

Course Information

Date Submitted: 4/22/2013

Current Prefix and Number: EPE - Edc. Policy Studies & Eval. , EPE 174 - THEORIES OF COLLEGE STUDENT SUCCESS

Other Course:

Proposed Prefix and Number:

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? Yes

Inquiry - Social Sciences

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APR 18 2013

OFFICE OF THE
SENATE COUNCIL

1. General Information

a. Submitted by the College of: College of Education

b. Department/Division: Educational Policy Studies and Evaluatio

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Karin Ann Lewis

Email: karin.lewis@uky.edu

Phone: 859-257-1356

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: N/A

b. Full Title: THEORIES OF COLLEGE STUDENT SUCCESS

Proposed Title: Same

c. Current Transcript Title: THEORIES OF COLLEGE STUDENT SUCCESS

Proposed Transcript Title: Same

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

Proposed Meeting Patterns

SEMINAR: 3

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: PropGradingSys

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: The objective of the course is to introduce theories of student development and the organizational structure of teaching and learning in college.

Proposed Course Description for Bulletin: The objective of the course is to introduce theories of student development and the organizational structure of teaching and learning in college. This course satisfies the UK Core requirement for Inquiry in Social Sciences.

2j. Current Prerequisites, if any:

Proposed Prerequisites, if any:

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? Yes

If YES, identify the depts. and/or pgms: Department of Academic Enhancement in the Division of Undergraduate Education.

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|CPD159|Alan J Deyoung|Dept approval for ZCOURSE_CHANGE EPE 174 (MINOR CHANGE)|20121002

SIGNATURE|MYRT|Martha L Geoghegan|College approval for ZCOURSE_CHANGE EPE 174 (MINOR CHANGE)|20121003

SIGNATURE|JEL224|Janie S Ellis|Senate Council approval for ZCOURSE_CHANGE EPE 174 (MINOR CHANGE)|20121115

SIGNATURE|KCROUCH|Kathryn F Crouch|Dept approval for ZCOURSE_CHANGE EPE 174|20130116

SIGNATURE|KCROUCH|Kathryn F Crouch|College approval for ZCOURSE_CHANGE EPE 174|20130116

SIGNATURE|WF-BATCH|Batch User|Subworkflow for GenEd Expert review|20130116

SIGNATURE|PCOOK2|Patricia G Cook-Craig|UKCEC Expert review ZCOURSE_CHANGE EPE 174|20130116

SIGNATURE|JMETT2|Joanie Ett-Mims|UKCore approval for ZCOURSE_CHANGE EPE 174|20130416

SIGNATURE|JMETT2|Joanie Ett-Mims|Undergrad Council approval for ZCOURSE_CHANGE EPE 174|20130416

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Courses	Request Tracking
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Course Change Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate F

Attachments:

Upload File

	ID	Attachment
Delete	735	EPE 174 - Sample Syllabus 2012.doc
Delete	1229	EPE 174 Intellectual Inquiry Social Science Form 4
Delete	1230	EPE 174 submisslon background.docx

First 1 2 Last

Select saved project to retrieve...

Get New

NOTE: Start form entry by choosing the Current Prefix and Number (*denotes required fields)

Current Prefix and Number:		EPE - Edc. Policy Studies & Eval. EPE 174 - THEORIES OF COLLEGE STUDENT SUCCESS	Proposed Prefix & Number:	
* What type of change is being proposed?		<input checked="" type="checkbox"/> Major Change <input type="checkbox"/> Major - Add Distance Learning Minor - change in number within the same hundred series, except 799 is the same 'hundred series' Minor - editorial change in course title or description which does not change in content or emphasis Minor - a change in prerequisite(s) which does not imply a change in content or emphasis, or which is made necessary by the elimination of the prerequisite(s) Minor - a cross listing of a course as described above		
Should this course be a UK Core Course? <input checked="" type="radio"/> Yes <input type="radio"/> No				
If YES, check the areas that apply:				
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input checked="" type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics				
1. General Information				
a. Submitted by the College of:		College of Education	Today's Date: 4/22/2013	
b. Department/Division:		Educational Policy Studies and Evaluation		
c.* Is there a change in "ownership" of the course?				
<input type="radio"/> Yes <input checked="" type="radio"/> No If YES, what college/department will offer the course instead? Select..				
e.* * Contact Person Name:		Karin Ann Lewis	Email: karin.lewis@uky.edu	Phone: 859-257-1356
* Responsible Faculty ID (if different from Contact):			Email:	Phone:
f.* Requested Effective Date:		<input checked="" type="checkbox"/> Semester Following Approval	OR	Specific Term: ²
2. Designation and Description of Proposed Course.				
a. Current Distance Learning (DL) Status:		<input checked="" type="radio"/> N/A <input type="radio"/> Already approved for DL* <input type="radio"/> Please Add <input type="radio"/> Please Drop		
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box) that the proposed change affect DL delivery.				
b. Full Title:		THEORIES OF COLLEGE STUDENT SUCCESS	Proposed Title: *	Same

