

New Course Form

For help filling out the form press F1 or look at the bottom of the screen. For additional instructions, see Course Form Instructions.

Type of Action | **New Course – Course not previously offered.**

1. Catalog Prefix and Number*: **FYE 105**

2. Course Title: **Achieving Academic Success**

Pilot Course Information:

Are you requesting pilot status only at this time? **Yes** **No**

Implementation Date? **Fall 2013**

Are you requesting pilot status in addition to regular approval process? **Yes** **No**

Implementation date? **Fall or Spring?** Year?

Has this course been previously approved as pilot status **Yes** **No**

3. Justification for requested action.

Best practices support the need for a new first-year experience course to increase student success. The trend in community colleges has been to focus on student access rather than on student success and completion. Current data confirms a required first-year experience course improves student success and retention. The new FYE 105 course will be recommended for all first time students at KCTCS institutions to enroll in during their first or second semesters. The focus of the new FYE 105 course is on college connection, career exploration, academic planning, and goal setting. Campus orientation, self-management, and academic skills for success will also be a part of the new course.

The proposed FYE 105 course is a new approach to various first-year experience courses offered in community colleges over the years. The new focus is on building a “culture of connection.” The proposed FYE 105 course has course competencies/student outcomes that are different from any existing KCTCS course. The purpose of the course is to foster retention, completion, and persistence. The new proposed FYE 105 course offers students the opportunity for career planning, informed choices for selecting a major, goal setting, a clear understanding of what is required for completion of a credential, and related assistance in future planning. The course will also include studies related to life skills, information technology, and basic strategies for academic success. Although some of the course content is similar to earlier versions of Introduction to College courses in KCTCS, this course is not duplicative of any other course currently offered in the KCTCS catalog due to the strong focus on life skills and academic/career planning. All instructors for the proposed FYE 105 course are required to complete training and will be furnished with a common syllabus and common learning outcomes. The vision of this course is to help students take more responsibility for their success in their college career and to persist to complete a credential.

4. Submitting Entity: Curriculum Committee: **First-Year Experience**

Or College:

5. Person(s) Primarily Responsible for Proposal (**Complete item only if course is not part of a curriculum package. Verify that members are still current and active prior to submission.**):

<u>Name</u>	<u>Teaching Area</u>	<u>College</u>
Janice Nemes	Professor, Arts and Humanities	Elizabethtown CTC

Tony Honeycutt	Provost	Somerset CC
Jennifer Mullins		Southeast KY CTC
Kevin Gericke	Professor, Economics and Statistics	West Kentucky CTC
Lisa Lee	Associate Professor, Education	Madisonville CC
Maria Galyon	Assistant Professor, Interim Academic Success Coordinator	Jefferson CTC
Jo Zausch	Learning Outcomes Assessment Coordinator	Jefferson CTC
Tony Strawn	Professor, Communication	Henderson CC
Mary Poole		Madisonville CTC
Kathy Lowe	Librarian II/Associate Professor	Big Sandy CTC
Renee Black		Hazard CTC
Karen George	Professor, English, Title III Activities Director	Ashland CTC
Becky Womack	Professor, English	Bluegrass CTC
Alice Benham	Dean, Arts and Humanities	Bowling Green CTC
Paula Daily	Professor, Course Manager of Orientation to College	Gateway CTC
Denise Perdue	QEP Director. Reading Instructor	Hopkinsville CC
Shannon Frodge		Maysville CTC
Andy Sommer		Owensboro CTC
Ella Strong	Professor, CIT and College Orientation, and Dean of Distance Learning, Learn On Demand	Hazard CTC

Involvement of Others (Identify Individuals):

6. System Office Staff: **Mary Kleber and Mike Quillen**
7. Others: **Diana Calhoun French, Jefferson CTC and David Hellmich, Bluegrass CTC**
8. Is this course offered at other colleges? Yes No
 If yes, have they been involved in the development of this course? Yes No N/A
9. Is this course duplicative or similar to other courses offered by KCTCS? Yes No

If yes, Justification: The proposed FYE 105 course is a new approach to various first-year experience courses offered in community colleges over the years. The new focus is on building a “culture of connection.” The proposed FYE 105 course has course competencies/student outcomes that are different from any existing KCTCS course. The purpose of the course is to foster retention, completion, and persistence. The new proposed FYE 105 course offers students the opportunity for career planning, informed choices for selecting a major, goal setting, a clear understanding of what is required for completion of a credential, and related assistance in future planning. The course will also include studies related to life skills, information technology, and basic strategies for academic success. Although some of the course content is similar to earlier versions of Introduction to College courses in KCTCS, this course is not duplicative of any other course currently offered in the KCTCS catalog due to the strong focus on life skills and academic/career planning. All instructors for the proposed FYE 105 course are required to complete training and will be furnished with a common syllabus and common learning outcomes. The vision of this course is to help students take more responsibility for their success in their college career and to persist to complete a credential.

10. Credit / Contact Hours: 10a. Semester Credit Hours: Minimum **3** Maximum **3**
 10b. Semester Contact Hours: **45** If lab, etc., ratio of contact hours to credit hours. (See contact/credit hour ratio chart)

11. Grading Basis: Letter Grades Pass/Fail Letter Grades/No GPA

12. Repeat for additional credit: Yes No

If yes, complete the following:

Total credit earned in course:

Total completions:

13. Open Entry – Open Exit: Yes No

14a. Components (Check all components that require scheduling. For each component that is checked, enter the credit hours and contact hours for each component that is checked.):

Component	Credit Hours	Contact Hours	Component	Credit Hours	Contact Hours
<input checked="" type="checkbox"/> Lecture	3	45	<input type="checkbox"/> Practicum		
<input type="checkbox"/> Laboratory			<input type="checkbox"/> Co-Op		
<input type="checkbox"/> Clinical			<input type="checkbox"/> Discussion		

OR

14b. Integrated Components (If components are integrated, and only one component (lecture or lab) needs scheduling, rather than both lecture and lab, complete this section.)

