

**Course Design Document**  
**IDIS 11000: Freshman Success Course**  
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**Executive Summary**

This course will serve as the introductory course for students admitted to Indiana University-Purdue University Fort Wayne (IPFW) conditionally.

The following students will be offered conditional admission (CO) into Mastodon Advising Center:

- High School (HA) admits with a high school GPA 2.0-2.49 and one of the following; SAT composite 1120+ (380+ math), ACT 16 (15+ math)
- Adult (AD) admits: students who graduated high school more than two years prior
- GED/HSE (GE): GED 540-570, HSE 2764-3019
- Transfer (TR): students with less than 30 hours of transfer credit and below a 2.0 transfer GPA, or greater than a 2.0 transfer GPA with a high school GPA 2.0-2.49 or test scores per the SAT/ACT/GED/HSE ranges above will be admitted to a pathway in MAC

By accepting their offer of admission and enrolling in classes, students are agreeing to adhere to the conditions of their admission.

Conditionally admitted students who earn below a 2.8 term GPA during their first semester will be required to complete a second course, with objectives based upon risk factors correlated with GPA range. The first semester course, IDIS 11000, will be one credit hour, will be taken during the first term of conditional admission, and will span eight weeks.

The following additional definitions are used in conditional admission:

Full-Time Conditional Release: Full-time conditional students must earn a minimum of 24 credits with an IPFW GPA of at least a 2.0 and complete IDIS 11000 with a grade of "C-" or higher by the end of their second consecutive, regular sixteen-week semester to remain eligible to enroll.

Part-time Conditional Release: Conditionally admitted students who wish to enroll part-time must indicate their intention to do so no later than the final withdrawal deadline during their first regular sixteen-week semester and complete a part-time conditional enrollment agreement. Part-time conditional students must earn a minimum of 24 credits with an IPFW GPA of at least a 2.0 and complete both IDIS 11000 and IDIS 29000 with grades of "C-" or higher by the end of their fourth consecutive, regular sixteen-week semester to remain eligible to enroll.

Full-Time Early Release: A conditional student may declare their major early if they have completed their first semester, have earned at least 12 credits, have earned at least a C- in IDIS 11000, have earned a 2.8 cumulative GPA or higher *and* their intended academic department completes the early release form.

Part-Time Early Release: A conditional student may declare their major early if they have completed their first regular sixteen-week semester, have earned at least 12 credits, have earned at least a C- in IDIS 11000, have earned a 2.8 cumulative GPA or higher *and* their intended academic department accepts them.

Ineligible to Enroll: Conditional students not fulfilling the requirements of their conditional enrollment agreement will be ineligible to enroll for one semester. Students will be notified of their status by the Center for Student Success and Transitions. Students who wish to appeal their ineligibility will appeal through the Admissions appeal committee. Students who wish to return to IPFW after their period of ineligibility ends will be required to follow Admissions reentry processes. Ineligible students who are also academically dismissed, per notification by the Office of the Registrar, will be required to follow Admissions readmission processes.

Degree Pathways: Conditional students will be admitted into degree pathways and will be required to take part in programming designed to support their career and major choice as defined by that pathway. The pathways are as follows:

Business and Leadership (BLPN)

Education (EDPN)

Humanities and Social & Behavioral Sciences (SSPN)

Allied Health Sciences (HLPN)

Engineering and Science (ESPN)

Polytechnic (PPN)

Visual and Performing Arts (VPPN)

This face-to-face course is intended to aide academically at-risk students admitted conditionally in building skills and connecting to resources that lead to college success. Student course completion rates, course grades, GPA, persistence, DFW rates, and qualitative student feedback will serve as assessment measures.

### **Project Title**

Conditional Admission Success Course

### **Sponsoring Organization/Unit/Department**

This course is housed within the Center for Student Success and Transitions (SST) at IPFW.

### **Project Description**

This course is an introductory college success course for academically at-risk students admitted conditionally to the institution.

### **Aim**

This design document serves as the guide for development of the course. This course is intended to aide academically at-risk students in building skills and connecting to resources that lead to college success.

### **Target Audience**

The target audience for the course is academically at-risk (as determined by high school GPA and SAT score) first semester college students.

