Please check one:  ☐ New course  ☒ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000:  EIU 2919
2. Title (may not exceed 30 characters, including spaces):  Strategies for Academic Success
3. Long title, if any (may not exceed 100 characters, including spaces):  N/A
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:  1-0-1
5. Term(s) to be offered:  ☒ Fall  ☒ Spring  ☐ Summer  ☐ On demand
6. Initial term of offering:  ☒ Fall  ☐ Spring  ☐ Summer  Year:  2010
7. Course description (not to exceed four lines):  Enrollment required of student placed on academic warning for the first time. Topics will include self-assessment, goal-setting, time management, study skills, learning styles and motivation.
8. Registration restrictions:
   a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course).  NONE
   b. Prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.  NONE
   c. Who can waive the prerequisite(s)?
      ☐ No one  ☐ Chair  ☐ Instructor  ☐ Advisor  ☐ Other (Please specify)
   d. Co-requisites (course(s) which MUST be taken concurrently with this one):  NONE
   e. Repeat status:  ☒ Course may not be repeated.
      ☐ Course may be repeated to a maximum of  hours or  times.
   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:  NONE
   g. Degree, college, major(s), level, or class to be excluded from the course, if any:  NONE
9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]  NONE
10. Grading methods (check all that apply):  ☒ Standard letter  ☐ C/NC  ☐ Audit  ☐ ABC/NC (“Standard letter”—i.e., ABCDF--is assumed to be the default grading method unless the course description indicates otherwise.)
11. Instructional delivery method:  ☐ lecture  ☐ lab  ☐ lecture/lab combined  ☐ independent study/research  ☐ internship  ☐ performance  ☐ practicum or clinical  ☐ study abroad  ☒ other
PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:
   - Achieve a greater sense of personal responsibility
   - Increase self-motivation
   - Master effective time-management strategies
   - Revise self-defeating patterns
   - Identify learning styles
   - Establish short-term and long-term academic goals
   - Master effective study skills

   a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:
      - EIU graduates will write and speak effectively.
      - EIU graduates will think critically.
      - EIU graduates will function as responsible citizens.

   b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:
      - Depth of content knowledge
      - Effective critical thinking and problem solving
      - Effective oral and written communication
      - Advanced scholarship through research or creative activity

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

<table>
<thead>
<tr>
<th></th>
<th>QUIZZES OVER READING ASSIGNMENTS</th>
<th>JOURNAL WRITING ASSIGNMENTS</th>
<th>PARTICIPATION IN ONLINE DISCUSSIONS</th>
<th>FINAL COURSE PROJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieve a greater sense of personal responsibility</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Increase self-motivation</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Master effective time management strategies</td>
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<td>X</td>
<td>X</td>
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<td>Revise self-defeating patterns</td>
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<td>X</td>
<td>X</td>
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<td>Identify learning styles</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>Establish short-term and long-term academic goals</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>Master effective study skills</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

3. Explain how the instructor will determine students’ grades for the course:
   - 25% Quizzes; 25% Journal Writing Assignments; 25% Class Participation; 25% Final Course Project; 400 Total Points
Grading Scale
360-400    A
320-359    B
280-319    C
240-279    D
≤ 239        F

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
   a. Describe how the format/technology will be used to support and assess students’ achievement of
      the specified learning objectives: WebCT platform will be used to facilitate discussions and
      administer quizzes.
   b. Describe how the integrity of student work will be assured: Writing assignments will be
      submitted through TurnItIn.com
   c. Describe provisions for and requirements of instructor-student and student-student interaction,
      including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based
      discussions, computer conferences, etc.): Expectations will be set to maintain weekly interaction
      between instructor/student and student/student. The WebCT platform will support these interactions.
      The instructor will also maintain ‘virtual’ office hours.

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
   a. course objectives;
   b. projects that require application and analysis of the course content; and
   c. separate methods of evaluation for undergraduate and graduate students.

