Document N: Course and Program Development:

IMPACT AND APPROVAL SIGNATURES

See Course and Program Development Policy and Procedures (www.ubalt.edu/provost) for instructions.

SCHOOL: O LAW O MSB O CAS O CPA

CONTACT NAME: Daniel Page
PHONE: 410-837-5319

DEPARTMENT/DIVISION: University General Education Council / First-Year Experience Office
DATE PREPARED: 4/18/12

PROPOSED SEMESTER OF IMPLEMENTATION: fall

TYPE OF ACTION: add (new) deactivate modify

LEVEL OF ACTION: noncredit undergraduate graduate

ACTION BEING REQUESTED (select one category, either Course Actions or Program Actions):

O COURSE ACTIONS

Original Subject Code/Course Number: IDIS 101
Original Course Title: First-Year Seminar: Applied Learning and Study Skills

O PROGRAM ACTIONS

Original Program Title:

Select one or multiple actions from one of the lists below (review the list of necessary documents and signatures):

COURSE ACTIONS

1. Experimental Course
2. Course Title
3. Course Credits
4. Course Number
5. Course Level
6. Pre- and Co-Requisite
7. Course Description
8. New Course
9. Deactivate Course
22. Other

PROGRAM ACTIONS

10. Program Requirements
11a. Undergraduate Specialization (24 credits or fewer)
11b. Master’s Specialization (12 credits or fewer)
11c. Doctoral Specialization (18 credits or fewer)
12. Minor (add or delete)
13. Closed Site Program
14. Program Suspension
15. Program Reactivation
16a. Certificate Program (UG/G) exclusively within existing degree program
16b. Certificate Program (UG/G) outside of or across degree programs (12 or more credits)
17. Off-Campus Delivery of Existing Programs
18a. Undergraduate Concentration (exceeds 24 credits)
18b. Master’s Concentration (exceeds 12 credits)
18c. Doctoral Concentration (exceeds 18 credits)
19. Program Title Change
20. Program Termination
21. New Degree Program
22. Other

ADDITIONAL DOCUMENTATION (check all appropriate boxes of documents included; review the list of necessary documents):

☑ summary proposal (O) ☐ course definition document (P) ☐ full five-page MHEC proposal (Q)
☐ financial tables (MHEC) (R) ☐ other documents as may be required by MHEC/USM (S) ☐ other (T)
IMPACT REVIEW (review the list of necessary signatures):

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APPROVAL SEQUENCE (review the list of necessary signatures):

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<td>C. Final Faculty Review Body Within Each School (Chair)</td>
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<td>F. University Council (Chair)¹</td>
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<td>G. Provost and Senior Vice President for Academic Affairs</td>
<td>7/11/2012</td>
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<td>H. President</td>
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<td>K. MHEC (notification only)</td>
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<td>L. MHEC (approval)</td>
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<tr>
<td>M. Middle States Association notification</td>
<td>Required only if the University's mission is changed by the action</td>
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¹ University Council review (for recommendation to the president or back to the provost) shall be limited to curricular or academic policy issues that may potentially affect the University’s mission and strategic planning, or have a significant impact on the generation or allocation of its financial resources.
Document O: Course and Program Development: SUMMARY PROPOSAL
See Course and Program Development Policy and Procedures (www.ubalt.edu/provost) for instructions.

SCHOOL: LAW MSB CAS CPA
CONTACT NAME: Daniel Page PHONE: 410-837-5319
DEPARTMENT/DIVISION: University General Education Council / First-Year Experience Office DATE PREPARED: 4/18/12
DEPARTMENT/DIVISION: University General Education Council / First-Year Experience Office DATE PREPARED: 4/18/12
PROPOSED SEMESTER OF IMPLEMENTATION: fall spring YEAR: 2012

ACTION BEING REQUESTED (select one category, either Course Actions or Program Actions):

COURSE ACTIONS

Original Subject Code/Course Number: DIS 101
Original Course Title: First-Year Seminar: Applied Learning and Study Skills

Select one or multiple actions from one of the lists below (review the list of necessary documents and signatures):

1. Experimental Course
2. Course Title
3. Course Credits
4. Course Number
5. Course Level
6. Pre- and Co-Requisite
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19. Program Title Change
20. Program Termination
21. New Degree Program
22. Other

For changes to existing courses:

OLD TITLE First-Year Seminar: Applied Learning and Study Skills  SUBJECT CODE/COURSE NO. DIS 101 CREDITS 2
NEW TITLE First-Year Seminar: Introduction to University Learning  SUBJECT CODE/COURSE NO. DIS 101 CREDITS 3
The General Education Council, in conjunction with the College of Arts and Sciences, proposes revisions to the title, number of credits, and aspects of content delivery for the required First-Year Seminar (IDIS 101).

1. Change title to "First-Year Seminar: Introduction to University Learning" from "First-Year Seminar: Applied Learning and Study Skills".

2. Revise course description.

3. Change number of semester-hour credits from two (2) to three (3).

4. Realign content to include robust elements focusing on career and professional development, team/group work, financial literacy, and the nature of university-level academic inquiry and community life.

