

TO	All members University Curriculum Committee; Department Chairs
FROM	Ned Moore Chair, University Curriculum Committee
	ned.moore@ccsu.edu
SUBJECT	Primary Agenda for the 1st Round Full Curriculum Meeting, Rev A
DATE	9/26/2022

## MAIN MEETING WILL BE HELD

WEDNESDAY, October 19, 2022, at 12:15pm via Microsoft Teams

### Primary Agenda

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**Links to curriculum subcommittee meetings are at the top of each agenda.**

**DIV and GRAD are independent. Their agendas are included for reference.**

**GRAD meetings are in person this year**

### 1.0 Minor Changes

All are course changes

Name	Committee	Notes
<a href="#">CHEM 161 General Chemistry - 3 credits</a>	SEST GE	Description
<a href="#">CS 253 Data Structures and Introduction to Algorithms - 3 credits</a>	SEST	Title & Description
<a href="#">CS 410 Software Engineering - 3 credits</a>	SEST	Cycling
<a href="#">CS 483 Theory of Computation - 3 credits</a>	SEST	Cycling
<a href="#">CS 498 Senior Project - 3 credits</a>	SEST	Cycling
<a href="#">GRT 212 Graphics Technology Systems - 3 credits</a>	SEST GE	Title & Description
<a href="#">GRT 242 Creative Media Industries Experience I - 3 credits</a>	SEST	Title & Description
<a href="#">MATH 450 Research Seminar - 4 credits</a>	SEST	Description
<a href="#">HIST 305 - History of Connecticut</a>	CLASS	Reinstate

## Courses to delete (No faculty able to teach)

- HIST 253 History of the South Pacific
- HIST 277 History of Christianity I
- HIST 278 History of Christianity II
- HIST 292 History of Judaism
- HIST 306 Ancient Mesopotamia
- HIST 307 Ancient Israel
- HIST 309 Legends as Ancient History
- HIST 311 Ancient Persia
- HIST 322 Political History of the United States, 1877 to Present
- HIST 326 Anglo-American Legal and Constitutional History, 1607-Present
- HIST 328 History of American Foreign Relations
- HIST 334 Women of Medieval Europe
- HIST 336 History of Early Medieval Europe
- HIST 337 History of Later Medieval Europe
- HIST 340 Renaissance & Reformation
- HIST 415 The Cold War in the United States and Europe
- HIST 438 Topics in Medieval History
- HIST 442 Absolutism and Enlightenment in Europe
- HIST 565 Seminar in 17th- and 18th-Century America
- HIST 590 Teaching American History

## 2.0 Subcommittee Agendas

SEPS

[Join the SEPS Subcommittee Meeting](#)

Tuesday 10/4 @12:15

Type	Name	Committee
Change Course	<a href="#">LLA 315 Comprehensive Reading Instruction I - 3 credits</a>	SEPS
Change Course	<a href="#">LLA 440 Literacy instruction in the Secondary School - 3 credits</a>	SEPS
Change Course	<a href="#">LLA 505 Developmental Literacy in the Secondary Schools - 3 credits</a>	SEPS GRAD
New Program	<a href="#">Literacy Studies in Culturally Sustaining and Compassionate Pedagogies</a>	SEPS GRAD
New Course	<a href="#">EDSC 583 Supervised Student Teaching - 3 credits</a>	SEPS GRAD
Change Program	<a href="#">Official Certificate Program in Transition Specialist</a>	SEPS GRAD