c.	Current Transcript Title (if full title is more than 40 characters):	THEORIES OF COLLEGE STUDENT SUCCESS			
c.	Proposed Transcript Title (if full title is more than 40 characters):	Same			
d.	Current Cross-listing:	<input type="checkbox"/> N/A	OR	Currently ² Cross-listed with (Prefix & Number):	none
	Proposed – ADD ² Cross-listing (Prefix & Number):				
	Proposed – REMOVE ^{3,4} Cross-listing (Prefix & Number):				
e.	Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours ⁵ for each meeting pattern				
Current:	Lecture	Laboratory ²	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other Please explain:		
Proposed: *	Lecture	Laboratory ²	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar 3	Studio	Other Please explain:		
f.	Current Grading System:	ABC Letter Grade Scale			
	Proposed Grading System:*	<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade)			
g.	Current number of credit hours:	3	Proposed number of credit hours:*	3	
h.*	Currently, is this course repeatable for additional credit?				<input type="radio"/> Yes <input checked="" type="radio"/> N
*	Proposed to be repeatable for additional credit?				<input type="radio"/> Yes <input checked="" type="radio"/> N
	If YES:	Maximum number of credit hours:			
	If YES:	Will this course allow multiple registrations during the same semester?			<input type="radio"/> Yes <input checked="" type="radio"/> N
i.	Current Course Description for Bulletin:				
	The objective of the course is to introduce theories of student development and the organizational structure of teaching and learning in college.				
*	Proposed Course Description for Bulletin:				
	The objective of the course is to introduce theories of student development and the organizational structure of teaching and learning in college. This course satisfies the UK Core requirement for Inquiry in Social Sciences.				
j.	Current Prerequisites, if any:				
*	Proposed Prerequisites, if any:				

k.	Current Supplementary Teaching Component, if any:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both
	<i>Proposed Supplementary Teaching Component:</i>	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input type="radio"/> No Change
3.	Currently, Is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> N
*	<i>Proposed to be taught off campus?</i>	<input type="radio"/> Yes <input checked="" type="radio"/> N
	If YES, enter the off campus address:	
4.*	Are significant changes in content/student learning outcomes of the course being proposed?	<input type="radio"/> Yes <input checked="" type="radio"/> N
	If YES, explain and offer brief rationale:	
5.	Course Relationship to Program(s).	
a.*	Are there other depts and/or pgms that could be affected by the proposed change?	<input checked="" type="radio"/> Yes <input type="radio"/> N
	If YES, identify the depts. and/or pgms:	
	Department of Academic Enhancement in the Division of Undergraduate Education.	
b.*	Will modifying this course result in a new requirement ¹² for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> N
	If YES ¹² , list the program(s) here:	
6.	Information to be Placed on Syllabus.	
a.	<input type="checkbox"/> Check box if <u>changed to 400G or 500.</u>	If <u>changed to 400G- or 500-level course</u> you must send in a syllabus and you must include the differentiation between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) est different grading criteria in the course for graduate students. (See SR 3.1.4.)

¹¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will appropriate academic Council for normal processing and contact person is informed.

¹² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

¹³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.

¹⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

¹⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting gene least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

¹⁶ You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

¹⁷ In order to change a program, a program change form must also be submitted.

