

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

COURSE MODIFICATION PROPOSAL

Courses must be submitted by October 15, 2012, and finalized by the end of the fall semester to make the next catalog (2013-14) production

DATE (CHANGE DATE EACH TIME REVISED): 10.1.12; REV 10.24.12

PROGRAM AREA(S): UNIV

Directions: All of sections of this form must be completed for course modifications. Use YELLOWED areas to enter data. All documents are stand alone sources of course information.

1. Indicate Changes and Justification for Each. [Mark all change areas 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
X Catalog description
X Mode of Instruction
Course Content
x Course Learning Outcomes
References
GE
Other
Reactivate Course

Justification: References to UNIV 101 and transfer students are obsolete, as UNIV 300 is a stand-alone course. Research shows the importance of immediate application and transfer of "how to learn" knowledge. The format is more active-learning seminar than lecture. Critical thinking and teamwork learning outcomes as baseline for other courses where students will encounter opportunities to build and demonstrate these competencies.

2. Course Information.

[Follow accepted catalog format.] (Add additional prefixes if cross-listed)

OLD

Prefix UNIV Course# 100
Title University Life and College Success Units (1)
1 hours lecture per week
hours blank per week

Prerequisites:
Consent of Instructor Required for Enrollment
Corequisites:

Catalog Description (Do not use any symbols):

This course introduces first-year students to university life, the structure and policies of the University and development of strategies and skills to help insure success in college. Through self-evaluation, lecture, activities and class discussion, students will develop an individualized plan for personal, social, academic and professional success. Students will be introduced to a variety of topics which include the transition to academic and campus life, introduction to campus academic and student resources, major and career exploration, academic expectations and resources and skills necessary for success. Univ. 100 is appropriate for freshmen; Univ. 101 is appropriate for transfer students.

General Education Categories:

Grading Scheme (Select one below):

- A - F
Credit/No Credit

x Optional (Student's Choice)

Repeatable for up to units

Total Completions

Multiple Enrollment in Same Semester Y/N

NEW

Prefix UNIV Course# 100
Title University Life and College Success Units (1)
1hour seminar per week

Prerequisites:
Consent of Instructor Required for Enrollment
Corequisites:

Catalog Description (Do not use any symbols):

Introduces first-year students to university life, the structure and policies of the University and development of strategies and skills to help insure success in college. Students will be expected to apply learning skills to other courses during the semester.

General Education Categories:

Grading Scheme (Select one below):

- A - F
Credit/No Credit

x Optional (Student's Choice)

Repeatable for up to units

Total Completions

Multiple Enrollment in Same Semester Y/N

Course Level:
 Undergraduate
 Post-Baccalaureate
 Graduate

Course Level:
 Undergraduate
 Post-Baccalaureate
 Graduate

3. Mode of Instruction (Hours per Unit are defaulted)

Hegis Code(s) _____
 (Provided by the Dean)

Existing

Proposed

	Units	Hours Per Unit	Benchmark Enrollment	Graded		Units	Hours Per Unit	Benchmark Enrollment	Graded	CS No. (filled out by Dean)
Lecture	<u>1</u>	<u>1</u>	<u>25</u>	<input type="checkbox"/>	Lecture	<input type="checkbox"/>	<u>1</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seminar	<input type="checkbox"/>	<u>1</u>	<input type="checkbox"/>	<input type="checkbox"/>	Seminar	<u>1</u>	<u>1</u>	<u>20</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lab	<input type="checkbox"/>	<u>3</u>	<input type="checkbox"/>	<input type="checkbox"/>	Lab	<input type="checkbox"/>	<u>3</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity	<input type="checkbox"/>	<u>2</u>	<input type="checkbox"/>	<input type="checkbox"/>	Activity	<input type="checkbox"/>	<u>2</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Field Studies	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Field Studies	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indep Study	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Indep Study	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other blank	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Other blank	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Online	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Course Attributes:

General Education Categories: All courses with GE category notations (including deletions) must be submitted to 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)

UDIGE/INTD Interdisciplinary

Meets University Writing Requirement

Meets University Language Requirement

American Institutions, Title V Section 40404: Government US Constitution US History
Refer to website, Exec Order 405, for more information: <http://senate.csuci.edu/comm/curriculum/resources.htm>

Service Learning Course (Approval from the Center for Community Engagement must be received before you can request this course attribute).

Online Course (Answer YES if the course is ALWAYS delivered online).

5. Justification and Requirements for the Course. *[Make a brief statement to justify the need for the course]*

OLD

Requirement for the Major/Minor
Elective for the Major/Minor
Free Elective

NEW

Requirement for the Major/Minor
Elective for the Major/Minor
Free Elective

Submit Program Modification if this course changes your program.

6. Student Learning Outcomes. (List in numerical order. Please refer to the Curriculum Committee's "Learning Outcomes" guideline for measurable outcomes that reflect elements of Bloom's Taxonomy: <http://senate.csuci.edu/comm/curriculum/resources.htm>. The committee recommends 4 to 8 student learning outcomes, unless governed by an external agency (e.g., Nursing).