Type	Name	Committee
Change Course	<a href="#">HIST 101 History Matters - 1 credits</a>	CLASS
Change Course	<a href="#">HIST 295 Topics in History - 3 credits</a>	CLASS GE
Change Course	<a href="#">HIST 395 Topics in History - 3 credits</a>	CLASS
Change Program	<a href="#">Media Studies Minor</a>	CLASS
Change Course	<a href="#">MUS 114 Introduction to Music Technology - 1 credits</a>	CLASS
Change Course	<a href="#">MUS 115 Aural Skills I - 1 credits</a>	CLASS
Change Course	<a href="#">MUS 116 Aural Skills II - 1 credits</a>	CLASS
New Course	<a href="#">MUS 117 Audio Production - 3 credits</a>	CLASS
New Course	<a href="#">MUS 118 Electronic Music - 3 credits</a>	CLASS GE
Change Course	<a href="#">MUS 177 Applied Music - .5 credits</a>	CLASS
Change Course	<a href="#">MUS 201 Listening to Western Art Music of the 20th and 21st Centuries - 2 credits</a>	CLASS
Change Course	<a href="#">MUS 215 Aural Skills III - 1 credits</a>	CLASS
Change Course	<a href="#">MUS 216 Aural Skills IV - 1 credits</a>	CLASS
New Course	<a href="#">MUS 223 Search in Music Technology and Music Business - 3 credits</a>	CLASS
New Course	<a href="#">MUS 224 Electronic Music Composition/Audio Technology I - 3 credits</a>	CLASS
New Course	<a href="#">MUS 225 Electronic Music Composition and Audio Technology II - 3 credits</a>	CLASS
New Course	<a href="#">MUS 226 Music for Film, TV, Video Gaming and Other Media - 3 credits</a>	CLASS
New Course	<a href="#">MUS 227 Principles of Sound Recording - 3 credits</a>	CLASS
New Course	<a href="#">MUS 228 Audio Mixing and Processing - 3 credits</a>	CLASS
Change Course	<a href="#">MUS 235 Music History I - 3 credits</a>	CLASS GE
Change Course	<a href="#">MUS 237 Diatonic Harmony - 2 credits</a>	CLASS
Change Course	<a href="#">MUS 250 Piano Class I - 1 credits</a>	CLASS
Change Course	<a href="#">MUS 251 Piano Class II - 1 credits</a>	CLASS
Change Course	<a href="#">MUS 273 Jazz Improvisation I - 2 credits</a>	CLASS
Change Course	<a href="#">MUS 295 Beginning Composition - 2 credits</a>	CLASS
New Course	<a href="#">MUS 301 Coding for Music - 3 credits</a>	CLASS GE
Change Course	<a href="#">MUS 318 Chromatic Harmony I - 2 credits</a>	CLASS
Change Course	<a href="#">MUS 319 Chromatic Harmony II - 2 credits</a>	CLASS
Change Course	<a href="#">MUS 350 Piano Class III - 1 credits</a>	CLASS
Change Course	<a href="#">MUS 351 Piano Class IV - 1 credits</a>	CLASS
Change Course	<a href="#">MUS 367 Choral Conducting - 2 credits</a>	CLASS
Change Course	<a href="#">MUS 368 Instrumental Conducting - 2 credits</a>	CLASS

Change Course	<a href="#"><u>MUS 395 Composition - 2 credits</u></a>	CLASS
Change Course	<a href="#"><u>MUS 408 Form and Analysis - 2 credits</u></a>	CLASS
Change Program	<a href="#"><u>Music, B.A.</u></a>	CLASS
Change Course	<a href="#"><u>PS 345 Terrorism - 3 credits</u></a>	CLASS GE
New Course	<a href="#"><u>PS 385 Pursuits, Possibilities, and Professions in Political Science - 2 credits</u></a>	CLASS
Change Program	<a href="#"><u>Political Science, B.A.</u></a>	CLASS
Change Course	<a href="#"><u>PSY 364 Adult Development &amp; Aging - 3 credits</u></a>	CLASS DIV
Change Course	<a href="#"><u>SPAN 127 Spanish for the Health Professions I - 3 credits</u></a>	CLASS
Change Course	<a href="#"><u>SPAN 128 Spanish for the Health Professions II - 3 credits</u></a>	CLASS
Change Course	<a href="#"><u>TH 115 Play Production - 1-2 credits</u></a>	CLASS
Change Course	<a href="#"><u>TH 126 Makeup I - 3 credits</u></a>	CLASS GE
Change Course	<a href="#"><u>TH 251 Stage Management - 3 credits</u></a>	CLASS
Change Course	<a href="#"><u>TH 375 History of Theatre I - 3 credits</u></a>	CLASS
Change Course	<a href="#"><u>TH 376 History of Theatre II - 3 credits</u></a>	CLASS
Change Program	<a href="#"><u>Theatre with Specialization in Performance, B.F.A.</u></a>	CLASS
Change Program	<a href="#"><u>Theatre with Specialization in Technology, Design and Production, B.F.A.</u></a>	CLASS
Change Program	<a href="#"><u>Theatre, B.A.</u></a>	CLASS