Submit as New Proposal Save Current Changes Delete Form Data and Attachments

EPE 174 Syllabus 1
EPE 174 Theories of College Student Success
Section 003

Instructor:
Email:

Office Hours: By Appointment
Office: The Study

Meeting Information

Tuesdays and Thursdays, 12:30pm – 1:45pm, Dickey Hall 325

Course Description

EPE 174 is designed to introduce 1st and 2nd year students to the field of higher education, specifically the areas of college student development, post-secondary institutional organization, college teaching and learning, and the history of college in the United States. The objective of the course is to provide opportunities for experiential learning, self-assessment, and the development of critical reading and reasoning skills to help students improve their academic performance. The course is a problem-based, conceptual approach to understanding college student success, not a study skills course. This course provides an undergraduate introduction to the material covered in Educational Policy Studies and Evaluation (EPE) graduate courses; namely EPE 674 Theories of Student Development and EPE 632 Student Services.

Course Objectives

Upon completion of this course, students will:

1. Relate general knowledge of the history of higher education
2. Demonstrate insight into understanding issues in contemporary college life
3. Evaluate the structure and organization of higher education in general and at the University of Kentucky
4. Practice the skills, attitudes, and beliefs required to be a successful college student
5. Integrate appropriate university services to suit their needs
6. Formulate goal/plan for personal success in college and in their careers
7. Evaluate current issues facing college students
8. Demonstrate confidence in their ability to succeed in college
9. Employ critical reading strategies to learn from collegiate reading materials, including texts and journal articles

Required Materials/Texts

- 2 Textbooks
 - Sweet, S. (2001). *College and society: An introduction to the sociological imagination*. Needham Heights, MA: Allyn and Bacon.
 - Love, P.G. & Guthrie, V.L. (1999). *Understanding and applying cognitive development theory*. San Francisco: Jossey-Bass.
- Various supplemental assigned journal articles and book chapters
- Active UK email account and the ability to use it regularly
- Course Blackboard site access for obtaining pertinent course documents and information
- Planner or calendar with space to write assignments and daily activities

Course Structure

- Class meets twice weekly for 75 minutes during which theories of student development, history of higher education, current campus issues, and learning and problem solving strategies will be discussed and applied.
- Students are also required to schedule and complete 2 Individual Academic Consultations with the instructor in the instructor's office in *The Study*.

Course Blackboard Site

The course Blackboard site contains the pertinent documents for the course. Throughout the semester the syllabus, supplemental articles, assignment guidelines and the reading schedule will all be accessible to you at any time through the Internet. You can access the Blackboard site through your MyUK portal and the sign-in information is the same as your LinkBlue username and password.

Attendance

Attendance in class *and* for Individual Academic Consultations is expected. Course success is dependent upon your participation and completion of in-class discussions, activities, projects, and Individual Academic Consultations. It will be difficult for any student to complete and/or succeed in accomplishing these responsibilities without regularly attending class meetings.

If a student has a university accepted reason for an absence (see <http://www.uky.edu/USC/agenda/20040209/5.2.4.2> Excused Absences.pdf), to be excused from class, the student must notify the course instructor *in advance*. Any absence not explained before

EPE 174 Syllabus 2

class is unexcused (except in case of a life-threatening emergency). You are allotted **ONE** unexcused absence throughout the duration of the semester.

Class Polices & Expectations

1. You are expected to arrive to class on time. Excessive tardiness will lead to the equivalent of an unexcused absence.
2. All cell phones should be turned off at the beginning of each class period. Ringing phones and text messaging are disruptive. If your cell phone rings or you are text messaging during class, you may be asked to leave and counted absent.
3. As a responsible adult, you are expected to give your full, respectful attention to the instructor, guest-speakers, and/or classmates at all times during the class period. Any display of disrespectful and/or disruptive behavior and you will be warned once, then asked to leave. If asked to leave, you will be considered absent for the day.
4. All assignments must be completed in order to receive a final grade in the course.
5. Use of computers, cell phones, PDAs, or other electronic devices during class is not permitted.
6. Assignments are due on the date indicated by the instructor in the syllabus. Any modifications to the syllabus will be provided in advance, and in writing.

