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): 1	12/3/13, REV	12/9/13GE
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PROGRAM AREA(S): UNIV

A - F

Credit/No Credit

x Optional (Student's Choice)

Directions: All of sections of this form must be completed for course modifications. Use YELLOWED areas to

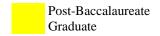
ter data. All documents are stand alone so	urces of course information.
with justification(s) for each marked item. Be as Course title Prefix/suffix Course number Units Staffing formula and enrollment limits Prerequisites/Corequisites x Catalog description Mode of Instruction	ch. [Mark an X by all change areas that apply then please follow-up your X's brief as possible but, use as much space as necessary.] Course Content Course Learning Outcomes References x GE Other Reactivate Course
Justification: The learning skills, integration of current GE package, and with Goal 1 of CI's GE	learning across courses, and mission-focus of the course align with Area E in the Goals and Outcomes.
2. Course Information. [Follow accepted catalog format.] (Add addition	nal prefixes i f cross-listed)
Prefix UNIV Course# 300 Title University Life and College Success Students Units (1) 1 hours lecture per week hours blank per week	NEW NO CHANGE Prefix UNIV Course# 300 for Transfer Title University Life and College Success for Transfer Students Units (1) 1 hours lecture per week hours blank per week
Prerequisites: Consent of Instructor Required for Enrollme Corequisites: Catalog Description (Do not use any symbols): Facilitates transfer student success on the CI cam assisting students in their transition to CI; provide developing an individualized plan for personal, se academic, and professional success. Introduces tr students to university life, the structure and polici University. Development of strategies and skills the ensure student's success in college. Introduction to academic and student resources, major and career academic expectations and resources and skills no success.	Corequisites: Catalog Description (Do not use any symbols): Facilitates transfer student success on the CI campus by assisting students in their transition to CI; provides support in developing an individualized plan for personal, social, academic, and professional success. Introduces transfer students to university life, the structure and policies of the University. Development of strategies and skills to help ensure student's success in college. Introduction to campus academic and student
General Education Categories: Grading Scheme (Select one below):	General Education Categories: E Grading Scheme (Select one below):

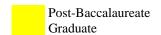
Repeatable for up to units
Total Completions
Multiple Enrollment in Same Semester Y/N
Course Level:
x Undergraduate
Repeatable for up to units
Total Completions
Multiple Enrollment in Same Semester Y/N n
Course Level:
x Undergraduate
x Undergraduate

A-F

Credit/No Credit

x Optional (Student's Choice)





3. Mode of Instruction (Hours per Unit are defaulted) Existing Hegis Code(s) (Provided by the Provost Office) Proposed

Lecture	1					Units	Per Unit	Section Size		(filled out by Provost Office)
	<u>1</u>	<u>1</u>	<u>25</u>	X	Lecture	<u>1</u>	<u>1</u>	<u>25</u>	X	
Seminar		<u>1</u>			Seminar		<u>1</u>			
Lab		<u>3</u>			Lab		<u>3</u>			
Activity		<u>2</u>			Activity		<u>2</u>			
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).

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

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:

Apply time management, note taking, reading and test taking skills, interpersonal skills to facilitate success in the academic experience

Self-assess strengths and weaknesses in basic academic and communications skills

Apply knowledge of prior general education coursework and skills to success in the academic experience

Describe the role of higher education and its impact on life achievement and the role of CI within the California

System of Higher Education

Describe the concepts presented in the CI mission, especially the four elements represented by the mission-based centers, and

in the Characteristics of CI Students document

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

NEW

NEW

NO CHANGE

- Apply time management, note taking, reading and test taking skills, interpersonal skills to facilitate success in the academic experience
- Self-assess strengths and weaknesses in basic academic and communications skills
- Apply knowledge of prior general education coursework and skills to success in the academic experience
- Describe the role of higher education and its impact on life achievement and the role of CI within the California System of Higher Education
- Describe the concepts presented in the CI mission, especially the four elements represented by the mission-based centers, and in the Characteristics of CI Students document

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

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 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

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 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

Deliberate with others and present argument clearly, logically, and creatively. (GE Outcome 2.2)

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 <i>NO CHANGE</i> 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.
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 x 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 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 th .
Marie Francois 12/3/13
Proposer(s) of Course Modification Type in name. Signatures will be collected after Curriculum approval.

GE Committee response to your request have UNIV300: University Life and College Success for Transfers 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

Request Submitted

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Course: UNIV300 University Life and College Success for Transfers

Area: E Human Physiological and Psychological Perspectives

Date Submitted: 12/5/2013 12:57:21 PM Date Approved: 12/11/2013 9:43:35 AM

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 300

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