Type	Name	Committee
Change Course	<a href="#">CET 453 Microcomputers - 3 credits</a>	SEST GRAD
Change Course	<a href="#">CM 485 Construction Management Senior Lab - 2 credits</a>	SEST
Change Course	<a href="#">ROBO 420 Manufacturing Automation - 3 credits</a>	SEST
Change Course	<a href="#">CS 455 Principles of Secure Software Development - 3 credits</a>	SEST
Change Course	<a href="#">CYS 455 Principles of Secure Software Development - 3 credits</a>	SEST
Change Course	<a href="#">CYS 492 Computer Security - 3 credits</a>	SEST
Change Course	<a href="#">CS 492 Computer Security - 3 credits</a>	SEST GRAD
Change Course	<a href="#">CS 493 Secure Software Designs - 3 credits</a>	SEST
Change Course	<a href="#">CYS 493 Secure Software Designs - 3 credits</a>	SEST
New Course	<a href="#">CS 515 Secure Software Development - 3 credits</a>	SEST GRAD
Change Course	<a href="#">EE 101 Electric Circuits I - 3 credits</a>	SEST
Change Course	<a href="#">EE 201 Electric Circuits II - 3 credits</a>	SEST
Change Course	<a href="#">EE 212 Fundamentals of Logic Design - 3 credits</a>	SEST
Change Course	<a href="#">EE 301 Signals and Systems - 3 credits</a>	SEST
Change Course	<a href="#">EE 312 Computer Systems - 3 credits</a>	SEST
Change Course	<a href="#">EE 313 Electric Energy Engineering I - 3 credits</a>	SEST
Change Course	<a href="#">EE 323 Electric Energy Engineering II - 3 credits</a>	SEST
Change Course	<a href="#">EE 324 Control Systems I - 3 credits</a>	SEST
Change Course	<a href="#">EE 330 Electromagnetics - 3 credits</a>	SEST
Change Course	<a href="#">EE 331 Introduction to Semiconductors - 3 credits</a>	SEST
Change Course	<a href="#">EE 333 Electric Machines and Motors I - 3 credits</a>	SEST
Change Course	<a href="#">EE 343 Electric Machines and Motors II - 3 credits</a>	SEST
Change Course	<a href="#">EE 351 Analog Circuit Design - 3 credits</a>	SEST
Change Course	<a href="#">EE 352 Signal Processing and Pattern Analysis - 3 credits</a>	SEST
Change Course	<a href="#">EE 353 Energy Storage Systems - 3 credits</a>	SEST
Change Course	<a href="#">EE 363 Renewable Energy - 3 credits</a>	SEST
Change Course	<a href="#">EE 401 Random Signals and Systems - 3 credits</a>	SEST
Change Course	<a href="#">EE 424 Control Systems II - 3 credits</a>	SEST
Change Course	<a href="#">EE 430 RF Communications - 3 credits</a>	SEST
Change Course	<a href="#">EE 497 Capstone I - 2 credits</a>	SEST
Change Course	<a href="#">EE 498 Capstone II - 2 credits</a>	SEST
New Course	<a href="#">STAT 208 Introduction to Biostatistics - 3 credits</a>	SEST

Type	Name	Committee
Change Course	<a href="#">CET 453 Microcomputers - 3 credits</a>	SEST
Change Course	<a href="#">CS 492 Computer Security - 3 credits</a>	SEST
New Course	<a href="#">CS 515 Secure Software Development - 3 credits</a>	SEST
Change Program	<a href="#">Finance, B.S.</a>	BUS
New Course	<a href="#">EDSC 583 Supervised Student Teaching - 3 credits</a>	SEPS
Change Course	<a href="#">LLA 505 Developmental Literacy in the Secondary Schools - 3 credits</a>	SEPS
New Program	<a href="#">Literacy Studies in Culturally Sustaining and Compassionate Pedagogies</a>	SEPS
Change Program	<a href="#">Official Certificate Program in Transition Specialist</a>	SEPS

## INT

No INT proposals – Meeting cancelled

## BUS

[Join the BUS Subcommittee Meeting](#)

