## change of COURSE PROPOSAL FORM

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| --- | --- |
| Academic area: | School of Health Professions  |
| PROGRAM: | AS HUMAN SERVICES  |
| PROPOSEd by: | Stacey Brown  |
| PRESENTER: | Stacey Brown  |
| SUBMISSION DATE: | 2/3/2014  |
| CURRENT COURSE PREFIX, NUMBER AND TITLE: | **HUS 1111 Introduction to Intra/Inter personal processes** |

### 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 |
|  | ENTER NEW SCHOOL, DIVISION, OR DEPARTMENT |
|  | LIST ALL PREREQUISITES IN SEQUENTIAL ORDER and include the minimum grade for each |
| **DO YOU ANTICIPATE THAT STUDENTS WILL BE TAKING ANY OF THE PREREQUISITES LISTED FOR THIS COURSE IN DIFFERENT PARTS OF THE SAME TERM?** | SELECT ANSWER |
|  | LIST ALL COREQUISITES IN SEQUENTIAL ORDER |
| **IS ANY COREQUISITE LISTED ON THIS COURSE LISTED AS A COREQUISITE ON ITS PAIRED COURSE?** eXAMPLE: CHM 2032 IS A COREQUISITE FOR CHM 2032L AND CHM 2032L IS A COREQUISITE FOR CHM 2032. | SELECT ANSWER |
|  | Click here to ENTER THE NUMBER of CREDITS OR cLOCK HOURS |
|  | SELECT A CREDIT TYPE |
|  | Click here to enter CONTACT HOURS |
|  | SELECT GRADE MODE |
|  |
| Type your course description as you would like it to appear in the catalog and syllabus. |
|  |
| Click here to enter topic outline. Feel free to use bullets to format the outline. |

**** YES

If yes, list below (for information purposes only). TYPE IN ALL OF THE LEARNING OUTCOMES, ASSESSMENTS, AND GENeral EDucation COMPETENCIES AS THEY SHOULD BE DISPLAYED IN THE SYLLABUS

|  |  |  |
| --- | --- | --- |
| LEARNING OUTCOMES | ASSESSMENTS | GENERAL EDUCATION COMPETENCIES |
| Demonstrate knowledge and awareness of theories and techniques of intrapersonal and interpersonal communication.  | Completion of chapter quizzes, midterm and final exam with a score of 70% or better. | COM, CT |
| Identify and analyze techniques and interpretation of verbal and nonverbal communication | In class role play exercises and group discussion; demonstration of knowledge in group research paper and project | COM |
| Reflect upon self-awareness, personal and professional values | Self-reflection paper of communication style, relationship style and completion of inner and outer self-project with statements of realization and awareness. | GSR, CT |
| Understand the influence of perception, judgment, stereotypes, expectations and gender and cultural bias on inter- and intra-personal communication | Self-reflection paper of personal communication style, participation in weekly self-awareness assessments on various topics, integration of news and other media resources and completion of quizzes and tests with a score of 70% or better. | GSR, COM, CT |
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### SECTION II (must complete each item below)

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| --- | --- |
| If you intend to restrict student registration based on the students’ major(s), enter all applicable major restriction codes: | n/a |
| 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?\*(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. | NONA |
| Will these changes have an impact on other courses, programs, departments, or budgets? | NO |
| If “Yes”, please explain or submit comments below, if no enter NA |
| NA |
| If “Yes”, have you discussed this proposal with anyone (from other departments, programs, or other institutions) regarding the impact? Were any agreements made?  |
| NA |

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

**PROVIDE JUSTIFICATION FOR EACH CHANGE ON THIS PROPOSED CURRICULUM ACTION (OTHER EXPLANATORY INFORMATION):**

The proposed changes in the learning objectives align the course more closely with accreditation standards of the council for standards in human service education (cshse) and provide evidence of compliance necessary to sucessfully achieve accreditation status for the program. The proposed assessment changes are the result of classroom experience and student feedback. The proposed changes offer a more comprehensive learning experience.

**nOTE:**Changes for the Fall 2014Term must be submitted by the January 2014 deadline and approved no later than the February 2014 Curriculum Committee meeting prior to the start of the next academic year. Changes during mid-school year are NOT permitted. Extreme circumstances will require approval from the appropriate dean as well as the Vice President, Academic Affairs to begin in either the spring or summer term.

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

FALL 2014

NA

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

SIGNATURE #1 NEEDED FOR EFFECTIVE TERM EXCEPTION:

dean \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ dATE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SIGNATURE #2 NEEDED FOR EFFECTIVE TERM EXCEPTION:

VICE PRESIDENT, ACADEMIC AFFAIRS \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ dATE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**FACULTY ENDORSEMENTS:**PLEASE SEPARATE FACULTY MEMBERS WITH A COMMA



**DEPARTMENT CHAIR / PROGRAM COORDINATOR ENDORSEMENT:**

 2/3/2014

**DEAN ENDORSEMENT:**

 2/5/2014

**DEANS’ COUNCIL Representative:**

 3/17/2014

**FOR CURRICULUM COMMITTEE MEETING DATE: March 28, 2014**

Completed curriculum proposals must be uploaded to Dropbox by the deadline. Please refer to the *Curriculum Committee Critical Dates for Submission of Proposals* document available in the document manager in the MyEdisonState Portal:

* Document Manager
* VP Academic Affairs
* Curriculum Process Documents