

Syllabus Under Construction

COMM456: Leadership and Social Change

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General Overview:

Current research indicates that one becomes a more effective leader as one becomes a more effective communicator. This course examines the topic of leadership from such a perspective. The content and class exercises are designed to assist each student in developing their own leadership potential through both cognitive learning and practicing communication skills.

The word “to lead” comes from the Latin verb “agere” meaning to set into motion. The Anglo-Saxon origin of the word to lead comes from “laedere,” meaning people on a journey. As these origins suggest, leadership involves taking ideas, people, organizations and societies on a journey into action. This course will allow students to take action in a setting of their choice through a service-learning project.

The essence of good leadership is the ability to communicate clearly, effectively, and ethically. The current context of globalization requires that leaders communicate effectively across cultural differences. This involves an understanding of one’s own cultural influences, and approaches to working in diverse cultural settings.

Leadership requires vision, courage and influence. Through studying theories of leadership, learning about exemplary leaders, gaining self-awareness and practice, students will work towards the following:

Student Learning Objectives:

- Students will develop awareness and understanding of key leadership theories and be able to integrate relevant theories in written and oral assignments.
- Students will learn about the important role of communication in the leadership process via lectures, class discussions, small group work, films, guest lectures, peer presentations, and other assignments.
- Students will assess their own leadership styles and identify areas for continued improvement to develop communication skills for effective leadership.
- Students will become aware of the importance of context in leadership practice through participation in service learning and application of theories in their area of emphasis

Possible Texts:

- Schaetti, B.F., Ramsey, S.J., & Watanabe G.C. (2007). Making a world of difference. Personal leadership: A methodology of two principles and six practices. Seattle, WA: FlyingKite Publications.
- Northouse, P. *Leadership: Theory and Practice*. (3rd Ed.). Thousand Oaks, CA: Sage.
- Gardner, H. (1995). *Leading Minds: An Anatomy of Leadership*. NYC: Basic Books.
- Other readings available on reserve at Kellogg library, on WebCT, or as handouts in class. See Reading List.

Course Requirements: Ideas for Assignments

Leader Profiles & Theory Overviews: Each student will present a brief profile of a well-known leader from our Gardner text to the class or lead class discussion about a specific theory/area from the Northouse text to practice their own leadership skills.

Self-Reflection Paper (3-5 pages) Each student will analyze their own leadership style and communication practices both from past leadership roles and experiences and from their class participation; you will need to reference at least three concepts from our class.

Interview Assignment (3-5 pages) Identify someone you view as a leader in his or her field, who would be available and willing to be interviewed by you during the short scope of the quarter. You will write a paper in which you analyze the findings of your interview. You must integrate concepts or theories from our class, relating a minimum of three ideas to your interview data.

Book Review (5-7 pages) Each student will choose a book related to leadership and their own interest area or leadership context, write a book review, and present it to the class, using their own leadership style and ideas.

Service Learning Project The cornerstone of our class, students will have the opportunity to work as volunteers in service learning. This will provide immersion in a specific cultural context and real life experience in effecting social change.

Possible Reading List

- Michael Hoppe (1998). Cross-cultural Issues in Leadership Development. In McCauley, Moxley, and Van Velsco, (Eds.) Center for Creative Leadership Handbook of Leadership Development. San Francisco: Jossey-Bass.

- Dalton, Maxine. Developing Leaders for Global Roles. Ibid.

- Harris, Phillip R. & Moran, Robert T. (2000) Managing Cultural Differences: Leadership Strategies for a New World of Business. 5th Ed. Houston, TX: Gulf Publishing Company. Chapters 1 & 2 “Global Leaders and Culture” & “Global Leaders and Communications”, p. 2-52.

- Rhinesmith, Stephen H. Global leadership, and Global Emotional Intelligence. p. 215-227.

- Trompenaars, Fons & Woolliams, Peter. Marketing through reconciliation: Global brand, local touch.p. 253-261.

Both in Goldsmith, M., Govindarajan, Vijay, Kaye, Beverly, & Vicere, Albert A. (Eds.) (2003) The Many Facets of Leadership. Upper Saddle River, NJ: Pearson Education/Financial Time Prentice Hall.