Tue. 10/11 @12:15

Type	Name	Committee
Change Program	<a href="#">Finance, B.S.</a>	BUS GRAD

## GE

[Join the General Education Subcommittee Meeting](#) Wed. 10/12 @ 12:15

a. Regular Proposals

Type	Name	Committee
Change Course	<a href="#">HIST 295 Topics in History - 3 credits</a>	CLASS
New Course	<a href="#">MUS 118 Electronic Music - 3 credits</a>	CLASS
Change Course	<a href="#">MUS 235 Music History I - 3 credits</a>	CLASS
New Course	<a href="#">MUS 301 Coding for Music - 3 credits</a>	CLASS
Change Course	<a href="#">PS 345 Terrorism - 3 credits</a>	CLASS
Change Course	<a href="#">TH 126 Makeup I - 3 credits</a>	CLASS

b. Transfer of a required course from the new CC system

The system office has asked us to review the course described in Appendix A and decide how it will transfer to CCSU. This new course is required of all CC students

c. Transfer equivalency table for new CC system courses

A system wide committee is currently creating a master database of new CC courses and want our help in determining transfer equivalencies. They are particularly concerned about courses which do not have a direct analog at CCSU but that should still be awarded general education credit. CCSU already does a good job at this, but perhaps this is not true at some of our sister institutions.

## DIV

The Diversity Committee

Type	Name	Committee
Change Course	<a href="#">PSY 364 Adult Development &amp; Aging - 3 credits</a>	CLASS DIV

## Appendix A – New Required CC Course

The syllabus template for the course is provided below.

### **CCS 101: College & Career Success (3 credits)**

**[Ned: Deleted info about faculty, office hours etc]**

## **Welcome to College & Career Success!**

### **Welcome (customize and consider adding your photo)**

Example: Welcome to the course! I am excited to be your instructor and can't wait to get to know you. I value your unique perspectives and aim to create a learning environment where all voices are heard and respected. Throughout the semester, you will be exploring who you are, what matters to you, and will develop essential skills and strategies for success in college and beyond. You will also engage in a variety of learning activities and so that you can develop a plan to reach your individual academic and career goals. I am looking forward to getting to know you better in this class and hope that you will view me as part of your support team. (**Students can refer to welcome video on BB if available**)

### **Information/Mini Bio (customize)**

*Example: I have been teaching for over 10 years and this is my favorite class to teach because I have the honor of being a part of your journey early on during your college experience. I truly enjoy helping students determine their path and develop skills so that they achieve their goals. I have a \_\_\_\_\_ degree and have a background in \_\_\_\_\_. Instructor Positionality <https://www.insidehighered.com/advice/2022/01/26/successful-instructors-understand-their-own-biases-and-beliefs-opinion> Consider sharing some things about your identity (first-gen, family role, etc.) that you feel comfortable sharing with students to help them understand more about you. Example: My role models are my parents who both went to community college and became a teacher and engineer. They taught me the value of determination and instilled in me a passion for helping others. I am a proud aunt of five nieces and a nephew. I love gardening, cooking, and going for walks with my dog.*

### **Contact Information & Response Time (customize)**

*Example: My official office hours are listed above, but I'm more than happy to schedule a time to meet that is convenient for both of our schedules. The best way to reach me is to email me at \_\_\_\_\_. Please expect that I will respond to you within \_\_\_\_\_. If I do not reply within \_\_\_\_\_, feel free to contact me again. As much as I try to do my best to stay on top of my email inbox, if I inadvertently miss your email, I would appreciate the reminder. ☺*

## **What is this course all about?**

### **Course Description:**

This course prepares students for success in college and beyond. Students will develop self-awareness and an understanding of how to navigate college, value diversity, develop skills and strategies for success, and explore career options. Essential academic skills including information literacy, critical thinking, and effective communication will be addressed. By the end of this course, students will create a personalized academic and career success plan.

### **Learning Outcomes:**

Over the course of the semester, students will develop self-efficacy as a college student and will be able to:

1. Identify campus resources and engage with the campus community.
2. Recognize cultural identity and value of diversity.

3. Define and apply college success and resilience strategies.
4. Demonstrate information literacy including how to access, evaluate, and ethically use information.
5. Create academic and career plans including financial and success strategies for goal attainment.

## What have previous students said about this course?

“I think it’s a great way to start off in college. You feel comfortable with everyone in class and “you” are the main subject of the course. It’s about finding out who you are, your values and skills, and how they can be applied in jobs and a lot more.”

“I learned how to take notes better, manage my time, and how to adapt to different teachers...all things I actually needed.”

“This course teaches you things about yourself that you didn’t know before. It helps you prepare for college and whatever comes next.”

“I would recommend everybody take this class because it really helped me in many ways. I feel less stressed/worried and more confident about my future in college and in general.”

