

Faculty Senate Resolution #13-46

Approved by the Faculty Senate: March 19, 2013

Approved by the Chancellor: not applicable (refer to #13-47)

Report on status of learning outcomes for a University 1000 course, role of student services professionals within the Division of Student Affairs in delivering UNIV 1000 course content, and how UNIV 1000 course achieves liberal arts foundations curriculum requirements

Suggested learning outcomes for a UNIV 1000 course:

As a result of participating in a UNIV 1000 course students will be able to:

1. Describe how being a successful college student differs from being a high school student
2. Identify university-level study skills.
3. Construct a time management schedule that effectively balances study time, classwork, co-curricular activities and employment.
4. Explain the major academic policies at the university.
5. Describe opportunities for academic, scholarly, and cultural engagement outside of the classroom.
6. Describe resources available to students that contribute to student success and well-being.
7. Identify opportunities for meaningful participation in campus life.
8. Describe resources for career planning at the Career Center, and identify potential majors and career paths using the FOCUS II.

What is the role of student services professionals in delivering UNIV 1000 course content?

The role of the student services professional (student affairs educators and professional academic advisors) will depend on the seminar model that is adopted for UNIV 1000. The models and the role of student services personnel in the implementation of the course are outlined below. The course models are adapted from the *Final Report of UNIV 1000 Committee* dated April, 2012.

1. Model 1: The Extended Orientation Model.

This model makes use of the extended orientation model currently offered at ECU through COAD 1000 (1 credit hour). The overall purpose of this course is to help the student become acculturated to life on campus, develop life skills, investigate career development opportunities, develop the study and critical thinking skills that are necessary for academic success, and take responsibility for their own success in college. This type of course is designed to be interactive and involve group discussion and group activities. Lectures, guest speakers, field trips, exploration activities, and written assignments are commonly used as a part of the course. The extended-orientation model course may be taught by a disciplinary faculty member or by an appropriately qualified student services professional. This model of seminar could also be co-taught by a faculty member and a student services professional.

2. Model 2: Academic/Hybrid Seminar.

The Academic/Hybrid Seminar teaches students academic content while also reinforcing student success skills and orienting students to campus life. The seminar introduces students to academic culture through the exploration of a discipline-based theme, employing active and engaged research-based learning. The theme explored in each seminar will be developed with the intention of piquing the interest of first-year students and the seminar content is used as a vehicle for demonstrating the academic enterprise for the students and engaging them with the subject matter, research methods, and written and verbal communication styles appropriate to the discipline underlying the seminar. Students are taught skills that are crucial to academic success (critical thinking, critical reading, writing, speaking, library-, laboratory-, or field-based research, note-taking, etc.). In this model the faculty member takes the lead role in developing and teaching

the course along disciplinary lines. Student services professionals can be involved in one of two ways, depending on the organization of the seminar. In the discipline focused model one or more student services professionals provide students with seminars, workshops and/or online models that provide information and skills related to student success and campus resources. There is also a model in which an interdisciplinary theme-based seminar is co-taught by a faculty member in coordination with a student services professional. The faculty member teaches the disciplinary content of the course while a student services professional teaches the student success portion of the seminar.

How Would a UNIV 1000 Course fit into the Liberal Arts Foundations Curriculum?

The learning outcomes that are recommended in (I) above are similar to the learning outcomes of many similar courses at other universities. The subcommittee believes that these learning outcomes are important for student success and need to be included in a freshman seminar. That said, the goals recommended in (I) above do not fit any of the learning goals of the Liberal Arts Foundations Curriculum or the proposed general education goals that appear in the UNC GA strategic plan.