- Trompenaars, Fons, & Woolliams, Peter. The quest for a new paradigm of international leadership. In Trompenaars, Fons, & Woolliams, Peter (2003). Business Across Cultures. West Sussex, England: Capstone Publishing Ltd., p. 291-314).

- Adams, Daniel C. & Aqui, Patricia M. Intercultural leadership: A program model for students in higher education. (Chapter 19, p. 189-201).

- Sanlo, Ronni. The lavender leader: An inqueery into lesbian, gay, bisexual, and transgender student leadership. (Chapter 21, p. 211-221).

Both in Outcalt, Charles L., Faris, Shannon K., & McMahon, Kathleen N. (2001). Developing Non-Hierarchical Leadership on Campus: Case Studies and Best Practices in Higher Education. Westport, CT: Greenwood Press. The Greenwood Educators' Reference Collection.

- Excerpts from Adler, Nancy J. (1991). International Dimensions of Organizational Behavior. 2nd Edition. Boston, MA: PWS-Kent Publishing.

ORIGINATOR'S SECTION:														
1. College: <input checked="" type="checkbox"/> CoAS <input type="checkbox"/> CoBA <input type="checkbox"/> CoE	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2008													
2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
3. Course will be a variable-topics (generic) course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No ("generic" is a placeholder for topics)														
4. Course abbreviation and Number:* COMM 456														
5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) Leadership and Social Change														
6. Abbreviated Title for Banner: (no more than 25 characters, including spaces) Lead and Soc Change														
7. Number of Units: 3														
8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.) Introduction to leadership theories and practices from a communication perspective, with a particular emphasis on effectiveness in different cultures and contexts. Development of personal leadership skills through self-awareness exercises, and hand on practice in class and in service learning. Explores personal leadership and emotional intelligence, examines exemplary leaders from different cultural contexts, and considers ethical questions for leaders in multicultural society.														
9. Why is this course being proposed? Course development for the new Critical Intercultural Communication minor.														
10. Mode of Instruction* (See pages 17-23 at http://www.calstate.edu/cim/data-element/APDB-Transaction-DED-SectionV.pdf for definitions of the Course Classification Numbers)		<table border="1"> <thead> <tr> <th>Type of Instruction</th> <th>Number of Credit Units</th> <th>Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td>3</td> <td>C-02</td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table>	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture	3	C-02	Activity			Lab		
Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)												
Lecture	3	C-02												
Activity														
Lab														
11. Grading Method:* <input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)														
12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.														
13. Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department - Director/Chair														
14. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times? (including first offering)														
15. Is Course Crosslisted: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, indicate which course and check "yes" in item #22 below.														
16. Prerequisite(s): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No COMM 330 recommended but not required.														
17. Corequisite(s): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
18. Documentation attached:														

<input type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Detailed Course Outline
19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:* n/a
20. How often will this course be offered once established?* 1x annually

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION: <i>(Mandatory information – all items in this section must be completed.)</i>				
21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: elective for the major				
22. Does this course impact other discipline(s)? <i>(If there is any uncertainty as to whether a particular discipline is affected, check “yes” and obtain signature.)</i> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.				
Discipline	_____	_____	_____Support	_____Oppose
	Signature	Date		
Discipline	_____	_____	_____Support	_____Oppose
	Signature	Date		

SIGNATURES : (COLLEGE LEVEL) :

(UNIVERSITY LEVEL)

- 1. Originator (please print or type name) _____ Date _____
- 2. Program Director/Chair _____ Date _____
- 3. College Curriculum Committee _____ Date _____
- 4. College Dean (or Designee) _____ Date _____

- 5. UCC Committee Chair _____ Date _____
- 6. Vice President for Academic Affairs (or Designee) _____ Date _____
- 7. President (or Designee) _____ Date _____

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

ORIGINATOR'S SECTION:		
1. College: <input checked="" type="checkbox"/> Coas <input type="checkbox"/> CBA <input type="checkbox"/> CoE	Desired Term and Year of Implementation (e.g., Fall 2008): Spr 09	
2. Current Course abbreviation and Number: Chem 100		

TYPE OF CHANGE(S). Check all that apply.

