## change of COURSE PROPOSAL FORM

**ACADEMIC AREA:** STUDENT SUPPORT

**PROGRAM:** SELECT YOUR PROGRAM

**PROPOSEd by**: Edison State college and the qep committee

**PRESENTER:** professor myra walters

**SUBMISSION DATE:** 1/9/2012

**CURRENT COURSE PREFIX, NUMBER AND TITLE:**

### sls 1515 cornerstone experience

### SECTION I

**TYPE(S) OF COURSE CHANGE: TYPE PROPOSED CHANGE HERE FOR EACH ITEM CHECKED:**

**** lecture/lab course must have “c” / lab course must have “l”

 type new COURSE TITLE HERE

**** TYPE IN DEPARTMENT

**** LIST WHAT ALL PREREQUISITES SHOULD BE IN SEQUENTIAL ORDER

**** sELECT MINIMUM GRADE. THE DEFAULT IS “D”

**** LIST ALL COREQUISITES IN SEQUENTIAL ORDER

**** Click here to ENTER THE NUMBER CREDITS OR CLOCK HOURS

**** SELECT A CREDIT TYPE

**** Click here to enter CONTACT HOURS

**** SELECT GRADE MODE

****

The Cornerstone Experience course at Edison State College is an integrative and interdisciplinary course designed to help first-year students acquire critical thinking and decision-making skills that promote academic success. In this course, students will learn about college resources and requirements, explore career objectives and programs of study, establish relationships with mentoring faculty and develop a support group among peers. This course is a College requirement for First Time in College (FTIC) students who meet criteria as set forth in the college catalog.

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* **Learning to Apply Critical Thinking Skills to be Successful Academically, Personally and Professionally** (The Elder PaulCritical Thinking Model)
* **Critically Assessing Your Readiness for College** (Time Management, Learning Styles, Emotional I.Q., Using technology)
* **Thinking Critically About Success Strategies** (Study skills, Test Taking Strategies, Effective listening, Note-taking Methods, Working Effectively in Groups)
* **Locating and Accessing Resources and Managing the Information Highway to Become a Self-Reliant Learner** (Locating and accessing resources on campus, information literacy)
* **Thinking Critically About Choosing A Career** (Occupational Outlook, Work Ethic, Selecting a Career Choice based on Personality, Interviewing Skills, Resume Writing, Cover Letter, How to Dress For Success)
* **Thinking Critically About Your Education Plan** (General Education Competencies, Student Learning Outcomes and Rubrics, Long term Education Plan)
* **Thinking Critically About Diversity and Social Justice** ( Appreciating College and Community Diversity, Raising Awareness to Combat Insensitivity, Advocating For Social Justice)

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TYPE IN ALL OF THE LEARNING OUTCOMES, ASSESSMENTS AND GEN ED COMPETENCIES AS THEY SHOULD BE DISPLAYED IN THE SYLLABUS

|  |  |  |
| --- | --- | --- |
| LEARNING OUTCOMES | ASSESSMENTS | GENERAL EDUCATION COMPETENCIES |
| Apply the intellectual traits, standards, and elements of reasoning in the context of their personal and academic lives  | Students will complete journal entries that will be evaluated based upon the course critical thinking rubric to demonstrate their ability to apply the Elder-Paul model of critical thinking in their personal and academic lives. Students will take the California Critical Thinking Skills Test after completing the critical thinking module of the course and again near the end of the Cornerstone Experience.   | CT |
| Demonstrate intellectual rigor and problem-solving skills by analyzing and evaluating information, generating ideas, and resolving issues | Students will participate in a final group presentation assignment (How to Succeed in College) and will be evaluated using a rubric designed to assess the following skills: time management, small group communication skills and problem-solving skills.  |  |
| Explore how background experiences impact their values and assumptions and explain how they influence personal relationships | Students will complete a Myers-Briggs type personality profile to increase self-awareness. They will reflect upon how their profiles influence personal relationships, career choices and success skills in their critical thinking journal. Entries will be evaluated based upon the course critical thinking rubric.  | CTCOM |
| Evaluate student-to-student and student-to-faculty interactions, and reflect on their relationship to academic, career, and social development | Students will participate in a final group presentation project in which they will apply effective group communication skills. Students will reflect upon the lessons learned from this experience and relate them to their academic, career and social development in their critical thinking journal entry which will be evaluated based upon the course critical thinking rubric.  | CT |
| Reflect on the General Education requirements at Edison State College and articulate their application to academic and career goals | Students will engage in career exploration assignments and will learn how to develop an education plan to help them achieve their career goals. They will critically reflect upon suitable career choices and how to develop an education plan to accomplish their career aspirations in a critical thinking journal entry which will be evaluated based upon the course critical thinking rubric.  | CT |
| Enhance awareness of the larger diverse community both inside and outside Edison State College  | Students will engage in a variety of classroom assignments including a passport activity to enhance awareness of the diverse community inside and outside Edison State College to encourage an appreciation of diversity. They will critically reflect upon how valuing diversity will contribute to success in their personal life, academic success and obtaining future career goals in a critical thinking journal entry which will be evaluated based upon the course critical thinking rubric.  | CT |
| Apply one or more skills learned in the FYE course to other academic endeavors | Students will complete journal entries demonstrating how two or more of the skills learned in the FYE course apply to assignments in other courses. Entries will be evaluated based upon the course critical thinking rubric. | CT |
| Develop strategies for effective written and verbal communication, use of technology, listening, reading, critical thinking and reasoning | Students will demonstrate their ability to engage in critical listening as they learn to utilize a researched-based note taking method. Students will explore the use of technology to research databases for college assignments, complete assessments in SMARTERMEASURE, and to navigate MyEdisonState Portal and/or the learning management system adopted by the college.  | COM |
| Demonstrate independence and self-efficacy through effective personal management, use of college resources and the development of positive relationships with peers, staff and faculty | Students will write an essay in which they reflect upon the journals entries completed throughout the course and extract those ideas that they found most influential or important. Students will then create a “new “plan for achieving success in college and for establishing positive relationships with peers, staff and faculty. The essay will be evaluated using the course critical thinking rubric. | CTCOM |

