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

<u>Leader Profiles& Theory Overviews</u>: 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.

<u>Self-Reflection Paper</u> (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. <u>Interview Assignment</u> (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.

<u>Book Review</u> (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.

<u>Service Learning Project</u> 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 Velso, (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, & Wooliams, 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.

California State University San Ma	rcos • NEW CO	URSE •	FORM	I C						
ORIGINATOR'S SECTION:										
1. College:	Desired Term and Year of In	mplementation (e.g	g., Fall 2008):							
⊠ CoAS □ CoBA □ CoE	Fall 2008									
2.Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) Yes No										
3. Course will be a variable-topics (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 not 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 propose	ed?									
Course development for the new C	Critical Intercultural Communic	ation minor.								
10. Mode of Instruction*										
(See pages 17-23 at http://www.calsdic/APDB-Transaction-DED-Section the Course Classification Numbers)	onV.pdf for definitions of	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)						
		Lecture	3	C-02						
		Activity Lab								
11. 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) 12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.										
13. Course Requires Consent for E	nrollment? Yes No									
Faculty Credential Analyst Dean Program/Department - Director/Chair										
14. Course Can be Taken for Credit More than Once? ☐ Yes ☒ No If yes, how many times? (including first offering)										
15. Is Course Crosslisted: Yes No										
If yes, indicate which course and check "yes" in item #22 below. 16. Prerquisite(s): Ves No. COMM 330 recommended but not required.										
16. Prerequisite(s): ☐ Yes ☒ No COMM 330 recommended but not required. 17. Corequisite(s): ☐ Yes ☒ No										
17. Corequisite(s): Yes No	COMM 330 recomm	nended but not requ	ired.							

 $[\]hbox{* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.}\\$

California State University	y San Marcos		Page 2		FO	RM C
19. If this course has been o	Syllabus		iled Course Outlin		•* n/a	
	- /-	•	-	on, number, and suma	. II/u	
20. How often will this cour	se be offered once	established	?* 1x annually			
PROGRAM DIRECTOR/C	UAID COLLEC	E CUDDIC	III IIM COMMI	TTEE SECTION.		
(Mandatory information - al	l items in this secti	on must be c	completed.)			
21. Does this course fulfill a for a major, majors in other				or elective Yes No		
		.010 00				
If yes, please specify: elective for the major						
22. Does this course impact	other discipline(s	? (If there	is any uncertaint	v as to whether a partici	ular discinline is a	ffected
check "yes" and obtain signa			is any uncertaini	y as to whether a particl	iair aiscipiine is aj	jecicu,
If yes, obtain signature(s). As	ny objections shoul	d be stated in	n writing and atta	ched to this form.		
Discipline					Support	Oppose
	Signature			Date		
D: : 1					~	
Discipline	Signature			Date —	Support	Oppose
SIGNATURES: (COLLEG	GE LEVEL):			(UNIVER	SITY LEVEL)	
1. Onicipator (places print or type per	(0.0	Date		5. UCC Committee Chair		Date
Originator (please print or type name	le) 1	Date		5. UCC Committee Chair		Date
2. Program Director/Chair	1	Date		6. Vice President for Academic	Affairs (or Designee)	Date
			:			
3. College Curriculum Committee	1	Date		7. President (or Designee)		Date
4. College Dean (or Designee)]	Date				