Upon completion of the course, the student will be able to:

OLD

Channel Islands 100 is an elective course which provides first time CSUCI freshmen (or transfer students in 101) the opportunity to develop the skills and strategies necessary for excellence in academic, personal and professional life. After completion of this course students will be able to:

Describe the role of higher education and its impact on life achievement and the role of CSUCI within the California System of Higher Education
Describe the concepts presented in the CSUCI mission, especially the four elements represented by the mission-based centers, and in the Characteristics of CSUCI Students document
Demonstrate knowledge and techniques to increase the effectiveness of their: Time Management Skills; Studying, including note taking, reading and test taking skills; interpersonal skills
Assess strengths and weaknesses in basic academic and communications skills

Upon completion of the course, the student will be able to:

NEW

Describe the role of higher education and its impact on life achievement and the role of CSUCI within the California System of Higher Education
Describe the concepts presented in the CSUCI mission, especially the four elements represented by the mission-based centers, and in the Characteristics of CSUCI Students document
Demonstrate knowledge and techniques to increase the effectiveness of their: Time Management Skills; Studying, including note taking, reading and test taking skills; interpersonal skills
Assess strengths and weaknesses in basic academic and communications skills
Deliberate with others and present arguments clearly, logically, and creatively.

7. Course Content in Outline Form. (Be as brief as possible, but use as much space as necessary)

OLD

The Master Plan for Higher Education of 1960: Placing University education in perspective
Mission of Cal State University Channel Islands and learning about the CSUCI community
Introduction to campus resources
Introduction to University policies, procedures and college expectations
Transition from high school to academic and campus life; for 100T, transition from lower-division to upper-division expectations
Social and personal issues of interest to college students
Academic study skills: note taking strategies, test taking strategies, reading texts and learning styles
Time Management and goal setting
Major and Career Exploration

NEW

The Master Plan for Higher Education of 1960: Placing University education in perspective
Mission of Cal State University Channel Islands and learning about the CSUCI community
Introduction to campus resources
Introduction to University policies, procedures and college expectations
Transition from high school to academic and campus life;
Social and personal issues of interest to college students
Academic study skills: note taking strategies, test taking strategies, reading texts and learning styles
Critical thinking
Working in groups
Time Management and goal setting
Major and Career Exploration

Does this course content overlap with a course offered in your academic program? Yes No

If YES, what course(s) and provide a justification of the overlap.

Does this course content overlap a course offered in another academic area? Yes No

If YES, what course(s) and provide a justification of the overlap.

Overlapping courses require Chairs' signatures.

8. Cross-listed Courses (Please note each prefix in item No. 1)

A. List cross-listed courses (Signature of Academic Chair(s) of the other academic area(s) is required).

B. List each cross-listed prefix for the course:

C. Program responsible for staffing: UNIV

9. References. [Provide 3-5 references]

OLD

Gardner, J. (2000). Your College Experience, Strategies for Success 4th Edition. Belmont, CA: Wadsworth Publishing

Ferrett, S. (2000). Peak Performance: Success in College and Beyond. New York: Glenco Mcgraw-Hill.

Ellis, D. (2000). Becoming a Master Student. Boston: Houghton Mifflin Company.

Kanar, C. (2001). The Confident Student. Boston: Houghton Mifflin Company

Koch, Nadine and K. William Wasson. The Transfer Student's Guide to the College Experience. New York: Houghton Mifflin, 2002.

Hopper, C. (2002). Practicing College Study Skills. Boston: Houghton Mifflin Company

NEW

Gardner, J. (2000). Your College Experience, Strategies for Success 4th Edition. Belmont, CA: Wadsworth Publishing

Ferrett, S. (2000). Peak Performance: Success in College and Beyond. New York: Glenco Mcgraw-Hill.

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Hopper, C. (2002). Practicing College Study Skills. Boston: Houghton Mifflin Company

10. Tenure Track Faculty qualified to teach this course.

All

11. Requested Effective Date or First Semester offered: Fall 2013

12. New Resource Requested: Yes No

If YES, list the resources needed.

A. Computer Needs (data processing, audio visual, broadcasting, other equipment, etc.)

B. Library Needs (streaming media, video hosting, databases, exhibit space, etc.)

C. Facility/Space/Transportation Needs:

D. Lab Fee Requested: Yes No (Refer to the Dean's Office for additional processing)

E. Other.

13. Will this course modification alter any degree, credential, certificate, or minor in your program? Yes No

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

Priority deadline for New Minors and Programs: **October 1, 2012** of preceding year.

Priority deadline for Course Proposals and Modifications: **October 15, 2012.**

Last day to submit forms to be considered during the current academic year: **April 15th.**

Marie Francois

1/10/12

Proposer(s) of Course Modification

Date

Type in name. Signatures will be collected after Curriculum approval.

Approval Sheet

Course:

If your course has a General Education Component or involves Center affiliation, the Center will also sign off during the approval process.

Multiple Chair fields are available for cross-listed courses.

The CI program review process includes a report from the respective department/program on its progress toward accessibility requirement compliance. By signing below, I acknowledge the importance of incorporating accessibility in course design.

Program Chair		
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Signature

Date

Program Chair		
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Signature

Date

Program Chair		
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Signature

Date

General Education Chair		
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Signature

Date

Center for Intl Affairs Director		
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Signature

Date

Center for Integrative Studies Director		
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Signature

Date

Center for Multicultural Engagement Director		
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Signature

Date

Center for Civic Engagement and Service Learning Director		
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Signature

Date

Curriculum Chair		
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Signature

Date

AVP		
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Signature

Date