### SECTION II (must complete each item below)

**ICS CODE FOR THIS COURSE:** ADVANCED AND PROFESSIONAL - 1.18.49 - INTERDISCIPLINARY

**IF YOU INTEND TO RESTRICT STUDENT REGISTRATION BASED ON THE STUDENTS’ MAJOR(S), ENTER ALL APPLICABLE MAJOR RESTRICTION CODE(S)—Enter “NA” OR MAJOR code(S):**

Click here to enter text

**GRADE MODE:** STANDARD GRADING

**IS THIS AN “INTERNATIONAL OR DIVERSITY FOCUS” COURSE?** NO

**IS THIS A GENERAL EDUCATION COURSE?** NO

**IS THIS A WRITING INTENSIVE COURSE?** NO

**iS THIS AN HONORS COURSE?** NO

**IS THIS A REPEATABLE\* COURSE?** NO

(A repeatable course may be taken more than one time for additional credits. For example, MUT 2641, a 3-credit hour course, can be repeated 1 time and a student can earn a maximum of 6 credits.)

\*not the same as Multiple Attempts or Grade Forgiveness

**IF “YES”, WHAT IS THE MAXIMUM NUMBER OF CREDITS A STUDENT CAN EARN FOR THIS COURSE? if “NO”, ENTER “na” BELOW.**

TYPE NUMBER HERE

**DO YOU EXPECT TO OFFER THIS COURSE THREE TIMES OR LESS?** NO

**WILL THESE CHANGES HAVE AN IMPACT ON OTHER COURSES, PROGRAMS OR DEPARTMENTS?** YES

**IF “YES,” please eXPLAIN or submit comments (ENTER “NA” or COMMENTS):**

THE PROPOSAL WILL HAVE A POSITIVE IMPACT UPON PROFESSIONAL DEVELOPMENT FOR FACULTY AND STAFF OFFERED THROUGH OUR TEACHING AND LEARNING CENTER (TLC). PROFESSIONAL DEVELOPMENT ACTIVITIES ARE PLANNED THAT WILL PREPARE FACULTY AND STAFF TO TEACH AND SUPPORT ALL STUDENTS ATTENDING EDISON S STATE COLLEGE. FACULTY AND STAFF WILL ALSO ENGAGE IN ACTIVITIES WITHIN DEPARTMENTS TO SUPPORT ONE OF THE FOUR THEORETICAL FRAMEWORKS, I.E. CRITICAL THINKING, APPLIED LEARNING, RELEVANCY, AND SUCCESS STRATEGIES. SPECIFIC ACITIVITIES CHOSEN WILL BE INCORPORATED INTO THE UNIT PLAN FOR EACH DEPARTMENT. RESEARCH INDICATES THAT SUCCESSFUL PROGRAMS SHOULD PRIMARILY UTILIZE THE TALENTS AND SKILLS OF THE BEST FULL TIME FACULTY AT THE INSTITUTION. DUE TO OUR CURRENT RATIO OF FULL-TIME FACULTY TO ADJUNCT (30/70 RESPECTIVELY), WE WILL ATTEMPT TO LAUNCH THE INITIAL PHASE OF THIS PROJECT WITH 65% FULL TIME FACULTY. THIS WILL ALLOW US TO PHASE IN THIS COURSE WITH OUT TAKING FACULTY FROM AREAS OF THE COLLEGE THAT ARE ALREADY UNDERSTAFFED BY FULL-TIME EMPLOYEES. THIS CONCERN HAS BEEN ADDRESSED WITH THE COLLEGE DEANS AND THE DEANS ARE IN FULL SUPPORT OF THIS PROCESS FOR INCREASING THE INVOLVEMENT OF FULLTIME FACULTY AND STAFF AS ADDITIONAL RESOURCES ARE MADE AVAILABLE TO MAINTAIN THE INTEGRITY OF THE ACADEMIC DISCIPLINES AND SERVICE AREAS OF THE COLLEGE. THE COURSE WILL NOT IMPACT GRADUATION REQUIREMENTS UNTIL 2015/2016. THE ACADEMIC DEANS HAVE DISCUSSED THE IMPACT OF THIS COURSE UPON THE CURRICULUM AND THEY SUPPORT THE ADOPTION OF THIS COURSE INTO THEIR PROGRAMS. IN DISCUSSION AT DEANS’ COUNCIL MEETING ON 1/18/12, A.S. PROGRAM DEANS VERIFIED THAT THIS COURSE WILL BE ADOPTED INTO PROGRAMS IN ACCORDANCE WITH QEP IMPLEMENTATION TIMELINE OF THE CORNERSTONE EXPERIENCE COURSE. THIS COURSE WILL COUNT AS AN ELECTIVE FOR STUDENTS ENROLLED IN THE A.A. PROGRAM.