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *)

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course’s content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Strategies for Academic Success: (1-0-1); Time spent completing Journal Entries in each unit and participating in weekly discussions is equivalent to (16) fifty minute class periods

Week 1: Taking the First Step
   A. Assessment- Noel-Levitz College Student Inventory
   B. Overview of syllabus and expectations
   C. Journal Entry 1 & 2
Week 2: Getting On Course to Your Success
   A. What is Success
   B. The Power of Choice
   C. Write a Great Life
   D. Self-Esteem and Core Beliefs
   E. Journal Entry 3 & 4

Week 3: Accepting Personal Responsibility (Schedule first instructor conference)
   A. Adopting the Creator Role
   B. Victims and Creators
   C. Responsibility and Choice
   D. Journal Entry 5 & 6

Week 4: Accepting Personal Responsibility continued
   A. Mastering Creator Language
   B. Your Inner Conversation
   C. The Language of Responsibility
   D. Making Wise Decisions
   E. The Wise-Choice Process
   F. Journal Entry 7 & 8

Week 5: Discovering Self-Motivation
   A. Discovering Your Dreams
   B. Life Roles
   C. Creating Inner Motivation
   D. Commitment Creates Method
   E. Visualize Your Ideal Future
   F. Journal Entry 9 & 10

Week 6: Discovering Self-Motivation continued
   A. Design a Compelling Life Plan
   B. Why Goals Are Important
   C. How To Set a Goal
   D. Claiming Your Desired Personal Qualities
   E. Journal Entry 11 & 12

Week 7: Mastering Self-Management
   A. Acting With Purpose
   B. Harness the Power of Quadrant II
   C. What To Do In Quadrant II
   D. Journal Entry 13 & 14

Week 8: Mastering Self-Management continued
   A. Employing Self-Management Tools
   B. Monthly Calendars
   C. Weekly Calendars
   D. Daily Action Lists
   E. Staying Focused and Persistent
F. Journal Entry 15 & 16

Week 9: Employing Interdependence  
A. Developing Mutually Supportive Relationships  
B. Creating a Support Network  
C. Strengthening Relationships with Active Listening  
D. Journal Entry 17 & 18

Week 10: Gaining Self-Awareness  
A. Recognizing When You Are Off Course  
B. Self-Sabotage  
C. Unconscious Forces  
D. Self-Defeating Patterns  
E. Journal Entry 19 & 20

Week 11: Learning Styles and Effective Study Habits  
A. Self-assessment: How I Prefer To Learn  
B. Test-Taking  
C. Note-Taking  
D. Wise Choices in College: Effective Studying  
E. Journal Entry 21 & 22

Week 12: Developing Emotional Intelligence  
A. Components of Emotional Intelligence  
B. Reducing Distress  
C. Choose Your Attitude  
D. Journal Entry 23 & 24

Week 13: Staying On Course to Your Success  
A. Planning Your Next Steps  
B. Choices and Changes  
C. Self-Assessment Post-Test  
D. Journal Entry 25 & 26

Week 14: Discussion of Course Projects/Schedule Second Instructor Conference  
A. Turn in Project  
B. Journal Entry 27 & 28

Week 15: Discussion of Course Projects continued  
A. Turn in Project  
B. Journal Entry 29 & 30
PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.

   EIU 2919- Strategies for Academic Success (1) is a mandatory one-credit hour course for students who go on academic warning the first time. This course does not count toward hours needed for graduation. The course has been in effect since fall 2007 following CAA approval.

   There is a need to develop an on-line version of EIU 2919 for adult students who are only enrolled in on-line courses and do not attend on-campus courses. It is important to remain consistent with university policy regarding enrollment in EIU 2919 once a student goes on academic warning the first time.

   a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment. N/A
   b. If the course or some sections of the course may be technology delivered, explain why.

       This revised proposal to add a technology delivered section of EIU 2919 is to address the growing number of non-traditional students who are earning their degree from Eastern without physically coming to campus. Currently, students in this cohort who go on Academic Warning have limited access to support thereby resulting in a higher percentage of academic failure. The addition of a technology delivered section will further extend the reach of Eastern to support ‘at-risk’ students.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

   Students attain academic warning status at various class levels; no prerequisites, co-requisites or registration restrictions

3. If the course is similar to an existing course or courses, justify its development and offering.

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   a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.
   b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.

4. Impact on Program(s):

   a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective. Does not count toward graduation
   b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.

   If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course
proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:
   This course initially will be assigned to Taisha D. Mikell and other qualified individuals may be assigned as need dictates.

   If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. Additional costs to students: NONE

   Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

3. Text and supplementary materials to be used (Include publication dates):
   ON COURSE- Strategies for Creating Success in College and in Life; Skip Downing; 20008; Houghton-Mifflin

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded. A community college course may not be substituted for EIU 2919.

PART VII: APPROVALS

Date approved by the department or school:

Date approved by the college curriculum committee:

Date approved by the Honors Council (if this is an honors course):

Date approved by CAA: April 22, 2010

*In writing-active courses, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages,
from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).