Lecture/ Lab	Lecture Credit	Lecture Contact	Lab Credit	Lab Contact

15. Requisites:

Pre-requisite Yes No If yes, list:Co-requisite Yes No If yes, list:Pre-requisite Yes No If yes, list:

or

Co-requisite

16. Implementation Term (Course scheduled to begin, ex. Fall 2012):

**Requesting early implementation
Fall 2013**

17. Proposed Course Description (Course description as it will appear in the catalog. Begin each statement with a verb.):

Introduces new students to strategies that promote academic, personal and professional success in the college environment. Fosters a sense of belonging, promotes engagement in the curricular and co-curricular life of the college, and provides opportunities for students to develop academic plans that align with career and life goals.

Course Proposal Rationale:18. Will this course be a part of an approved curriculum/curricula? Yes No

If yes, which curriculum/curricula?

(Submit a New Curriculum or Revision Form)

Course Competencies and Delivery:19. Proposed Course Competencies/Student Outcomes (*If part of an organized curriculum, how does it relate to program competencies /outcomes? **Begin statement with a capital letter and end with a period.***):

Upon completion of this course, the student can:

1. Develop an educational plan that leads to a career path.
2. Research and understand career choices.
3. Research and understand transfer options.
4. Locate and utilize campus resources.
5. Demonstrate use of information technology (institutional email, course management system, student self-service/online registration process, and college website).
6. Develop self-management skills.
7. Develop strategies for academic success.

20. Course Outline (*Two-level outline required. Although courses may have more than two levels, the third level is not necessary.*)

I. Academic & Career Planning

A. Career exploration and research

1. Goal-setting
2. Investigating career options

B. Educational plan including transfer information and alignment with career choice

1. Differences in higher education choices
2. Developing an academic plan (educational plan)
3. Academic Program locations
4. General education courses

- 5. Transfer requirements and general education certification
 - C. Academic advising
 - II. Self-Management Skills Development
 - A. Personal and academic financial information
 - 1. Personal budgeting
 - 2. Financial literacy
 - B. Self-Responsibility/Self-Management
 - 1. Time management
 - 2. Personal discipline
 - C. Diversity
 - D. Health and Wellness
 - E. Critical thinking
 - III. Campus Information/Orientation to College
 - A. Campus resources
 - 1. Campus environment (roles of offices, personnel)
 - 2. Campus maps
 - 3. Participation in campus events/activities/organizations
 - B. College etiquette
 - 1. Classroom
 - 2. Email
 - 3. Instructor/student relationships
 - C. Policies and Procedures (Syllabus/Student Code of Conduct)
 - D. College vocabulary
 - E. Technology/Electronic Resources
 - 1. Course management system
 - 2. Email
 - 3. Website
 - 4. Student self-service/online registration process
 - 5. Online instruction/modes of instruction
 - IV. Strategies for Academic Skills Development
 - A. Attendance and persistence
 - B. Testing and test anxiety/Memory
 - C. Note-taking/study skills
 - D. Self-Analysis
 - E. Informational literacy
 - F. Motivation and attitude
 - G. Skills required for success in online classes
21. List of experiments/activities (*Courses with components other than lecture. e.g., laboratory, clinical, practicum, etc., must include a **sample** list of experiment topics or activities. Does not have to be all-inclusive.*): **N/A**
22. Indicate sample suggested classroom resources for course (Should not have publishing date greater than five years.)

SUGGESTED LEARNING RESOURCES FOR THIS COURSE

Ellis, D. (2012). *Becoming a Master Student, concise* (13th ed.). Boston, MA: Wadsworth, Cengage Learning. ISBN – 13:978-0-495-91281-1

Gardner, J., Barefoot B. (2012) *Your College Experience, Two-Year College Edition* (10th edition), Boston, MA: Bedford/St. Martin's. ISBN-13: 978-1-4576-2804-7

Gardner, J., Barefoot B. (2013) *Your College Experience, Concise* (10th edition), Boston, MA: Bedford/St. Martin's. ISBN-13: 978-1-4576-0631-1

Halonen, J. & Santrock, J. (2013). *Your Guide to College Success: Strategies for Achieving Your Goals* (7th ed.). Boston, MA: Wadsworth, Cengage Learning. ISBN – 13:978-1-111-83433-3

Staley, C. (2013). *Focus on College Success* (3rd ed.). Boston, MA: Wadsworth, Cengage Learning. ISBN – 13:978-1-111-82752-6

Staley, C. (2014). *Focus on Community College Success* (3rd ed.). Boston, MA: Wadsworth, Cengage Learning. ISBN – 13:978-1-133-31646-6

22. Provide a rationale for using textbook/references older than five years.

N/A

23. May this course be used as an equivalent for other courses? **Yes** **No X**

If yes, please list.

Signatures: Complete and submit a signature page for every proposal.

*The System Office assigns new course numbers. Contact Mary Kleber at Mary.Kleber@kctcs.edu