Banner: _

Catalog_

Revised 3/28/2007

Office of Academic Programs

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

California State U	•	Marcos • COURSE	CHANGI	£(S) •	FORM C-2						
ORIGINATOR'S	SECTION:										
1. College: ☐ Coas ☐ CBA	□ СоЕ	Desired Term and Year of Spr 09	f Implementa	tion (e.g	g., Fall 2008):						
2. Current Cours Chem 100	e abbreviation an	d Number:									
TYPE OF CHANG	E(S) Check √al	l that annly									
Course Number C		Delete Prerequisite		isite Change							
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Unit Value Chang		Delete Corequisite			Number)	ction Change (C/S					
Description Chan		Add Consent for Enrollmo			Consider for G out appropr						
Add Prerequisite		Delete Consent for Enroll			Cross-list						
Infor	mation in this se	ection– both current and ne			y for items check RMATION:	ed (√) above.					
CURRENT INFO	ORMATION:		Course abb	reviatio	n and Number:						
3. Title:	<u> </u>		Title: (Title:	s using j	argon, slang, copyi	righted names, trade i	names,				
Organic and	Biochemistry	for Life	or any non-	essentia	l punctuation may	not be used.)	-				
<u> </u>	_					chemistry for Lif					
				e woul	ld not allow inp	out of Chem 105 -	new				
			number)								
4. Abbreviated Tit	le for Banner		Abbreviate								
(no more than 25 ch	•			an 25 ch	aracters, including	g spaces)					
Org & Bioch	em for Life		NC								
5. Number of Units	s:		Number of	Units:							
6. Catalog Descrip	tion:					0 words; language sh					
Covers the h	asic nrincinles	of general, organic	conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding								
		o the biochemistry,	consent for enrollment, pre- and/or corequisites, repeated								
		gy and nutrition of	enrollment, crosslisting, as detailed below. Such information does								
human body sys			<u>not</u> count toward the 80-word limit.)								
		of health-related areas	Covers the basic principles of general, organic								
such as Nursing	. Prerequisite	: Completion of the	and biochemistry as applied to the biochemistry,								
entry Level Mat	thematics (EL	M) requirement or	pathophysiology, pharmacology and nutrition of								
	uctor. Corequ	isite or Prerequisite:	human body systems. Intended for students								
CHEM 100L.			pursuing a degree in a variety of health-related areas								
				_	_	Completion of th					
			_			1) requirement of					
						site or Prerequisi	ite:				
			CHEM 105L. Recommended: High school								
			chemistry and/or Chem 101.								
7. Mode of Instruc		17-23 at http:// <u>www.calstate.edu</u> n Numbers)	ı/cim/data-ele	m-dic/A	PDB-Transaction-	DED-SectionV.pdf for	r				
Type of	Number of	Instructional Mode	Type of								
Instruction	Credit Units	(Course Classification Number)	Instruction	l	Credit Units	(Course Classification Number)	1				
Lecture	3	C-2	Lecture		4	C-2					
Activity		<u> </u>	Activity		-						
H		+	—			 					

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

CURRENT INFORMATION:	NEW INFORMATION:
8. Grading Method:*	Grading Method:*
Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)	Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-,	Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-,
Credit/No Credit, and Report-in-Progress)	Credit/No Credit, and Report-in-Progress)
Credit/No Credit Only (C)	Credit/No Credit Only (C)
Credit/No Credit or Report-in-Progress Only (CP))	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?_	Course Requires Consent for Enrollment?_
Yes No	Yes No
☐ Faculty ☐ Credential Analyst ☐ Dean	☐ Faculty ☐ Credential Analyst ☐ Dean
Program/Department/Director/Chair	☐ Program/Department/Director/Chair
11. Course Can be Taken for Credit More than Once?	Course Can be Taken for Credit More than Once?
Yes No	☐Yes ☐ No
If yes, how many times (including first offering)	If yes, how many times (including first offering)
12. Is Course Cross Listed: Yes No	
If yes, indicate which course _	If yes, indicate which course
	and check "yes" in item #17 below.
13. Prerequisite(s):	Prerequisite(s): Entry Level Mathematics (ELM)
14. Corequisite(s):	Corequisite(s): 105L (or pre-requisite)
15. Documentation attached: ☐ Syllabus ☐ Detailed Course Outline	
Synabas Detance Course Outine	
PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM C	OMMITTEE SECTION:
(Mandatory information – all items in this section must be completed	
16. Does this course fulfill a requirement for any major (i.e. core c	
for a major, majors in other departments, minors in other departm	
If yes, please specify:	
Nursing, Kinesiology	
Truibing, Timestology	
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-	
If yes, obtain signature(s). Any objections should be stated in writing a	
in yes, seemin signment (s). This segretions should be suited in writing t	
Discipline	Support Oppose
<u> </u>	Date
Signature	Date
Discipline	SupportOppose
*	DateSupportOppose
Signature	Date
18. Reason(s) for changing this course:	
	cture 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 ur	nit 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	
Students can take either lecture with any of the labs. For the Fa	ll, 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	
•	
Current syllabus is attached with proposed changes noted.	
CICNATUDEC . (COLLEGE LEVEL) .	(TINIX/EDCTOS/ TESTET)
SIGNATURES: (COLLEGE LEVEL):	(UNIVERSITY LEVEL)
Office of Academic Programs Banner: Catalog:_	Revised 3/28/2007

California S	tate Univ	ersity San	Marcos
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Page 2

FORM C-2

NEW INFORMATION:

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1. Originator (Please Print)	Date	5. UCC Committee Chair	Date
2. Program Director/Chair	Date	6. Vice President for Academic Affairs (or Designee	e) Date
3. College Curriculum Committee	Date	7. President (or Designee)	Date
4. College Dean (or Designee)	Date		