Course Number Change	<input checked="" type="checkbox"/>	Delete Prerequisite	<input type="checkbox"/>	Other Prerequisite Change	<input type="checkbox"/>
Course Title Change	<input type="checkbox"/>	Add Corequisite	<input type="checkbox"/>	Grading Method Change	<input type="checkbox"/>
Unit Value Change	<input checked="" type="checkbox"/>	Delete Corequisite	<input type="checkbox"/>	Mode of Instruction Change (C/S Number)	<input type="checkbox"/>
Description Change	<input checked="" type="checkbox"/>	Add Consent for Enrollment	<input type="checkbox"/>	Consider for G.E. If yes, also fill out appropriate GE form.	<input type="checkbox"/>
Add Prerequisite	<input type="checkbox"/>	Delete Consent for Enrollment	<input type="checkbox"/>	Cross-list	<input type="checkbox"/>

Information in this section– both current and new – is required only for items checked () above.

NEW INFORMATION:

CURRENT INFORMATION:

3. Title: Organic and Biochemistry for Life	Course abbreviation and Number: Title: <i>(Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)</i> Chem 105 Organic and Biochemistry for Life (cell above would not allow input of Chem 105 - new number)
4. Abbreviated Title for Banner (no more than 25 characters): Org & Biochem for Life	Abbreviated Title for Banner: (no more than 25 characters, including spaces) NC
5. Number of Units: 3	Number of Units: 4
6. Catalog Description: Covers the basic principles of general, organic and biochemistry as applied to the biochemistry, pathophysiology, pharmacology and nutrition of human body systems. Intended for students pursuing a degree in a variety of health-related areas such as Nursing. Prerequisite: Completion of the entry Level Mathematics (ELM) requirement or consent of instructor. Corequisite or Prerequisite: CHEM 100L.	Catalog Description: <i>(Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)</i> Covers the basic principles of general, organic and biochemistry as applied to the biochemistry, pathophysiology, pharmacology and nutrition of human body systems. Intended for students pursuing a degree in a variety of health-related areas such as Nursing. Prerequisite: Completion of the entry Level Mathematics (ELM) requirement or consent of instructor. Corequisite or Prerequisite: CHEM 105L. Recommended: High school chemistry and/or Chem 101.

7. Mode of Instruction* (See pages 17-23 at <http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf> for definitions of the Course Classification Numbers)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	3	C-2	Lecture	4	C-2
Activity			Activity		
Lab			Lab		

*If Originator is uncertain of this entry, please consult with Program Director/Chair.

CURRENT INFORMATION:

NEW INFORMATION:

<p>8. Grading Method:*</p> <input checked="" type="checkbox"/> Normal (N) (<i>Allows Letter Grade +/-, and Credit/No Credit</i>) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (<i>Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress</i>) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)	<p>Grading Method:*</p> <input checked="" type="checkbox"/> Normal (N) (<i>Allows Letter Grade +/-, and Credit/No Credit</i>) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (<i>Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress</i>) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)
<p>9. If the NP or CP grading system was selected, please explain the need for this grade option.</p>	
<p>10. Course Requires Consent for Enrollment?_</p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department/Director/Chair	<p>Course Requires Consent for Enrollment?_</p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department/Director/Chair
<p>11. Course Can be Taken for Credit More than Once?</p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times (including first offering)	<p>Course Can be Taken for Credit More than Once?</p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times (including first offering)
<p>12. Is Course Cross Listed: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, indicate which course</p>	<p>Is Course Cross-listed? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, indicate which course and check "yes" in item #17 below.</p>
<p>13. Prerequisite(s):</p>	<p>Prerequisite(s): Entry Level Mathematics (ELM)</p>
<p>14. Corequisite(s):</p>	<p>Corequisite(s): 105L (or pre-requisite)</p>
<p>15. Documentation attached:</p> <input checked="" type="checkbox"/> Syllabus <input type="checkbox"/> Detailed Course Outline	

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:

(Mandatory information – all items in this section must be completed.)

