Code # UC01 (2015)

**New Course Proposal Form**

**Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.

**Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [pheath@astate.edu](mailto:pheath@astate.edu)

|  |
| --- |
| **New Course or**  **Experimental Course (1-time offering) (Check one box)**  *Please complete the following and attach a copy of the bulletin page(s) showing what changes are necessary.* |

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (If applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

1. Contact Person (Name, Email Address, Phone Number)

Barbara Doyle, [bdoyle@astate.edu](mailto:bdoyle@astate.edu), 870.680.8365

Sandra Hawkins, [shawkins@astate.edu](mailto:shawkins@astate.edu), 870.680.8434

2. Proposed Starting Term and Bulletin Year

Summer 2016; Bulletin 2016-2017

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

UC 1202

4. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Academic Proficiency for Standardized Testing

5. Brief course description (40 words or fewer) as it should appear in the bulletin.

Provides instruction and strategies in building proficiency on standardized tests and meeting admission standards for various academic programs.

6. Prerequisites and major restrictions. (Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. Are there any prerequisites? No
   1. If yes, which ones?
   2. Why or why not?

1. Is this course restricted to a specific major? Choose an item.
   1. If yes, which major? No

7. Course frequency(e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

Fall, Spring, Summer

8. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture and lab

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

standard letter

10. Is this course dual listed (undergraduate/graduate)?

No

11. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

1. If yes, please list the prefix and course number of cross listed course.

1. Are these courses offered for equivalent credit? Choose an item.

Please explain.

12. Is this course in support of a new program? Choose an item.

a. If yes, what program?

No

13. Does this course replace a course being deleted? Choose an item.

a. If yes, what course?

No

14. Will this course be equivalent to a deleted course? Choose an item.

a. If yes, which course?

No

15. Has it been confirmed that this course number is available for use? Yes

*If no: Contact Registrar’s Office for assistance.*

16. Does this course affect another program? Choose an item.

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

No

**Course Details**

17. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

Academic Proficiency for Standardized Testing  
UC 1202  
Course Outline

Week One: Standardized Tests: Expectations  
 A. General test taking strategies

B. Timer phobia / timer mastery

C. General testing techniques

Week Two: Standardized Tests: Reading Competencies and Question Analysis  
 A. Literal comprehension skills  
 B. Inferential comprehension skills  
 C. Evaluative comprehension skills

Week Three: Standardized Tests: Reading / Writing Connections

A. Understanding the language of reading and writing

B. Exploring the role of existing schema in comprehension and composition

C. Transferring ideas obtained from reading to written responses

Week Four: Standardized Tests: Making and Defending Sound Arguments  
 A. Sentence clarity and construction  
 B. Language and grammar usage – Revision  
 C. Composing a well-organized essay

D. The role of research in writing

Week Five: Standardized Tests: Math Competencies  
 A. Understanding radicals and integer exponents  
 B. Reasoning with equations and inequalities

Week Six: Standardized Tests: Math Competencies

A. Building functions and interpreting functions

B. Modeling with geometry

Week Seven: Standardized Tests: Math Competencies  
 A. Basic statistics and probability

B. Assessing student proficiency

18. Special features (e.g. labs, exhibits, site visitations, etc.)

The course will include lecture for concept development followed by immediate application of skills.

19. Department staffing and classroom/lab resources

Staffing will be provided by University College and College of Education faculty. Classrooms in the Learning Commons and Education Building will be utilized. The UC Lab will be utilized as needed.

1. Will this require additional faculty, supplies, etc.?

The course will be covered with existing UC faculty. Additional supplies required include duplication costs, lab maintenance, and testing materials.

20. Does this course require course fees? No

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Course Justification**

21. Justification for course being included in program. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

Students in various degree programs must meet standardized testing requirements. These standardized tests involve some measurement of literacy and mathematical competencies. This course provides a valuable resource for students in preparing for standardized tests and delivers intensive academic instruction in literacy and mathematical competencies for students struggling to meet required test scores.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

University College serves as a learning resource center for student seeking to enhance collegiate success. The services range from academic coaching to learning assistance to workshops for enhancing success. Academic Proficiency for Standardized Testing will provide a valuable service for students seeking success on required standardized testing.

c. Student population served.

Students desiring to build standardized test taking skills or improve performance on specific standardized tests.

d. Rationale for the level of the course (lower, upper, or graduate).

This course is a lower level course. It does not address specific content knowledge, but rather offers general test taking and academic skill strategies for improving student performance on standardized testing.

**Assessment**

**University Outcomes**

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

|  |  |  |
| --- | --- | --- |
| * 1. Global Awareness | * 1. Thinking Critically | * 1. Information Literacy |

**Relationship with Current Program-Level Assessment Process**

23. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

This course is not program specific. Academic Proficiency for Standardized Tests stands as a support course for student success in meeting program-level entrance requirements for various academic programs.

24. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

|  |  |
| --- | --- |
| **Program-Level Outcome 1 (from question #23)** | Not applicable |
| Assessment Measure |  |
| Assessment  Timetable |  |
| Who is responsible for assessing and reporting on the results? |  |

*(Repeat if this new course will support additional program-level outcomes)*

**Course-Level Outcomes**

25. What are the course-level outcomes for students enrolled in this course and the assessment measures and benchmarks for student-learning success?

|  |  |
| --- | --- |
| **Outcome 1** | Students will develop general test taking strategies for a variety of standardized tests. |
| Which learning activities are responsible for this outcome? | Students will complete practice exercises applying general test taking strategies and develop an understanding of why and how the strategies impact test performance. |
| Assessment Measure and Benchmark | Student success on desired entrance exam. Benchmark to be set after data collection for three semesters. |

*(Repeat if needed for additional outcomes)*

|  |  |
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| **Outcome 2** | Students will demonstrate academic proficiency in reading, writing, and mathematics. |
| Which learning activities are responsible for this outcome? | Students will complete practice applications of academic skills in reading, writing, and mathematics. |
| Assessment Measure and Benchmark | Students will complete a designated practice test for their particular program entrance testing. Benchmarks will be set after data collection for three semesters. |

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UC 1161. Worry Management 101Basic concepts of worry management with a focus on personal application to help prevent or reduce the   
 effects of cognitive, emotional, physical symptoms and behaviors resulting from unmanaged worry. Fall, Spring.

**INSERT>** UC 1202. Academic Proficiency for Standardized Testing provides instruction and strategies in building proficiency on standardized tests and   
 meeting admission standards for various academic programs. Spring, Summer, Fall.

UC 1231. Career Planning and Decision MakingAssists students with the career planning and decision making process using Focus2 Career   
 and Education Planning System for College Student. Assessment of interests, exploration of majors and career goals. Fall.