### **Delivery Options**

The course will be delivered face-to-face, taught by students' assigned academic advisors. The course is one credit hour and will be offered as an eight-week course, which meets twice per week for one hour per class meeting. Rare exceptions will be granted to allow students to take the course online, per the advisor approval.

**Instructional Need**

Evidence of instructional need based on organizational and/or departmental goals, objectives, mission, and data.

**Learner Analysis****Primary Audience**

Students identified as CO are primarily HA admits with a high school GPA  $\leq 2.50$  and a SAT  $\leq 1400$ . Additionally, students may be GE, AD, or TR admits.

**Secondary Audience**

N/A

**General Learner Characteristics**

Learners will primarily be incoming first-year college students, age 17-21, spanning various racial/ethnic, sex/gender/sexuality, and other demographic categories.

**Entry Characteristics**

Students may or may not have had no formal study in study skills, time management, or communication. Based upon the criteria for CO status, it is presumed that students are academically under-prepared for college.

**Contextual Analysis****Orienting Context**

Students will be required to complete the course as a condition of their admission and learning objectives will be developed by SST staff. Learning objectives will be centered on basic academic and personal success skills and communicated to students via the course syllabus. The course will be taught by academic advisors and students will be assigned to the advisor who teaches their course. The course developer, SST administration, and academic advisors are responsible for the development, objectives, content, organization, and assessment of the course. Students are responsible for adherence to course requirements and, ultimately, their success in the course. Students may have perceptions and habits about studying, time management, and college that will influence their approach to the course. Students and parents may feel frustrated or have questions about the mandatory nature of the course. Advisors/instructors and SST staff are responsible for communicating the importance of the course during new student orientation and during introductory class meetings. Instruction is developed with respect for cultural diversity including, but not limited to: race, ethnicity, sex, gender, sexuality, gender identity, nationality, religion, political affiliation, ability, age, socioeconomic status, or education.

**Instructional Context**

The majority of students will meet face-to-face, twice weekly, for one hour each meeting, for eight weeks. Students will complete work in-class and outside of class, both independently and in small groups. Work will be submitted in-class and via Blackboard. Students who are granted advisor permission to take an online section of the course will be assigned to the online course instructor for advising in consideration of consistency, relationship building, and fuller implementation of proactive/intrusive advising practices. Students will need a computer and access to high-speed internet to complete course requirements. They may use campus resources, public resources, or at-home resources. Students may require a brief tutorial on Blackboard early in the term.

## **Transfer Context**

Students will demonstrate mastery of course objectives through successful completion of assignments and the course. Ultimately, students will demonstrate mastery of course objectives through earning a grade of C- or higher in the course, and/or achievement of a 2.8 first term GPA, and/or successful release from CO status (2.0 cumulative IPFW GPA and earning 24 credit hours) after two full semesters at IPFW.

## **Application of Learning Theories**

The following learning theories will be applied in the development of the course, goals, objectives, assessment tools, and activities:

1. Behaviorism

*Rationale and application:*

Behaviorism focuses on the instructor's role in designing the instruction and learning environment. While the course will be designed and standardized by a central designer, instructors will have input throughout the design process and during the implementation of the course. Instructors will have significant influence over class climate. Student learning is expected to be active and instructors will be responsible for engaging students in active learning. Both face-to-face and online instructors are expected to use Blackboard, and the course shell will be standardized within the LMS for consistency between instructors and consistency of information and access to information for students.

2. Cognitivism

*Rationale and application:*

Cognitivism is centered on the processing of and retrieval of information for use in application. Students will be asked to process, retrieve, and apply information through demonstration of mastery of concepts, in-class discussion, small and large group discussion, assignments, quizzes, exams, written responses, and experiential activities.

3. Attribution Theory

*Rationale and application:*

This theory focuses primarily on achievement and will be applied to the curriculum development for this project in the following ways: qualitative and quantitative information on student preconceptions, attitudes, and values will shape course objectives and assessment tools.

4. Cognitive Dissonance Theory

*Rationale and application:*

Cognitive dissonance theory takes learners values, beliefs, and previous knowledge into account. Students will be required to explore how their values, beliefs and previous knowledge shape their college experience and play a role in their college success.