Assignments

During the semester, students' performance will be graded on participation, projects, assignments, reflections, and participation in Individual Academic Consultations. Being present for all class activities is vital to student academic success. Students are expected to:

1. Turn in all assignments on time – all assignments are due at the start of the class period
2. Type all written assignments in the appropriate format as stated in assignment guidelines
3. Cite sources, where appropriate, within written assignments and presentations

In general, extensions for assignments will **NOT** be given other than for *rare*, extenuating circumstances. However, for excused absences (as per UK policy), missed work may be made-up, as long as a student provides documentation of an acceptable excuse for the day(s) in question. The extension will equal the duration of time the student was absent (ex: if absent one day, then the extension is one day).

Assignments turned in late, that do not pertain to excused absences (as per UK policy) mentioned above, will be graded according to the grading guidelines for the assignment and students will receive 50% of that grade. Assignments will not be accepted more than one week from the original due date. Assignments are due at the beginning of the class period or at the equivalent time even if class is not meeting on that date.

Below is a brief description of class assignments:

- 1. Participation and Engagement (150 points – 5 points per class session) – Approximately 25% of final grade**
 1. Expect to work in small groups with fellow students during class and outside of class.
 2. It is possible to receive no credit for class attendance for the day (even when you are present) due to lack of participation.
 3. Active and relevant contributions to in-class discussions is expected.
 4. Completion of in-class assignments.
 5. Just reading the required pages is not enough. You must be able to demonstrate understanding of the material you read for the class. You should be able to identify key issues from the reading and summarize the author's perspectives. You should also be prepared to offer your own thoughts about the reading. This will be evaluated through your participation in class discussions, small group participation, and writing assignments.

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2. Reaction Papers (60 points) – Approximately 10% of final grade

For several of the assigned readings, students will complete a short 2-page reaction paper. Purposes of these papers are for the students to gain a deeper understanding of the assigned readings and/or topics and learn much needed critical reading skills.

3. Reading Discussion Questions (60 points) - Approximately 10% of final grade

1. For several of the assigned readings, students will prepare discussion questions to be presented in class.
2. The purpose for these assignments is for students to gain a deeper understanding of the assigned reading and learn much needed critical reading skills.

4. Photo Journal of College Experience (60 points) – Approximately 10% of final grade

1. Students will create a visual, multi-media representation of their personal experience at this university.
2. Be prepared to share information on your findings with classmates via an informal class presentation and/or discussion.

5. University Services Project (60 points) – Approximately 10% of final grade

In this course you will be learning about the history of higher education and the structure of the modern university. Today's university offers a myriad of services to support student success. A successful student is aware of the services that are available to enhance your learning experience. For this assignment each student will independently:

- a. Choose a service offered to students by the University of Kentucky (approved by the Instructor-no duplications)
- b. Research this service
- c. Create a brief presentation to be delivered in class which describes and introduces the service to fellow students

6. Individual Academic Consultations (IACs) (60 points) – Approximately 10% of final grade

During the semester you will be expected to schedule and attend two (2) Individual Academic Consultations with your instructor in *The Study*. During these consultations we will address issues that are unique to your work in the course and university career. You will be primarily responsible for setting the agenda for these meetings. Consultations will take place during the following time frames:

1. During the initial 5 weeks of class within the following time frame: (January 18 – February 17)
2. During the next 5 weeks of class within the following time frame: (March 5 – April 6)

In order to receive full credit for attending IACs, students are expected to prepare for these meetings. Students should reflect on both the course content and their personal experience as students in order to formulate their consultation agenda. The purpose of these consultations is to assist students in becoming successful and effective in their academic career. Therefore, students should identify key areas for discussion that will push them toward that end. Some key questions to consider include: What aspects of university life do I have difficulty navigating? What are my academic strengths? What are my academic challenges? What topics have I found particularly interesting and/or beneficial from the course content? What areas of the course content or expectations are still unclear?

7. Midterm - Student Interviews (60 points) – Approximately 10% of final grade

For this assignment you will develop questions and conduct interviews with 5 different college students at UK (who are not in this class) to investigate what a typical UK college student is like regarding some aspect of campus life. Your research topic should be identified through class reading assignments or class discussion. You will write a summary of your findings and create a presentation to be delivered in class.