16. Does this course fulfill a requirement for any major (i.e. core course or elective for a major, majors in other departments, minors in other departments)? Yes No
 If yes, please specify:
 Nursing, Kinesiology

17. Does this course change impact other discipline(s)? (*If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.*) Check "yes" if the course is cross-listed. Yes No
 If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

 Discipline _____ Signature _____ Date _____ Support _____ Oppose _____

 Discipline _____ Signature _____ Date _____ Support _____ Oppose _____

18. Reason(s) for changing this course:
 The 2nd unit of laboratory was actually being used more for lecture than for pre-lab. We would like to formally change from 3 units of lecture and 2 units of lab to 4 units of lecture and 1 unit of lab. Content of the overall 5 units will remain identical - we simply want the units to reflect our actual practice.
 A separate lab will also allow students easier scheduling of the laboratories once we begin teaching 2 sections of lecture. Students can take either lecture with any of the labs. For the Fall, the students have to take the pre-lab with their regular lecture faculty member, so one lecture is assigned 2 sections of lab and another lecture is assigned 3 other sections of lab. Once we make this change, students can take any section of lab with either lecture.
 Current syllabus is attached with proposed changes noted.

SIGNATURES : (COLLEGE LEVEL) :

(UNIVERSITY LEVEL)

CURRENT INFORMATION:

- 1. Originator (Please Print) _____ Date
- 2. Program Director/Chair _____ Date
- 3. College Curriculum Committee _____ Date
- 4. College Dean (or Designee) _____ Date

NEW INFORMATION:

- 5. UCC Committee Chair _____ Date
- 6. Vice President for Academic Affairs (or Designee) _____ Date
- 7. President (or Designee) _____ Date

ORIGINATOR'S SECTION:		
1. College: <input checked="" type="checkbox"/> Coas <input type="checkbox"/> CBA <input type="checkbox"/> CoE	Desired Term and Year of Implementation (e.g., Fall 2008): Spr 09	
2. Current Course abbreviation and Number: Chem 100L		

TYPE OF CHANGE(S). Check all that apply.

Course Number Change	<input checked="" type="checkbox"/>	Delete Prerequisite	<input type="checkbox"/>	Other Prerequisite Change	<input type="checkbox"/>
Course Title Change	<input type="checkbox"/>	Add Corequisite	<input type="checkbox"/>	Grading Method Change	<input type="checkbox"/>
Unit Value Change	<input checked="" type="checkbox"/>	Delete Corequisite	<input type="checkbox"/>	Mode of Instruction Change (C/S Number)	<input checked="" type="checkbox"/>
Description Change	<input checked="" type="checkbox"/>	Add Consent for Enrollment	<input type="checkbox"/>	Consider for G.E. If yes, also fill out appropriate GE form.	<input type="checkbox"/>
Add Prerequisite	<input type="checkbox"/>	Delete Consent for Enrollment	<input type="checkbox"/>	Cross-list	<input type="checkbox"/>

Information in this section– both current and new – is required only for items checked () above.

NEW INFORMATION:

CURRENT INFORMATION:

	Course abbreviation and Number:
3. Title: Organic and Biochemistry for Life Laboratory	Title: <i>(Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)</i> Chem 105L Organic and Biochemistry for Life Laboratory (cell above would not allow input of Chem 105L - new number)
4. Abbreviated Title for Banner (no more than 25 characters): Org/Biochem for Life Lab	Abbreviated Title for Banner: (no more than 25 characters, including spaces) NC
5. Number of Units: 2	Number of Units: 1
6. Catalog Description: Covers the basic principles of weight and volume measurements, solutions, suspensions, colloids, osmosis, energy of biochemical transformations, buffered solutions, the properties of acids and bases and pH balance in the biochemistry of human body systems. Intended for students pursuing a degree in a health-related field. Prerequisite: Completion of the entry Level Mathematics (ELM) requirement or consent of instructor. Corequisite or Prerequisite: CHEM 100.	Catalog Description: <i>(Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.)</i> Covers the basic principles of weight and volume measurements, solutions, suspensions, colloids, osmosis, energy of biochemical transformations, buffered solutions, the properties of acids and bases and pH balance in the biochemistry of human body systems. Intended for students pursuing a degree in a health-related field. Prerequisite: Completion of the entry Level Mathematics (ELM) requirement or consent of instructor. Corequisite or Prerequisite: CHEM 105.

CURRENT INFORMATION:

NEW INFORMATION:

7. Mode of Instruction* (See pages 17-23 at <http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf> for definitions of the Course Classification Numbers)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	1	C-2	Lecture		
Activity			Activity		
Lab	1	C-16	Lab	1	C-16

8. Grading Method:*

- Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
- Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
- Credit/No Credit Only (C)
- Credit/No Credit or Report-in-Progress Only (CP)

Grading Method:*

- Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
- Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
- Credit/No Credit Only (C)
- Credit/No Credit or Report-in-Progress Only (CP)

9. If the NP or CP grading system was selected, please explain the need for this grade option.

10. Course Requires Consent for Enrollment?_

- Yes No
- Faculty Credential Analyst Dean
- Program/Department/Director/Chair

Course Requires Consent for Enrollment?_

- Yes No
- Faculty Credential Analyst Dean
- Program/Department/Director/Chair

11. Course Can be Taken for Credit More than Once?

- Yes No
- If yes, how many times (including first offering)

Course Can be Taken for Credit More than Once?

- Yes No
- If yes, how many times (including first offering)

12. Is Course Cross Listed: Yes No

If yes, indicate which course

Is Course Cross-listed? Yes No

If yes, indicate which course and check "yes" in item #17 below.

13. Prerequisite(s): Entry Level Mathematics (ELM)

Prerequisite(s): Entry Level Mathematics (ELM)

14. Corequisite(s): 100

Corequisite(s): 105 (or pre-requisite)

15. Documentation attached:

- Syllabus Detailed Course Outline

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:

(Mandatory information – all items in this section must be completed.)

16. Does this course fulfill a requirement for any major (i.e. core course or elective for a major, majors in other departments, minors in other departments)? Yes No

If yes, please specify:
Nursing, Kinesiology

17. Does this course change impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) Check "yes" if the course is cross-listed. Yes No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline _____ Support _____ Oppose
Signature Date

Discipline _____ Support _____ Oppose
Signature Date

18. Reason(s) for changing this course:

The 2nd unit of laboratory was actually being used more for lecture than for pre-lab. We would like to formally change from 3 units of lecture and 2 units of lab to 4 units of lecture and 1 unit of lab. Content of the overall 5 units will remain identical - we simply want the units to reflect our actual practice.

A separate lab will also allow students easier scheduling of the laboratories once we begin teaching 2 sections of lecture.

CURRENT INFORMATION:

NEW INFORMATION:

Students can take either lecture with any of the labs. For this Fall (without this change), the students have to take the pre-lab with their regular lecture faculty member, so one lecture is assigned 2 sections of lab and another lecture is assigned 3 other sections of lab. Once we make this change, students can take any section of lab with either lecture.

Current syllabus is attached with proposed changes noted.

SIGNATURES : (COLLEGE LEVEL) :

(UNIVERSITY LEVEL)

1. Originator (Please Print) Date

5. UCC Committee Chair Date

2. Program Director/Chair Date

6. Vice President for Academic Affairs (or Designee) Date

3. College Curriculum Committee Date

7. President (or Designee) Date

4. College Dean (or Designee) Date

ORIGINATOR'S SECTION:		
1. College: <input checked="" type="checkbox"/> Coas <input type="checkbox"/> CBA <input type="checkbox"/> CoE	Desired Term and Year of Implementation (e.g., Fall 2008): F '09	
2. Current Course abbreviation and Number: CHEM 150		

TYPE OF CHANGE(S). Check all that apply.

Course Number Change	<input type="checkbox"/>	Delete Prerequisite	<input type="checkbox"/>	Other Prerequisite Change	<input type="checkbox"/>
Course Title Change	<input type="checkbox"/>	Add Corequisite	<input type="checkbox"/>	Grading Method Change	<input type="checkbox"/>
Unit Value Change	<input checked="" type="checkbox"/>	Delete Corequisite	<input type="checkbox"/>	Mode of Instruction Change (C/S Number)	<input checked="" type="checkbox"/>
Description Change	<input checked="" type="checkbox"/>	Add Consent for Enrollment	<input type="checkbox"/>	Consider for G.E. If yes, also fill out appropriate GE form.	<input checked="" type="checkbox"/>
Add Prerequisite	<input type="checkbox"/>	Delete Consent for Enrollment	<input type="checkbox"/>	Cross-list	<input type="checkbox"/>

Information in this section– both current and new – is required only for items checked () above.

