

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?	Yes
10	Maximum number of times course may be repeated	3
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	30
17	Catalog Description	A comprehensive course designed to enhance

	(50 words or less)	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.
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 <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
22a	How often will it be offered? Fall	Offered
22b	How often will it be offered? Spring	Offered
22c	How often will it be offered? Summer	Offered
23	Frequency? All, odd, or even years?	Each semester, 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 2015
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>	No
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</i>	No

	details.)	
29	List any courses in which content 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>	

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 towards 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.	Provide support for students' success in their college career through the enhancement of academic skills as well as connection to personality, learning styles, and career goals.

2. Competencies and Measurements

	Competency	Measurement
1	Enhance foundational skills of academic processes and translate them to the college environment.	Skills such as reading and comprehension, note-taking, and study habits will be reinforced through structured assignments and reading quizzes.
2	Establish self-management skills to	In-class assignments and homework designed

	increase motivation, prioritization, and planning in the pursuit of professional, personal and academic goals.	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 then required to be used for various class assignments.
4	Explore and analyze the unique perspectives of personality and learning style to enhance academic and professional aptitude.	Students will use various assessments (DWYA, MI, PEPS) designed to identify personality types, learning styles, and preferred learning environments then demonstrate an understanding of academic and career application in their professional career portfolio and class presentation.
5	Integrate personality 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

Fralick, M. (2012). *CollegeScope*. HumanEsources and Kendall/Hunt. Retrieved from <http://www.CollegeScope.com/ccs/univ011>.

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

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

Additional Materials Provided

Ramsey, D. (2013). Budgets. In *Foundations in personal finance college edition* (DVD). United States: Lampo Licensing. Available from www.daveramsey.com/school.

Ramsey, D. (2013). College. Student Essentials. In *Foundations in personal finance college edition* (DVD). United States: Lampo Licensing. Available from www.daveramsey.com/school.

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: