

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

COURSE MODIFICATION PROPOSAL

Courses must be submitted by November 9, 2007, to make the next catalog production

DATE (CHANGE DATE IF REVISED): 11.21.07

PROGRAM AREA(S): COMM

1. Catalog Description of the Course. [Follow accepted catalog format.] (If Cross-listed please submit prefixes for each discipline being modified)

OLD

Prefix COMM Course# 499 Title Capstone Units (1)
1 hours lecture per week
hours blank per week

☒ Prerequisites: 441, 442, 443

☐ Corequisites:

Description (Do not use any symbols): Oral and written work are saved and organized as artifacts within an e-portfolio. Students write reflective narratives to demonstrate how their work in one of the Communication emphases (Health, Environment, or Business/Nonprofit) is integrated and responds to the program learning objectives.

☐ Gen Ed Categories
☐ Lab Fee Required
Hegis Code

Graded
☐ CR/NC
☐ Repeatable for up to units
☒ A - F
☐ Multiple Enrollment in (Student's choice)

☐ Mission Based Learning Objectives: ☐ Interdisciplinary ☐ International ☐ Multicultural ☒ Service Learning
☐ American Institutions, Title V Section 40404: ☐ Government ☐ US Constitution ☐ US History (Refer to EO 405, for more information at: <http://senate.csuci.edu/comm/curriculum/resources.htm>)
☒ Service Learning Course

NEW

Prefix COMM Course# 499 Title Captone Units (3)
1 hours seminar per week
2hours activity per week

☒ Prerequisites: Senior Standing or Consent of Instructor

☐ Corequisites:

Description: Students will work with a community partner to demonstrate how Communication is relevant to an organization that addresses social issues.

Graded
☐ CR/NC
☐ Repeatable for up to units
☒ A - F
☐ Multiple Enrollment in same semester choice)

2. Mode of instruction (Hours per Unit are set for you)

Existing

	Units	Hour Per Unit	Benchmark Enrollment	CS# Units (filled out by Dean)
Lecture	_____	<u>1</u>	_____	_____
Seminar	_____	<u>1</u>	_____	_____
Laboratory	_____	<u>3</u>	_____	_____
Activity	_____	<u>2</u>	_____	_____
Field Studies	_____		_____	_____
Indep Study	_____		_____	_____
Other blank	_____		_____	_____

Proposed

	Units	Hour Per Unit	Benchmark Enrollment	CS# Units (filled out by Dean)
Lecture	_____	<u>1</u>	_____	_____
Seminar	<u>1</u>	<u>1</u>	<u>15</u>	_____
Laboratory	_____	<u>3</u>	_____	_____
Activity	<u>2</u>	<u>2</u>	<u>15</u>	_____
Activity	_____	<u>2</u>	_____	_____
Activity	_____	<u>2</u>	_____	_____
Activity	_____	<u>2</u>	_____	_____

3. Course Content in Outline Form if Being Changed. [Be as brief as possible, but use as much space as necessary]

OLD

- I. Self Assessment
- II. Defining Topic
- III. Creating Project Plan
- IV. Making a Prototype
- V. Presenting a Proposal
- VI. Developing and Tracking the Project
- VII. Writing & Presentation Style

NEW

VIII. Completing & Presenting Project

4. Justification and Learning Objectives for the Course. (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) *[Use as much space as necessary]*

OLD

This is a requirement for all graduates with a Bachelor of Arts in Communication.

After completing this course, students will have satisfactorily demonstrated

- An ability to collaborate with others
- An analysis of environmental, health or business/nonprofit messages
- A solution to resolve a conflict among individuals, small groups, or institutions.
- A presentation persuading a targeted audience about a health, environmental, or organizational issue.
- A technical proficiency in choosing an optimal means to communicate to a particular audience and situation.
- An evaluatory summation about how their interdisciplinary coursework in one of the three emphases comes together to form a coherent program with practical application.

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5. References. *[Provide 3-5 references on which this course is based and/or support it.]*

OLD Bender, S. (2003). *Producing the Capstone Project*. Kendall Hunt Publishing Co.

Montgomery, K. Z. & Wiley, D. A. (2004). *Creating E-Portfolios Using PowerPoint: A Guide for Educators*. Sage.

Gulbahar, Y. & Tinmaz, H. (2006). Implementing project-based learning and e-portfolio assessment in an undergraduate course. *Journal of Research on Technology in Education*, 38 (3), 309-328.

Nicholson, B. L. (2004). *E-Portfolios for Educational Leaders: An ISSLC-Based Framework for Self-Assessment*. ScarecrowEducation

NEW *Voices of a Strong Democracy: Concepts and Models for Service-Learning in Communication Studies*. David Droge and Bren Ortega Murphy, Eds. American Association of Higher Education

6. Indicate Changes and Justification for Each. *[Check all that apply and follow with justification. Be as brief as possible but, use as much space as necessary.]*

- ☐ Course title
- ☐ Prefix/suffix
- ☐ Course number
- ☒ Units
- ☒ Staffing formula and enrollment limits
- ☐ Prerequisites/corequisites
- ☒ Catalog description
- ☐ Course content
- ☒ References
- ☐ GE
- ☒ Other Inclusion of Service Learning

Justification: The previous capstone course was a one-unit course. After surveying other capstone courses on campus, I have begun to recognize that a common theme is to use the capstone as an opportunity for students to engage in a larger project that addresses a larger community need. By engaging in community service, students will be able to demonstrate how their communication program has prepared them to become civically engaged as well as to demonstrate how the program has prepared them to fulfill the mission of CSUCI.

While the learning objectives for the course remain the same as the first iteration; they are now going to be demonstrated through work with the community partner. So, for each objective, how they are demonstrated is now an interactive and collaborative process involving a community partner, rather than individually through a demonstration based on past coursework.

The references remain, but include an additional reference to using service learning specifically within Communication programs.

7. ☐ **General Education Categories:** All courses with GE categories notations (including deletions) must be processed at the GE website: <http://summit.csuci.edu/geapproval>. Upon completion, the GE Committee will forward your documents to the Curriculum Committee for further processing.

A (English Language, Communication, Critical Thinking)

A-1 Oral Communication ☐

A-2 English Writing ☐

A-3 Critical Thinking ☐

B (Mathematics, Sciences & Technology)

B-1 Physical Sciences ☐

B-2 Life Sciences – Biology ☐

B-3 Mathematics – Mathematics and Applications ☐

B-4 Computers and Information Technology ☐

C (Fine Arts, Literature, Languages & Cultures)

C-1 Art ☐

C-2 Literature Courses ☐

C-3a Language ☐

C-3b Multicultural ☐

D (Social Perspectives)

E (Human Psychological and Physiological Perspectives) ☐

UD Interdisciplinary ☐

8. **New Resources Required.** YES ☐ NO ☐

If YES, list the resources needed and obtain signatures from the appropriate programs/units on the consultation sheet below.

a. Computer (data processing), audio visual, broadcasting needs, other equipment)

b. Library needs

c. Facility/space needs

9. **Will this course modification alter any degree, credential, certificate, or minor in your program?** YES ☒ NO ☐

If, YES attach a program modification form for all programs affected.

10. **Effective Date (Semester and Year – all modifications submitted prior to November 9th will be effective in the Fall 2008 catalog):** Fall 2008

Trudy Milburn

Proposer of Course Modification

9.15.07

Date

Approvals

Program/Course:

Program Chair(s)

Date

General Education Chair(s)

Date

Curriculum Committee Chair(s)

Date

Dean of Faculty

Date