**IF “YES,” HAVE YOU DISCUSSED THIS PROPOSAL WITH ANYONE (FROM OTHER DEPARTMENTS AND/OR PROGRAMS) REGARDING THE IMPACT? WERE ANY AGREEMENTS MADE (ENTER “NA” OR COMMENTS)?**

CLICK HERE TO ENTER TEXT

**DO YOU ANTICIPATE THAT STUDENTS WILL BE TAKING ANY OF THE PREREQUISITES LISTED FOR THIS COURSE IN DIFFERENT PARTS OF THE SAME TERM?** -- NA --

**IS ANY COREQUISITE LISTED ON THIS COURSE LISTED AS A COREQUISITE ON ITS PAIRED COURSE?** -- NA --

eXAMPLE: CHM 2032 IS A COREQUISITE FOR CHM 2032L AND CHM 2032L IS A COREQUISITE FOR CHM 2032.

### SECTION III (MUST COMPLETE EACH ITEM BELOW)

**PROVIDE JUSTIFICATION FOR EACH CHANGE ON THIS PROPOSED CURRICULUM ACTION (OTHER EXPLANATORY INFORMATION)—ENTER “na” OR TEXT:**

hThis course is our quality enhancement plan for the southern association of colleges and schools (SACS). after implementing the course with cohorts from developmental studies and after sacs recommendations a review of the course description, outcomes and assessments need to be altered.

**NOTE:**

CHANGES FOR THE UPCOMING FALL TERM MUST BE SUBMITTED AND APPROVED NO LATER THAN THE FEBRUARY CURRICULUM COMMITTEE MEETING PRIOR TO THE START OF THE NEXT ACADEMIC YEAR. CHANGES DURING MID-SCHOOL YEAR ARE NOT ALLOWED. EXTREME CIRCUMSTANCES WILL REQUIRE APPROVAL FROM THE DISTRICT DEAN OF INSTRUCTION AS WELL AS THE VICE PRESIDENT OF ACADEMIC AFFAIRS TO BEGIN IN EITHER THE SPRING OR SUMMER TERM.

**TERM IN WHICH PROPOSED ACTION WILL TAKE PLACE:**

FALL 2012 TYPE IN TERM IF “EXCEPTION” AND OBTAIN BOTH SIGNATURES BELOW OR TYPE “NA”

**oRDER OF APPROVAL FOR EXCEPTIONS IS AS FOLLOWS:**

SIGNATURE #1 NEEDED FOR EFFECTIVE TERM EXCEPTION:

SIGNATURE #2 NEEDED FOR EFFECTIVE TERM EXCEPTION:

**FACULTY ENDORSEMENTS:**PLEASE SEPARATE FACULTY MEMBERS WITH A COMMA (,)



**DEPARTMENT CHAIR / PROGRAM COORDINATOR ENDORSEMENT:**

 1/2/2012

**ASSOCIATE / ACADEMIC DEAN ENDORSEMENT:**

 1/2/2012

**DEANS’ COUNCIL Review – verified by:**

 1/18/2012

**STUDENT ASSESSMENT COMMITTEE CHAIR ENDORSEMENT:**

 2/7/2012

**FOR CURRICULUM COMMITTEE MEETING DATE:**



AFTER REVIEWING AND SIGNING THIS PROPOSAL, THE DISTRICT DEAN WILL RETURN THE PROPOSAL TO THE DEPARTMENT CHAIR OR PROGRAM COORDINATOR WILL SUBMIT THE PROPOSAL TO THE VPAA OFFICE. THE DEPARTMENT CHAIR/PROGRAM COORDINATOR WILL SEND THIS PROPOSAL ALONG WITH ANY OTHER PROPOSALS FROM HIS/HER DEPARTMENT BEING SUBMITTED FOR REVIEW BY THE CURRICULUM COMMITTEE TO THE STUDENT ASSESSMENT COMMITTEE FOR REVIEW. ONCE APPROVED BY THE STUDENT ASSESSMENT COMMITTEE, SUBMIT THE PROPOSAL(S) TO DROPBOX BY THE MEETING DUE DATE. FOR MORE DETAILS, PLEASE REFER TO THE CURRICULUM COMMITTEE MANUAL: www.edison.edu/facultystaff/curriculum.php