California State University	San Me	arcos • COURSE	CHANGI	7(S) •	FORM C-2					
ORIGINATOR'S SECTION		Teos - COCKSE	CIMITO	2(0) •	TORM C-2					
1. College:	<u> </u>	Desired Term and Year of Implementation (e.g., Fall 2008):								
☐ Coas ☐ CBA ☐ CoE		Spr 09	•							
2. Current Course abbreviat Chem 100L	tion and	Number:			,					
TYPE OF CHANGE(S). Chec	k√all tl	hat apply.								
Course Number Change		Delete Prerequisite			Other Prerequisite Change					
Course Title Change		Add Corequisite			Grading Method Change					
Unit Value Change		Delete Corequisite			Mode of Instruction Change (C/S Number)					
Description Change		Add Consent for Enrollmo	ent		Consider for G.E. If yes, also fill out appropriate GE form.					
Add Prerequisite		Delete Consent for Enroll	ment		Cross-list					
Information in	this sect	ion– both current and nev	_	-	for items checked (√) above. MATION:					
CURRENT INFORMATIO	N:		Course abb	reviation	and Number:					
3. Title: Organic and Biochem	or Life Laboratory	Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) Chem 105L Organic and Biochemistry for Life Laboratory (cell above would not allow input of Chem 105L - new number)								
4. Abbreviated Title for Bann	er		Abbreviated Title for Banner:							
(no more than 25 characters):			(no more than 25 characters, including spaces)							
Org/Biochem for Life	Lab		NC							
5. Number of Units: 2			Number of Units:							
6. Catalog Description: Covers the basic prince measurements, solutions, osmosis, energy of bioches buffered solutions, the prand pH balance in the biosystems. Intended for strand health-related field. Prathe entry Level Mathema consent of instructor. Co CHEM 100.	suspendemical temical temperation ochemical dents rerequiation (E	nsions, colloids, transformations, es of acids and bases stry of human body pursuing a degree in site: Completion of LM) requirement or	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 not count toward the 80-word limit.) 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							

consent of instructor. Corequisite or Prerequisite:

CHEM 105.

Office of Academic Programs

Banner: _

Catalog:_

Revised 3/28/2007

CURRENT INF	ORMATION:		NEW INFO	RMATION:	
		17-23 at http://www.calstate.	edu/cim/data-elem-d	ic/APDB-Transaction	n-DED-SectionV.pdf for
definitions of the Co	-		T. 6	N. 1 6	17
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		<u> </u>	Activity		
Lab	1	C-16	Lab	1	C-16
Normal Plus R Credit/No Credit/No	llows Letter Grade eport-in-Progress (Credit, and Report- dit Only (C) dit or Report-in-Pro		Normal Plu Credit/I Credit/No C Credit/No C	(Allows Letter Grade is Report-in-Progress No Credit, and Report Credit Only (C) Credit or Report-in-Pr	
10. Course Requi	res Consent for Er	nrollment?	Course Require	es Consent for Enrol	lment?
☐ Yes ⊠ No		_	Yes 🖄 No	O	_
Faculty C	redential Analyst ment/Director/Cha	Dean		Credential Analyst partment/Director/Cha	Dean
11. Course Can be		t More than Once?	Course Can be	Taken for Credit M	
Yes No If yes, how many ti	mas (including firs	t offering)	Yes If yes how man	No y times (including fir	st offering)
12. Is Course Cros			Is Course Cross		es 🛛 No
If yes, indicate which		⊠ N0	If yes, indicate v		es 🖂 No
				in item #17 below.	
13. Prerequisite(s	entry Level N	Mathematics (ELM)	Prerequisite(s):	Entry Level Mat	hematics (ELM)
14. Corequisite(s)	: 100		Corequisite(s):	105 (or pre-requi	site)
15. Documentatio	n attached: Detailed Course	Outline			
		COLLEGE CURRICULUM		CTION:	
16. Does this cour for a major, major If yes, please speci Nursing, Kines	se fulfill a require s in other departi fy: iology se change impact	this section must be completed the thing section must be completed the thing section must be completed the things of the completed the section must be compl	e course or elective tments?	s to whether a partici	ılar discipline is affected,
		tions should be stated in writin			
Discipline				Support	Oppose
	Signature		Date		
Discipline				Support	Oppose
_	Signature		Date		
3 units of lecture we simply want the	aboratory was ac and 2 units of lab ne units to reflect	rse: stually being used more for to 4 units of lecture and 1 our actual practice.	unit of lab. Conter	nt of the overall 5 u	nits will remain identical -

Page 2

FORM C-2

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 LEV	VEL):	(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						