5. Revise prescribed delivery options so as to (a) allow students to apply concepts and skills directly to work in other courses, (b) allow instructors pedagogical flexibility within each section while still meeting learning goals, (c) align the course with the known academic challenges facing first-semester students, and (d) integrate the course more fully with advising, academic support, and other campus-based support offerings.

The proposed revisions are designed to ensure that this course successfully increases students' readiness to meet the learning goals of the university, of the First-Year Experience, and, eventually, of the colleges in which their future major programs are housed.

New elements or delivery contexts:

Title Change: The new title embodies the course's dual emphasis both on learning skills and on an intellectually rigorous introduction to the university context.

Course Description: The new description communicates content and outcomes more clearly to students and other stakeholders.

Credits: Realigning IDIS 101 as a full three-credit class underscores its overall academic importance, allows for the addition of proposed new elements, and contributes to credit accrual in ways that benefit students and facilitate first-year advising and academic standing functions. Best practices nationwide point to three credits as most common and appropriate for courses of this particular type and scope.

Additional/Revised Content Elements: These additions respond to needs perceived by previous IDIS 101 instructors and by faculty in all UB undergraduate-serving units.

Revised delivery: These revisions respond to student feedback, to instructors' evaluations of the course, to first-year advisors' experience with the course itself and with UB first-year students, and to the experience of faculty teaching first- and second-semester UB students.
1. DATE PREPARED
April 24, 2012

2. PREPARED BY
Daniel Page

3. DEPARTMENT/DIVISION
College of Arts and Sciences / University General Education Council

4. COURSE NUMBER(S) with SUBJECT CODE(S)
IDS 101

5. COURSE TITLE
First-Year Seminar: Introduction to University Learning

6. CREDIT HOURS
Three (3)

7. CATALOG DESCRIPTION
The first-year seminar helps students develop key skills, knowledge, and habits of mind necessary for academic and professional success. In an active-learning environment, first-semester students and their instructors explore the nature and practice of intellectual inquiry in a university environment. Applied exercises reinforce core study/learning skills in the context of real-time demands, while structured self and group reflection develops concurrent skills in personal, academic, and professional goal setting. Students become more intentional, life-long learners, with skills in teamwork and critical thinking that can become fundamental elements of personal effectiveness in increasingly complex and globalized communities and work environments.

8. PREREQUISITES
none

9. COURSE PURPOSE (how the course is to be used in the curriculum; e.g., required for the major, elective, etc.)
Required course for all first-year students.

10. GENERAL EDUCATION AREA (if applicable; e.g., social sciences, humanities, mathematics, etc.)

n/a

11. COURSE TYPE/COMPONENT (clinical, continuance, discussion, field studies, independent study, laboratory, lecture, practicum, research, seminar, supervision, thesis research, tutorial or workshop; this must match PeopleSoft 9.0 coding, so check with your dean's office if you are unsure of the correct entry)
Lecture

12. FACULTY QUALIFIED TO TEACH COURSE

Professional student affairs staff; Library faculty; First-year advisors
13. CONTENT OUTLINE

Extended Orientation
- The Idea of a University
- Academic Inquiry
- First-Year Experience
- Academic Resources
- Co-curricular Resources
- Academic advising
- Online learning
- Student Records
- Living-Learning / Central Baltimore

Learning Skills
- Classroom participation
- Note-taking
- Critical reading
- Active reading and annotation
- Academic integrity
- Working with faculty
- Group- and team-based work

Personal Management
- Life cycle awareness
- Time management
- Planning for success
- School/employment balance
- Health and wellness
- Financial literacy and self-reliance

Knowledge that Works
- Career and professional development
- Personal development
- Co-curricular involvement
- Service learning
- Engaged learning
- Lifelong learning

14. LEARNING GOALS

At the conclusion of this course, the students will be able to:

- Make clear connections between personal academic and career goals and plans.
- Demonstrate an understanding of the rights and responsibilities generally expected of students, graduates, and educators in American higher education.
- Effectively apply college-level reading, listening, note-taking, and other learning skills to challenging content-centered problems from other co-enrolled courses.
- Solve unscripted problems that require working in diverse teams.
- Articulate understanding of campus academic support resources and co-curricular programming
- Demonstrate awareness of different modes of inquiry represented in general education requirements, as well as their appropriate application.

15. ASSESSMENT STRATEGIES

- Pre- and post-course evaluation of understanding of university-level academics and of cognitive and affective indicators of student success using a nationally-normed instrument such as College Student Inventory (CSI)
- Preparation of an online portfolio
  - Writing prompts, including self-discovery preface
  - Finished essays from co-enrolled courses
  - Seminar integrative project (media-based)
- Presentation of portfolio to a panel of faculty, student affairs professionals, and first-year advisors

Summer 2010
16. **SUGGESTED TEXT(S) and MATERIALS** (e.g. textbooks, equipment, software, etc., that students must purchase)
   - Customized course packet

17. **SPECIAL GRADING OPTIONS** (if applicable)

   None.

18. **SUGGESTED CLASS SIZE**

   25 or less.

19. **LAB FEES** (if applicable)

   N/A