8. Final - Personal Theory of College Student Success (90 points) – Approximately 15% of final grade

An important academic and life skill is the ability to analyze and synthesize large amounts of information. Citizens of modern society are flooded with information and it is easy to be overwhelmed with just the volume of messages. An educated person knows how to make sense of all that information. We will cover a lot of information in this class. For your final project you will review each component of the class and write an analytical essay addressing two questions: 1) What did you find to be particularly valuable in this class? and 2) What was not especially valuable for you? You should include reasons for your assessment. You may focus on particular topics discussed, assignments completed, or any other aspect of the class. We will discuss your essays during our final exam class period.

NOTE: Rubrics for assignments, with specifics, will be posted on the class Blackboard site and discussed during class, well in advance of the due dates.

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Grading Scale

This course is based on a 600 point scale. Letter grades will be assigned based on the scale below:

Grading:	90-100%--A
	80-89% --B
	70-79%--C
	60-69%--D
	<60% --E

Plagiarism

Plagiarism is attempting to pass off others work as your own, e.g. not citing information that is others' words, thoughts, or ideas – even if you paraphrase you need to note the source; not giving credit to sources in oral presentations; and/or handing in a paper you completed for another class for a grade in this course (self-plagiarizing). Plagiarism in any form will not be tolerated in this course. You are expected to do your own work. For a more thorough definition and/or additional information regarding plagiarism, see the following website: <http://www.uky.edu/Ombud/Plagiarism.pdf>

Disabilities

Any student with a disability, who is taking this course and needs classroom or exam accommodations, should contact the Disability Resource Center, 257-2754, room 2 Alumni Gym, jkarnes@uky.edu. All students must provide proof of the disability and the need for accommodations before services are rendered. This will usually be in the form of a psychological report or medical statement and the documentation must be signed by a qualified licensed psychiatrist, neuropsychologist, or relatively trained medical physician.

**Course Review Form
Inquiry in the Social Sciences**

Course: EPE 174

Reviewer Recommendation

Accept Revisions Needed

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Readings, lectures, or presentations that promote students' ability to define and distinguish different theoretical approaches associated with a social science discipline, either broadly or as applied to an important social science topic.

Example(s) from syllabus:

1. Relate general knowledge of the history of higher education
2. Demonstrate insight into understanding issues in contemporary college life
3. Evaluate the structure and organization of higher education in general and at the University of Kentucky
7. Evaluate current issues facing college students
9. Employ critical reading strategies to learn from collegiate reading materials, including texts and journal articles

2 Textbooks

- o Sweet, S. (2001). College and society: An introduction to the sociological imagination. Needham Heights, MA: Allyn and Bacon.
- o Love, P.G. & Guthrie, V.L. (1999). Understanding and applying cognitive development theory. San Francisco: Jossey-Bass.
- Various supplemental assigned journal articles and book chapters

Critical Reading Tasks (150 points) –Approximately 25% of final grade

Brief Description:

EPE 174 is designed to introduce students to the field of higher education, specifically the areas of college student development, sociological views of post-secondary institutional organization, college teaching and learning, and the history of higher education in the United States. The objective of the course is to provide opportunities for exploration in social science inquiry, experiential learning, self-assessment and reflection, and the development of critical reading and reasoning skills. The course is a problem-based, conceptual approach to understanding college student success. The ability to read critically is a necessary skill for students' success at the college level. The critical reading tasks include the following assignments for several of the assigned course readings: writing Talking Points, developing Reading Outlines, and preparing Discussion Questions to be presented in class. The details and point breakdown for each task will be handed out and reviewed throughout the semester.

Processes or assignments where students apply their understanding of methods and ethics of inquiry which lead to social scientific knowledge.

Example(s) from syllabus:

- 1) Research article Reading Responses (90 points) – Approximately 15% of final grade
- 2) Photo Journal of College Experience (30 points) – Approximately 5% of final grade

Brief Description:

1) Students will complete three 3-page reading responses. Purposes of these papers are for the students to gain a deeper understanding of the assigned readings and/or topics and apply critical reading and analytical writing skills.