*(you may want to include actual quotes from previous students – customize)*

## What do I need?

**Text:** Customize if required

**Technology:** Customize to include any technology requirements for this course. Example below:

- **Minimum technology requirements:** Please reference the [Instructional Method & Technology Needs](#) document to customize the minimum technology requirements. While phones/mobile devices can be convenient, they are not recommended for college coursework.
- **Laptop Assistance/Loaner Program:** include information here
- **Blackboard:** You will access Blackboard via my.commnet.edu.
- **Live video session:** (WebEx, Teams, Collaborate, etc.) Include link or directions on how to access any live video platform.
- **Microsoft Office:** Each student has FREE access to Microsoft Office using the Office 365. Office productivity suite includes Outlook, Word, Excel, PowerPoint, OneNote, and more. For more information on how to download Microsoft Office, go to:  
<http://supportcenter.ct.edu/service/Office365.asp>
- **Email:** Email can be accessed on the Outlook app or through my.commnet.edu. Use your NET ID (01234567@student.commnet.edu) and password for my.commnet.edu to access your email. It is highly recommended that you check your school email regularly. You can also access email in Blackboard to email me directly.

## What can I expect?

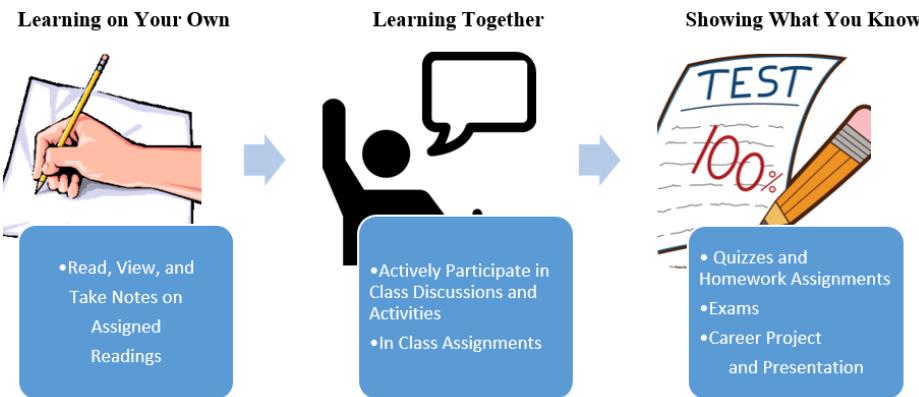
### IN CLASS ENGAGEMENT

What can I expect to do *DURING* Class? Customize - *It is recommended that your expectations for attendance and participation are stated. Depending on the instruction method, consider including clear expectations for engagement. Consider establishing guidelines for student absences or participation in class activities.*

### OUTSIDE OF CLASS ENGAGEMENT

What can I expect to do *OUTSIDE* of class? Customize – *It is recommended that your expectations for outside of class work is stated which may include how many hours outside of class are recommended as well as activities they should engage in each week to be successful (reviewing course content, reading, weekly assignments, etc.)*

*Additionally, visuals can be used such as the example below:*



## DIVERSITY & INCLUSION STATEMENT

What can I expect from my classmates and my instructor? *Customize – It is important to include such a statement to foster an inclusive learning environment and indicate that different viewpoints will be respected and valued.*

**Example:** We all represent a rich variety of backgrounds and perspectives that are a resource and strength. As your instructor, I am committed to providing an atmosphere for learning that appreciates and celebrates diversity. Some of the topics that we cover are challenging, yet enlightening, and will require respect, care, and empathy for each other, as well as the courage to critically examine and assess our own beliefs. While working together to build this respectful and inclusive learning environment, it is expected that each student and I will:

- Value the differences and uniqueness of each individual
- Be open to the views of others
- Listen thoughtfully to any shared thoughts, feelings, or beliefs
- Communicate in a respectful manner
- Keep confidential any discussions that are of a personal (or professional) nature
- Appreciate the opportunity we have to learn from each other in this community

## ASSIGNMENTS

What Can I Expect for Assignments? *It is especially important to clearly state your policies on accepting late work. Include only pertinent information for your class.*

*Example (please customize):*

- **Due Dates:** Assignments for this class are due by 11:59 PM on the due date and need to be submitted on Blackboard. All assignments should be submitted in the following formats: .doc, .docx, .pdf. Using Microsoft Office products is preferred.
- **Instructions and Rubrics:** Please read instructions thoroughly and follow any grading rubric provided before submitting an assignment. It is my job to make sure you have a clear idea of what is expected and how each assignment is evaluated. Please let me know if you have any questions.
- **Writing:** Please note that “text” style of writing or typing is not to be used for any assignments or communication related to this class. Use complete sentences in all papers, discussions, and communications

including emails and online course content. If you struggle with writing, please schedule an appointment with the Tutoring Center.