## **Application of Motivational Theories**

The motivational theories applied to this project will primarily include the following:

1. Maslow's Hierarchy of Needs

This course will primarily incorporate safety, love/belonging, esteem, and self-actualization needs of learners as a motivation to complete course requirements. Incorporation of these areas will be particularly relevant to the resolution of learners' cognitive dissonance.

Safety: development of inclusive and culturally competent course resources, materials, and classroom climate

Love/belonging: connecting students with campus resources and their functions, assisting students in building interpersonal connections with students/faculty/staff.

Esteem: incorporating skills-building and assisting in resolution of cognitive dissonance.

Self-actualization: focusing on strengths (appreciative advising) and assisting students in development of new skills, interpersonal resources, and intrapersonal resources.

2. Incentive Theory of Motivation

Students will be encouraged to consider external rewards as a motivator. By successfully passing the course and implementing course concepts into their lives, students may better achieve a 2.8 first term GPA, which will exempt them from the second course in the series. Students will also be encouraged to implement course concepts in an effort to meet requirements for release from CO status.

3. Expectancy Theory of Motivation and Goal-Setting Theory

Students will be encouraged to think about the future and set goals that lead to favorable and desired outcomes, such as exemption from the second success course and release from CO status.

## **Impact of a Diverse Audience on Instruction**

The following minimum anticipated diverse student characteristics should be considered in course development, implementation, and instruction. Advisors/instructors are encouraged to consider unanticipated student characteristics in their approach to instruction.

### *Specific Entry Characteristics:*

The following characteristics should be considered: age-specific/generational, high school GPA/GED/HSE, preconceptions about college/study habits/academics.

*Learning Style:* Course materials and instruction should demonstrate consideration for visual, aural, verbal, physical/kinesthetic, logical, social, and solitary learning styles. Course requirements should be developed in ways that offer multiple modes of engagement with course concepts and variable modes of assessment.

*Academic Information:* Students in this course are considered academically at-risk based upon their high school GPA and/or SAT score.

*Personal and Social Characteristics:* Students may have very diverse personal and social characteristics, which will be addressed through incorporation of various levels of Maslow's Hierarchy of Needs.

*Cultural Diversity:* Students will represent diverse cultural groups based on sex/gender/sexuality, race/ethnicity, geographic area (largely NE IN) and socioeconomic status. Once students have been placed into courses, broad demographic characteristics of CO will be reported to instructors.

*Ability:* While students will represent a diverse range of academic abilities, all students will have earned a high school diploma, indicating a base line preparedness for college level work. Individual levels of preparedness and ability will vary.

## **Goal Analysis**

### **Instructional goal:**

The current course description for IDIS 11000: Freshman Success Course is as follows: Freshman Success is a course designed to increase the success of freshmen by assisting them with the skills necessary to reach their educational goals. Topics in this course include academic concerns (academic major information, learning skills, study skills, time management) and personal-social concerns (interpersonal relationships skills, communication skills, setting goals). Credit for only one of: IDIS 110, G102, G103, G104.

More specifically, this course will be required for CO students during their first term.

### **Goal Achievement:**

Students will demonstrate mastery of course goals and objectives through successful completion of the course, earning a 2.8 first term GPA, and achieving release from CO status (2.0 cumulative GPA and earning 24 credit hours) after two semesters.

### **Goals and Descriptions**

Goals for this course include:

- 1) Preparing students for the transition from high school to college
- 2) Connecting students with campus resources
- 3) Assisting students with goal-setting skills
- 4) Facilitating development of motivation and persistence factors within the CO student population
- 5) Helping students understand their role in and responsibility for achieving their academic goals
- 6) Building a strong and collaborative partnership between students and advisors/instructors

## **Instructional Objectives**

### *Terminal Learning Objectives*

In this course, students will:

- 1) Know and understand college terminology
- 2) Develop and implement a time management plan
- 3) Demonstrate knowledge and understanding of learning styles
- 4) Demonstrate application of study skills
- 5) Set personal and academic goals
- 6) Create an academic action plan
- 7) Demonstrate knowledge and usage of campus resources
- 8) Demonstrate knowledge and understanding of academic options
- 9) Develop interpersonal communication skills that positively impact their personal lives and academic goals
- 10) Develop professional communication skills that positively impact their academic goals