2) Students will create a visual, multi-media representation of their personal experience as interpreted through the perspective of History of Higher Education, Sociology, college student development, college teaching and learning and organizational structure of this university. Be prepared to share information on your findings with classmates via an in class presentation.

3) Expect to work in small collaborative learning groups with fellow students during class and outside of class.

4) Just reading the required pages is not enough. You must be able to demonstrate understanding of the material you read for the class. You should be able to identify key issues from the reading and summarize the author's perspectives. You should also be prepared to offer your own thoughts about the reading. This will be evaluated through your participation in class discussions, small group participation, and writing assignments.

Artifacts of assignments or exercises that require students to demonstrate the ability to identify and use appropriate information resources to substantiate evidence-based claims.

Example(s) from syllabus:

1.) Participation and Engagement

Brief Description:

1.) Expect to work in small groups with fellow students during class and outside of class.

2.) It is possible to receive no credit for class attendance for the day (even when you are present) due to lack of participation.

3.) Active and relevant contributions to in-class discussions is expected.

4.) Completion of in-class assignments.

5.) Just reading the required pages is not enough. You must be able to demonstrate understanding of the material you read for the class. You should be able to identify key issues from the reading and summarize the author's perspectives. You should also be prepared to offer your own thoughts about the reading. This will be evaluated through your participation in class discussions, small group participation, and writing assignments.

1. For several of the assigned readings, students will prepare discussion questions to be presented in class.

2. The purpose for these assignments is for students to gain a deeper understanding of the assigned reading and learn much needed critical reading skills.

Processes, assignments or exercises that demonstrate students' application of the knowledge of how a social science discipline influences society.

Example(s) from syllabus:

University Services Project (60 points) – Approximately 10% of final grade

Brief Description:

In this course you will be learning about college student development theories, the history of higher education and sociological perspectives of the modern university. Today's university offers a myriad of co-curricular experiences and services to support student success. A successful student engages in services and opportunities for experiences that are available to enhance the learning experience. For this assignment each student will:

- a. Choose a service offered to students by the University of Kentucky (approved by the Instructor- no duplications)
- b. Research this service
- c. Create a brief presentation to be delivered in class, which introduces, describes, evaluates the service to fellow students as it relates to the social science perspectives and how they influence the college intellectual community and life beyond college.

Artifacts of assignments or exercises that require students to demonstrate an ability to identify a well-formulated question pertinent to a social science discipline and to employ the discipline's conceptual and methodological approaches in identifying reasonable research strategies that could speak to the question.

Example(s) from syllabus:

Personal Theory of College Student Success (90 points) – Approximately 15% of final grade

Brief Description:

An important academic and life skill is the ability to analyze and synthesize complex information. Citizens of modern society are inundated with information and it is easy to be overwhelmed with just the volume of information. An educated person knows how to make sense of all that information and make meaning of experiences. We will cover a lot of information in this class. For your final project you will review each component of the class, research a well-articulated question related to the fields of social science inquiry introduced in the course, and create your personal theory of college student success in response to that question. Your theory will include at least three concepts addressed throughout the course. For each concept you will explore three questions:

- (1.) How do different social science disciplines describe/explain the concept?
- (2.) Why is this concept important for college student success generally?
- (3.) How can you apply this concept in your own academic life?

Reviewer's Comments

Sent: Wed 1/16/2013 4:22

From: [Thuringer, Christopher P](#)
To: [Crouch, Kathy](#)
Cc:
Subject: RE: EPE 174

Yes. And is there any way to remove the original submission and approval, since that mistakenly made it all the way through? I'd rather the "record" reflect the new submission and not confuse anyone that might go to the tracking system for info on the course.

From: Crouch, Kathy
Sent: Wednesday, January 16, 2013 4:13 PM
To: Thuringer, Christopher P
Subject: RE: EPE 174

Hi Chris,

The minor request was completed before we received the UKCORE Inquiry form. I can resubmit it as a major request with the UK Core form attached but should I still perform the overrides at the department and college level since the other request completed?

Thanks,
Kathy C.