NEW INFORMATION:

CURRENT INFORMATION:

	Course abbreviation and Number:
3. Title: General Chemistry	Title: <i>(Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)</i> General Chemistry
4. Abbreviated Title for Banner <i>(no more than 25 characters):</i> GENERAL CHEMISTRY	Abbreviated Title for Banner: <i>(no more than 25 characters, including spaces)</i> GENERAL CHEMISTRY
5. Number of Units: 5	Number of Units: 4
6. Catalog Description: Introduction to many of the basic qualitative models and principles in chemistry. The areas covered include: basic nuclear and atomic structure, the periodic table, covalent and ionic bonding, states of matter, intermolecular forces, energy changes, chemical equilibria, acid-base chemistry, stoichiometry, properties of gases, and chemical properties of the common elements. The laboratory experiments and projects are designed to complement lecture material and provide real-life applications of chemistry. Intended for science majors. Three hours of lecture, one hour of discussion, and three hours of laboratory per week. Pre-requisite: Completion of the Entry Level Mathematics (ELM) requirement. Recommended: High School Chemistry.	Catalog Description: <i>(Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.)</i> Introduction to the basic qualitative models and principles in chemistry. The areas covered include: basic atomic structure, the periodic table, covalent and ionic bonding, states of matter, intermolecular forces, energy changes, chemical equilibria, acid-base and redox chemistry, stoichiometry, properties of gases, and chemical properties of the common elements. Intended for science majors. Three hours of lecture and one hour of discussion per week. Pre-requisite: Completion of the Entry Level Mathematics (ELM) requirement. Recommended: High School Chemistry and/or CHEM 101.

CURRENT INFORMATION:

NEW INFORMATION:

7. Mode of Instruction* (See pages 17-23 at <http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf> for definitions of the Course Classification Numbers)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	3	C-02	Lecture	3	C-02
Activity	1	C-05	Activity	1	C-05
Lab	1	C-16	Lab		

8. Grading Method:*

<input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)	<input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)
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9. If the NP or CP grading system was selected, please explain the need for this grade option.

10. Course Requires Consent for Enrollment?_
 Yes No
 Faculty Credential Analyst Dean
 Program/Department/Director/Chair

11. Course Can be Taken for Credit More than Once?
 Yes No
 If yes, how many times (including first offering)

12. Is Course Cross Listed: Yes No
 If yes, indicate which course

13. Prerequisite(s): Completion of the Entry Level Mathematics (ELM) requirement. Recommended: High School Chemistry.

14. Corequisite(s):

15. Documentation attached:
 Syllabus Detailed Course Outline

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:
(Mandatory information – all items in this section must be completed.)

16. Does this course fulfill a requirement for any major (i.e. core course or elective for a major, majors in other departments, minors in other departments)? Yes No
If yes, please specify:
 This course is required for BIOC, BIOL, BIOT, CHEM, and PHYS majors, as well as in certain tracks in KINE. It is an elective for MATH majors and some LBST majors.

17. Does this course change impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) Check "yes" if the course is cross-listed. Yes No
 If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Biological Sciences
 Discipline _____ Signature _____ Date _____ Support _____ Oppose _____

Physics
 Discipline _____ Signature _____ Date _____ Support _____ Oppose _____

18. Reason(s) for changing this course:
 The laboratory portion of CHEM 150 is being split from the course and will be proposed as a separate course (CHEM 150L). This is in line with the way the General Chemistry course is structured at other universities and community colleges. In

CURRENT INFORMATION:

NEW INFORMATION:

addition, many students "pass" the laboratory portion of the course, but not the lecture/discussion portion. In order to retake the course, they are currently required to take the whole five unit course again. The split proposed will allow them to only retake the lecture/discussion portion. This will save the students from having to take the extra 3 hours of lab (1 unit). It will increase the "throughput" of students in CHEM 150, since "repeat" students will no longer be occupying laboratory spots, which limits the enrollment.

SIGNATURES : (COLLEGE LEVEL) :

(UNIVERSITY LEVEL)

1. Originator (Please Print) Date

5. UCC Committee Chair Date

2. Program Director/Chair Date

6. Vice President for Academic Affairs (or Designee) Date

3. College Curriculum Committee Date

7. President (or Designee) Date

4. College Dean (or Designee) Date