- **Review before submitting:** It is expected that you spell-check and proofread before submitting any assignment.
- **Discussions:** The Discussion board is an online forum. Unlike email or text– it is read by the entire class. Students are expected to conduct online conversations in a professional manner. These public posts need to be respectful, spell-checked, and in full sentence form. Discussions posts are usually written answers to a posed question. Take your time to respond to these posts with thoughtful answers that are proofread. You can also use the “Q&A Discussion” for general class questions. Personal questions should be emailed to me directly. Make sure to clearly ask questions and if you have the answer to one of your classmate’s questions, feel free to answer politely and help!
- **Late assignments:** You will be given 1 Late Work Pass (LWP). I understand that life happens and the 1 LWP allows you to use it when you need it most. All other work should be completed on time by the due date to receive a grade. This policy exists to emphasize the importance of practicing good time management in college. It is important to stay on track with your assignments and plan ahead so that you can submit them on time by the due date. Not only will this help you feel less stressed, but meeting deadlines is an important skill you will need for college and eventually in your career. *NOTE: While effective time management is an essential skill that is emphasized in this class, I understand that life circumstances can be challenging. Please communicate with me as soon as possible (preferably before a due date) if you anticipate having an issue getting work done on time for this class. Reach out early so I can help you figure out a plan to be successful.*
- **Feedback:** I will return your assignments with constructive feedback within \_\_\_\_days. Please use my feedback to improve on subsequent assignments.

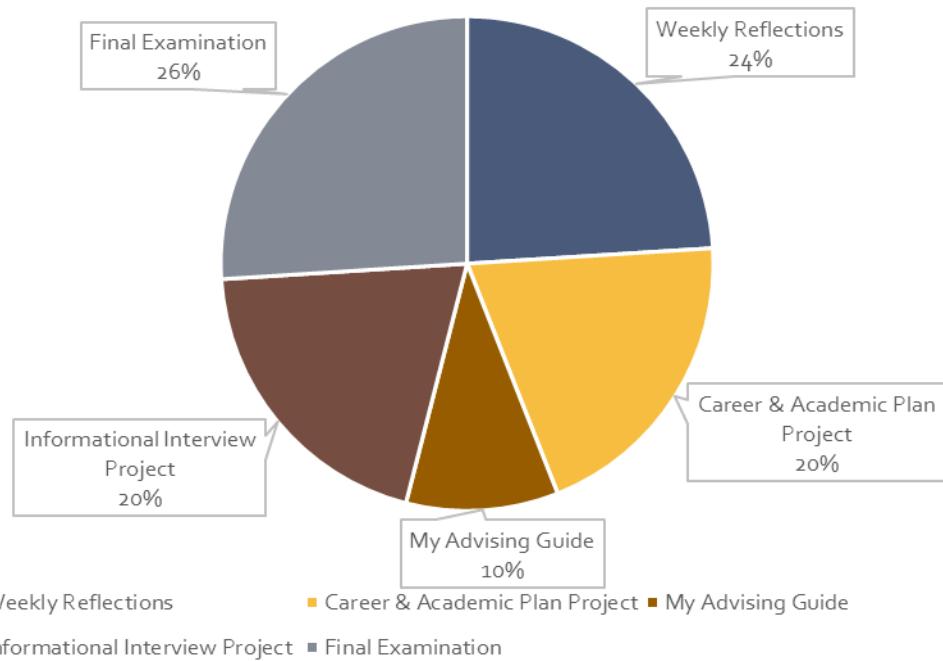
## Assessment & Grading Information

### Grading Scale:

Final Letter Grade	Percentage at End of Semester
A	93–100
A–	90–92
B+	87–89
B	83–86
B–	80–82
C+	77–79
C	70–76
D	65–69
F	0–64

**Percentage Breakdown:** *It is recommended to include a visual such as a pie chart with percentage breakdown of grade. See example below:*