### *Terminal and Enabling Objectives, Domain, and Taxonomy*

- 1) Terminal objective: Know and understand college terminology  
Enabling objectives:
  - a. Correctly identify common college terminology
  - b. Correctly use common college terminologyDomain: cognitive  
Taxonomy: remember, understand, apply
- 2) Terminal objective: Develop and implement a time management plan  
Enabling objectives:
  - a. Explain the rationale for and foundational elements of time management plans
  - b. Discuss previous time management habits and personal and social impacts
  - c. Create a time management plan
  - d. Critically evaluate other students' time management plans
  - e. Implement and follow a time management plan
  - f. Utilize a technological time management aide of choice
  - g. Critically evaluate implementation of their own time management plan
  - h. Revise time management plan as neededDomain: cognitive/affective/psychomotor  
Taxonomy: understand, apply, analyze, evaluate, create
- 3) Terminal objective: Demonstrate knowledge and understanding of learning styles  
Enabling objectives:
  - a. Demonstrate knowledge and understanding of primary learning styles
  - b. Identify their own primary learning style
  - c. Identify their own secondary learning style/s
  - d. Create an individual plan for accommodating learning styles for diverse subjects and methods of instructionDomain: cognitive/psychomotor  
Taxonomy: remember, understand, apply, create

- 4) Terminal objective: Demonstrate application of study skills  
Enabling objectives:
  - a. Know and understand a variety of study skills
  - b. Implement selected study skills into current courses
  - c. Practice study skills effectively
  - d. Reflect on implementation of study skillsDomain: cognitive/affective/psychomotor  
Taxonomy: remember, understand, apply, analyze, create
- 5) Terminal objective: Set personal and academic goals  
Enabling objectives:
  - a. Demonstrate knowledge and understanding of SMART and DAPPS goals
  - b. Identify primary personal motivating factors
  - c. Create personal goals that follow SMART or DAPPS guidelines
  - d. Create academic goals that follow SMART or DAPPS guidelines
  - e. Critically evaluate and assess classmates' goalsDomain: cognitive/affective/psychomotor  
Taxonomy: remember, understand, apply, analyze, evaluate, create
- 6) Terminal objective: Create an academic action plan  
Enabling objectives:
  - a. Complete in-class planning activities
  - b. Understand and utilize myBLUEprint
  - c. Submit a complete academic action planDomain: cognitive/psychomotor  
Taxonomy: understand, apply, create
- 7) Terminal objective: Demonstrate knowledge and usage of campus resources  
Enabling objectives:
  - a. Correctly identify campus resources and related functions
  - b. Utilize services of a minimum of three campus resources
  - c. Understand and utilize the Bulletin
  - d. Understand and utilize myIPFW
  - e. Understand and utilize myBLUEprint
  - f. Meet with academic advising one-on-one a minimum of two times during the termDomain: cognitive/psychomotor  
Taxonomy: remember, understand, apply
- 8) Terminal objective: Demonstrate knowledge and understanding of academic options  
Enabling objectives:
  - a. Demonstrate knowledge and understanding of academic pathways, majors, and minors
  - b. Review academic action plan
  - c. Correctly identify important dates related to academic progress and optionsDomain: cognitive  
Taxonomy: remember, understand



- 9) Terminal objective: Develop interpersonal communication skills that positively impact their personal lives and academic goals

Enabling objectives:

- a. Demonstrate knowledge and understanding of interpersonal communication skills including written, verbal, and nonverbal
- b. Explore the impact of culture on interpersonal communication skills
- c. Critically evaluate others' interpersonal communication skills
- d. Critically evaluate their own interpersonal communication skills
- e. Develop a plan for improving interpersonal communication skills
- f. Practice interpersonal communication skills
- g. Reflect on interpersonal and intrapersonal impact of their own interpersonal communication

Domain: cognitive/affective/psychomotor

Taxonomy: remember, understand, apply, analyze, evaluate

- 10) Terminal objective: Identify professional communication skills that positively impact their academic goals

Enabling objectives:

- a. Demonstrate knowledge and understanding of professional communication skills including written, verbal, nonverbal, and public
- b. Explore the impact of culture on professional communication skills
- c. Practice professional communication skills
- d. Reflect on the impact of their own professional communication

Domain: cognitive/affective/psychomotor

Taxonomy: remember, understand, apply, analyze, evaluate

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