California State University S	San Ma	rcos • COURSE	CHANGE	$E(S) \bullet$	FORM C-2					
ORIGINATOR'S SECTION: 1. College: Coas CBA CoE		Desired Term and Year of F '09	Desired Term and Year of Implementation (e.g., Fall 2008): F '09							
2. Current Course abbreviation CHEM 150	on and l	Number:								
TYPE OF CHANGE(S). Check	τ√all th	nat annly.								
Course Number Change		Delete Prerequisite			Other Prerequisite Change					
Course Title Change		Add Corequisite			Grading Method Change	\vdash_{\Box}				
		_								
Unit Value Change		Delete Corequisite			Mode of Instruction Change (C/S Number)					
Description Change		Add Consent for Enrollme	ent		Consider for G.E. If yes, also fill out appropriate GE form.					
Add Prerequisite		Delete Consent for Enroll	ment		Cross-list					
Information in t	his sect	I ion– both current and nev	-	•	for items checked (√) above.					
					MATION:					
CURRENT INFORMATIO	N:		Course abbreviation and Number:							
3. Title:					rgon, slang, copyrighted names, trade i	ıames,				
General Chemistry			or any non-e Genera	_	punctuation may not be used.) nistry					
4. Abbreviated Title for Banne	r		Abbreviated							
(no more than 25 characters): GENERAL CHEMIST	TRY		(no more than 25 characters, including spaces) GENERAL CHEMISTRY							
5. Number of Units: 5			Number of Units:							
6. Catalog Description:			Catalog Description: (Not to exceed 80 words; language should							
Introduction to many o	of the b	nasic mualitativo			opy. Please consult the catalog for moduled all necessary information regardin					
models and principles in o			consent for e	enrollmei	nt, pre- and/or corequisites, repeated	_				
covered include: basic nuc					ng, as detailed below. Such information 80-word limit)	n does				
the periodic table, covaler		-	<u>not</u> count toward the 80-word limit.)							
of matter, intermolecular			Introd	uction t	to the basic qualitative models a	and				
chemical equilibria, acid-		<u> </u>			mistry. The areas covered inclu					
stoichiometry, properties	_				cture, the periodic table, coval					
properties of the common		=			g, states of matter, intermolecu					
experiments and projects complement lecture mater		_			anges, chemical equilibria, acid					
applications of chemistry.		-	base and redox chemistry, stoichiometry, properties of gases, and chemical properties of the common							
majors. Three hours of lea			elements. Intended for science majors. Three hours							
discussion, and three hour			of lecture and one hour of discussion per week. Pre-							
Pre-requisite: Completion		•	_	_	etion of the Entry Level					
Mathematics (ELM) requ	iremei	nt. Recommended:			LM) requirement. Recommende	ed:				
High School Chemistry.			High Scho	ool Che	mistry and/or CHEM 101.					

CURRENT INFORMATION:

NEW INFORMATION:

7. Mode of Instruct definitions of the Co		17-23 at http:// <u>www.calstate.ed</u>	u/cim/data-elem-dic/A	PDB-Transaction	-DED-SectionV.pdf for					
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							
☐ Normal Plus Re Credit/No C ☐ Credit/No Cred ☐ Credit/No Cred	lows Letter Grade - eport-in-Progress (N Credit, and Report-i it Only (C) it or Report-in-Prog		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)) need for this grade option.							
	edential Analyst nent/Director/Chair	Dean		edential Analyst ment/Director/Cha	☐ Dean ir					
11. Course Can be Yes No If yes, how many tir			Course Can be Tal Yes No If yes, how many tin							
12. Is Course Cross		⊠ No	Is Course Cross-listed? ☐ Yes ☒ No							
If yes, indicate whic			If yes, indicate which and check "yes" in	tem #17 below.						
13. Prerequisite(s) Mathematics (ELM School Chemistry	M) requirement. R	the Entry Level decommended: High	_	•	e Entry Level Mathematics d: High School Chemistry					
14. Corequisite(s):	•		Corequisite(s):							
15. Documentation	attached: Detailed Course (Outline	l							
(Mandatory information 16. Does this course for a major, majors If yes, please specification This course is re-	ation – all items in the fulfill a requirents in other departm ty: equired for BIOC.	college curriculum of this section must be completed nent for any major (i.e. core clents, minors in other departments, BIOL, BIOT, CHEM, and leading the LBST majors.	ourse or elective nents? X Yes	No	acks 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 Physics	Signature		Date	Support _	Oppose					
Discipline	Signatura		Data	Support _	Oppose					
18. Reason(s) for c	Signature hanging this cours	se:	Date							
The laboratory p	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									
This is in line with	i me way me Gen	erar Chemistry Course is stru	ictured at other univ	ersines and comi	numity coneges. III					

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FORM C-2

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 LE	VEL):	(UNIVERSITY LEVEL)	
1. Originator (Please Print)	Date	5. UCC Committee Chair	Date
2. Program Director/Chair	Date	6. Vice President for Academic Affairs (or Desig	nee) Date
3. College Curriculum Committee	Date	7. President (or Designee)	Date
4. College Dean (or Designee)	Date		