

**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS**

**COURSE MODIFICATION PROPOSAL**

**Courses must be submitted by October 15, 2013, and finalized by the end of the fall semester to make the next catalog (2014-15) production**

DATE (CHANGE DATE EACH TIME REVISED): 12/3/13, REV: 12/9/13 GE

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 an X by all change areas that apply then please follow-up your X's with justification(s) for each marked item. Be as brief as possible but, use as much space as necessary.]*

<input type="checkbox"/> Course title	<input type="checkbox"/> Course Content
<input type="checkbox"/> Prefix/suffix	<input type="checkbox"/> Course Learning Outcomes
<input type="checkbox"/> Course number	<input type="checkbox"/> References
<input type="checkbox"/> Units	<input checked="" type="checkbox"/> x GE
<input type="checkbox"/> Staffing formula and enrollment limits	<input type="checkbox"/> Other <input type="checkbox"/>
<input type="checkbox"/> Prerequisites/Corequisites	<input type="checkbox"/> Reactivate Course
<input checked="" type="checkbox"/> X Catalog description	
<input type="checkbox"/> Mode of Instruction	

**Justification:** The learning skills, integration of learning across courses, and mission-focus of the course align with Area E in the current GE package, and with Goal 1 of CI's GE Goals and Outcomes.

**2. Course Information.**

*[Follow accepted catalog format.] (Add additional prefixes i f 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):

Introduces first-year students to university life, the structure and policies of the University, and development of strategies and skills 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:

☒ x Undergraduate  
☐ Post-Baccalaureate  
☐ Graduate

**NEW NO CHANGE**

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):

Introduces first-year students to university life, the structure and policies of the University, and development of strategies and skills expected to apply learning skills to other courses during the semester.

**Partially fulfills GE: E.**

General Education Categories: E

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 n

Course Level:

☐ x Undergraduate  
☐ Post-Baccalaureate  
☐ Graduate

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

Hegis Code(s) \_\_\_\_\_  
(Provided by the Provost Office)

#### Existing

#### Proposed

	Units	Hours Per Unit	Default Section Size	Graded		Units	Hours Per Unit	Default Section Size	Graded	CS No. (filled out by Provost Office)
Lecture	<b>1</b>	<b>1</b>	<b>25</b>	x	Lecture	<b>1</b>	<b>1</b>	<b>25</b>	x	
Seminar		<b>1</b>			Seminar		<b>1</b>			
Lab		<b>3</b>			Lab		<b>3</b>			
Activity		<b>2</b>			Activity		<b>2</b>			
Field Studies					Field Studies					
Indep Study					Indep Study					
Other blank					Other blank					
Online					Online					

### 4. Course Attributes:

x **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)**

#### x **E (Human Psychological and Physiological Perspectives)**

##### **UDIGE/INTD Interdisciplinary**

**Meets University Writing Requirement (Graduation Writing Assessment Requirement)**

**Meets University Language Requirement**

**American Institutions, Title V Section 40404:** Government US Constitution US History

Regarding 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

x Free Elective

NEW

☐

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

x 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**

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 communication skills  
Deliberate with others and present argument clearly, logically, and creatively.

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

**NEW**

**NO CHANGE**

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 communication skills  
Deliberate with others and present argument 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;  
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

**NEW**

**NO CHANGE**

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 x

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 x

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)** *Beyond three disciplines consult with the Curriculum Committee.*

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 NO CHANGE**

Gardner, J. (2000). Your College Experience, Strategies for Success 4th Edition. Belmont, CA: Wadsworth Publishing  
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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 2014**

**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 ☐ (Lab fee requests should be directed to the Student Fee Committee)**

**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, 2013** of preceding year.

Priority deadline for Course Proposals and Modifications: **October 15, 2013.**

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

Marie Francois

**12/3/13**

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Proposer(s) of Course Modification

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Date

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

GE Committee response to your request have UNIV100: University Life and College Success added to E: Human Physiological and Psychological Perspectives

Approved by 2013-2014 Committee:

Janet Rizzoli

Emily Saunders

Geoffrey Buhl

Catherine Burriss

Jose Alamillo

Kathy Musashi

Debra Hoffmann

Rachel Danielson

Dax Jacobson

Sarah Johnson

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Request Submitted  
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Course: UNIV100 University Life and College Success

Area: E Human Physiological and Psychological Perspectives

Date Submitted: 12/5/2013 12:56:32 PM

Date Approved: 12/9/2013 3:47:47 PM

1. Focus on some aspect of human physiology, psychology, health, or physical activity

Students will critically assess their own psychological and educational strengths and weaknesses, including study habits, and the degree to which their lifestyles are healthy and conducive to college success.

2. Promote an understanding the humans, as physiological and psychological beings, exist and live in a social and physical environment

Through engagement with the University mission pillars, this course will promote in students their own development as self-reflective, culturally aware, and responsive community participants in their existence as psychological and physiological beings. They will also engage with the latest research on brain science and physical environments most conducive to learning.

# Approval Sheet

**Course:** UNIV 100

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		
Signature		Date
Program Chair		
Signature		Date
Program Chair		
Signature		Date
General Education Chair		
Signature		Date
Center for Intl Affairs Director		
Signature		Date
Center for Integrative Studies Director		
Signature		Date
Center for Multicultural Engagement Director		
Signature		Date
Center for Civic Engagement and Service Learning Director		
Signature		Date
Curriculum Chair		
Signature		Date
AVP		
Signature		Date