## Assignments and Percentage of Total Grade



**Points Breakdown:** *It is recommended to include assignment details which can be links, aligned outcomes, purpose and points.*

Assignment	Outcomes Met	Purpose	Points
Weekly Reflections (include link to assignments)	1, 2, 3, 4, 5	Reflect on what you have learned about the weekly topics covered in class.	(12 x 20pts each) 240 points
Career & Academic Plan Project (include link to assignment)	1, 4, 5	Choose TWO careers that you will further research and evaluate to see if they are good career options to pursue further.	200 points
My Advising Guide (include link to assignment)	1, 5	Connect with your Assigned Guided Pathways Advisor to help you create a customized semester by semester guide according to your unique academic and career goal.	100 points
Informational Interview Project (include link to assignment)	3, 5	Learn more about a specific career that interests you by practicing networking and professional communication skills with a professional in that field.	200 points
Final Examination Presentation (include link to assignment)	1, 2, 3, 4, 5	Reflect and share what you have specifically learned throughout this course in a structured and creative way. You will summarize what you have learned about yourself including your unique identity, ways to appreciate diversity, the skills, strategies and resources you will use to help you be successful, your confirmed career and academic goals and plan, and, finally, a future vision for yourself.	260 points
<b>TOTAL</b>			<b>1000 points</b>

## Course Outline

*Please note this is a SAMPLE ONLY.*

*Topics may be arranged in a different order depending on the instructor.*

**You may want to include wording about course cancellations and a reminder to frequently check the syllabus (and where to find it) for topics and assignments that are due.** (Example: The following is an outline of the class schedule for the semester. If class is cancelled, a message will be posted on Blackboard. The course outline is subject to change, so please refer to the syllabus posted in Blackboard for the most recent and updated version.)

Week	TOPIC / What will you learn and be able to do?	What is due?
<b>Navigating college:</b> Purpose, value, expectations of higher education and importance of engaging in and utilizing resources for success (Outcomes 1, 3, 5)		
Week 1	<p><b>What is CCS 101, what will I learn, and what technology tools do I need to use?</b></p> <p>– Syllabus Review Activity, Technology Essentials Review, Email Introduction Sample, Pre-Quiz (due next class)</p> <p><u>You will be able to:</u></p> <ul style="list-style-type: none"> <li>• Access and utilize relevant and essential college technological tools such as the learning management system (Blackboard), myCommNet, etc. and review how to use them effectively.</li> <li>• Demonstrate how to interact and communicate effectively with professors (including in-class, through email, and during office hours).</li> </ul>	
Week 2	<p><b>What resources do I need and how can I get involved with the campus community?</b> – Strengths Assessment, Review of Campus Resources, Ways to Engage with Campus Community, Accountability Buddy</p> <p><u>You will be able to:</u></p> <ul style="list-style-type: none"> <li>• Evaluate needs and identify resources relevant for individual success.</li> <li>• Describe the value of engagement in college and extracurricular activities (student clubs, internship opportunities, volunteer opportunities, etc.)</li> </ul>	<u>Example:</u> <u>Reflection #1:</u> CCS 101 Pre-Quiz & Introduction Email
Week 3	<p><b>What is college and what is expected of me?</b> – Myths, Facts, and Expectations of College</p> <p><u>You will be able to:</u></p> <ul style="list-style-type: none"> <li>• Outline college expectations versus high school and share strategies and characteristics of a successful college student.</li> <li>• Describe the value of higher education, including the importance of General Education requirements and specific knowledge and skills gained from higher education; explain accreditation.</li> <li>• Explain economic impact of earning credentials in higher education (employability and earnings).</li> </ul>	<u>Example:</u> <u>Reflection #2:</u> My Campus Resources & Engagement Opportunities; My Class and College Accountability Buddy
<b>Valuing diversity:</b> Identifying own identity, gaining an awareness and appreciation of differences, valuing differing experiences and perspectives. (Outcome 2)		
Week 4	<p><b>Who am I and how do I interact with diverse populations in college and beyond?</b> – Community, Identity, and Diversity; Awareness, Acceptance, Appreciation; Cultural Responsiveness</p> <p><u>You will be able to:</u></p> <ul style="list-style-type: none"> <li>• Develop self-awareness through examination of identity, personal biases, and assumptions; identify ways diversity exists.</li> <li>• Describe definitions, practices, and behaviors to manage diversity which may include inclusion, empathy, and equity.</li> </ul>	<u>Example:</u> <u>Reflection #3:</u> College Myths, Facts, & Expectations Reflection
Week 5	<p><b>What actions can I take to appreciate diversity in life and my career?</b> –, Implicit Bias &amp; Taking Action, Danger of Single Story, Empathy, Activism</p> <p><u>You will be able to:</u></p>	<u>Example:</u> <u>Reflection #4:</u> Benefits and Strategies of

