The purpose of this assignment is to encourage the student to use campus resources and to gain experience in doing so. To earn the full credit on this assignment, the student will need to turn in the attendance confirmation email from the appointment. This may be turned