From: Thuringer, Christopher P
Sent: Monday, January 14, 2013 4:45 PM
To: Crouch, Kathy
Subject: RE: EPE 174

Kathy -- please enact the changes you discussed below for this course and attach the attachment provided here as well. Thanks!

From: Crouch, Kathy
Sent: Thursday, December 13, 2012 8:29 AM
To: Thuringer, Christopher P
Cc: Ellis, Janie; Brothers, Stella C; Eit, Joanie M; Lewis, Karin A
Subject: RE: EPE 174

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Workflow functionality will not allow us to route back to an approval step. However, if you think it is OK, I can withdraw the current submission and start it again as a major change and perform administrative overrides for the department and college approvals. I would attach a .pdf of the original approvals and attach them to the new proposal.

From: Thuringer, Christopher P
Sent: Wednesday, December 12, 2012 1:11 PM
To: Crouth, Kathy
Cc: Ellis, Janie; Brothers, Sheila C; Ett, Joanie M; Lewis, Karin A
Subject: FW: EPE 174

Hi Kathy - as you know, EPE 174 was submitted as a UK Core course, but was routed incorrectly due to it being tagged as a minor change. We'll need to either remove it from the system so the approval routing (as displayed below) doesn't continue to show or send it back to the UKCEC Area Expert step (Social Sciences). My preference would be to keep what is currently submitted and adjust the routing back to the UKCEC to prevent the potential delay in the College re-submitting and approving it (since they've already submitted and approved it once). Is this possible?

From: Brothers, Sheila C
Sent: Wednesday, December 12, 2012 12:23 PM
To: Thuringer, Christopher P
Cc: Ett, Joanie M; Ellis, Janie
Subject: RE: EPE 174

Yes - that is fine. Please keep me and Janie in the loop, though, since we'll want to make sure our records reflect whatever is done.

Sheila

Staff Representative to the Board of Trustees
Office of the Senate Council
Phone: (859) 257-5872

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From: Thuringer, Christopher P
Sent: Wednesday, December 12, 2012 11:26 AM
To: Brothers, Sheila C
Cc: Ett, Joanie M; Ellis, Janie
Subject: RE: EPE 174

Sheila - are you fine with me working with Kathy Crouch to correct this submission (and remove the Senate Council approval) so that it routes appropriately through JKCEC?

Course/ Prog ID	Display Form	Course/ Program	Request Type	College	Date	Time
EPE 174	Display Form	Course	Change	EDUCATION	10/2/2012 12:00:00 AM	16:46:18

Details of Course/Program ID(EPE 174)

WORKITEM ID	Workflow Status	Date	Time
000010957031	Department Received	2012-10-02	16:48 PM
000010957044	Department Approved	2012-10-03	13:30 PM
000010971979	Received by College	2012-10-03	13:30 PM
000010971981	Approved by College	2012-11-15	11:33 AM
000011322243	Approved by Senate Council	2012-11-29	09:12 AM

From: Brothers, Sheila C
Sent: Friday, December 07, 2012 8:37 AM
To: Thuringer, Christopher P; Ellis, Janie
Cc: Ett, Joanie M
Subject: RE: EPE 174

I may be having a Friday brain cramp – when did you see that? I checked the approved transmittal from 11/19, and there was no such course on it.

Sheila

Staff Representative to the Board of Trustees
Office of the Senate Council
Phone: (859) 257-5872

From: Thuringer, Christopher P
Sent: Thursday, December 06, 2012 1:55 PM
To: Ellis, Janie
Cc: Brothers, Sheila C; Eft, Joanie M
Subject: EPE 174

Hi Janie – I saw posted through the Advising Network listserv that EPE 174 had been approved for UK Core credit, but we never saw it come through UKCEC. It appears that it was tagged as a Minor change through eCATS and therefore routed directly to Senate for approval. I've touched based with Kathy Crouch to ensure moving forward that course submissions tagged as "Minor" changes cannot also select UK Core, but I wanted to make sure I had assessed the issue correctly. Please advise.

Chris Thuringer | Assistant Provost for Educational Initiatives | University of Kentucky Division of Undergraduate Education
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