	<ul style="list-style-type: none"> <li>Describe importance of valuing different perspectives and relation to critical thought and intellectual open-mindedness in college and beyond, which may include conversation on civil discourse.</li> <li>Share differences and discuss importance of diversity in college community, chosen career, and larger world context.</li> </ul>	Cultural Responsiveness; Identity Self-Reflection
<b>Exploring and choosing a path:</b> Assessing self including personal strengths, interests, values, and skills to identify and then research career options and relevant academic paths; Setting short- and long-term goals and creating academic and career plans with financial and success strategies to attain goals. (Outcomes 4, 5)		
Week 6	<p><b>What career option(s) is the best fit for me?</b> – Career Self-Assessment (FOCUS2), Career Research, “Career &amp; Academic Plan Project” review</p> <p><u>You will be able to:</u></p> <ul style="list-style-type: none"> <li>Use a variety of tools to assess personality strengths, career interests, personal values, skills, etc. to identify career options.</li> <li>Identify and use a variety of valid online and library resources to research potential career option(s). Evaluate the career(s) and identify duties, skills, education requirements, job outlook and describe how career(s) matches with interest</li> </ul>	<p><b>Example:</b> <u>Reflection #5:</u> Implicit Bias &amp; Actions, Danger of Single Story Questions, and Empathy Quiz Reflection</p>
Week 7	<p><b>What is my academic plan to achieve my career goal?</b> - Advising Process, Transfer Planning, Educational Requirements, Financial Strategies, Review “My Academic Guide” Assignment</p> <p><u>You will be able to:</u></p> <ul style="list-style-type: none"> <li>Select a specific academic degree program and outline coursework at campus by using college tools to develop a semester-by-semester academic plan. Identify courses critical for success in program.</li> <li>If applicable, outline future academic path including transfer options, required years to reach highest level of education required, and strategies (including financial) to gain ultimate employment.</li> <li>Successfully navigate the advising and registration process by identifying your advisor and creating a plan for registering for the subsequent semester.</li> </ul>	<p><b>Example:</b> <u>Reflection #6:</u> FOCUS2 Assessments and Career and Major Choice(s) for Career &amp; Academic Plan Project</p>
<b>Developing strategies and skills for success:</b> Campus resources and engagement, time management, study skills, information literacy, effective communication. (Outcomes 1, 3, 4)		
Week 8	<p><b>How can time management and goal setting help me to achieve my college and career goals?</b> - Time Management, 3P’s – Planning, Prioritization, No Procrastination; Goal Setting (choose career goal)</p> <p><u>You will be able to:</u></p> <ul style="list-style-type: none"> <li>Prioritize activities (including personal, academic, and work responsibilities) using self- and time-management strategies.</li> <li>Explain strategies to avoid procrastination and effective planning tools to optimize time for success.</li> </ul>	<p><b>Example:</b> <u>Reflection #7:</u> Academic Advisor &amp; Advising Appointment Information</p> <p><b>Example:</b> <b>Career &amp; Academic Plan Project DUE</b></p>
Week 9	<p><b>What is information literacy and how can it help me in college and life?</b> – 5C’s Consider Sources, Check Credibility, Careful Reading, Choose Carefully, and Cite Sources</p> <p><u>You will be able to:</u></p> <ul style="list-style-type: none"> <li>Exhibit information literacy skills which may include distinguishing scholarly from non-scholarly sources, evaluating the validity of different sources, and using sources effectively and ethically. Explain plagiarism and how to avoid it by identifying and citing sources correctly.</li> </ul>	<p><b>Example:</b> <u>Reflection #8:</u> Career Goal Setting Worksheet and Weekly Schedule</p>

	<ul style="list-style-type: none"> <li>• Distinguish informal, academic, and professional writing.</li> </ul>	
Week 10	<p><b>What proven academic strategies will help me be successful in college? –</b> Unlocking the mystery – Keys to Study Skills, Adapting to Teaching Styles</p> <p><u>You will be able to:</u></p> <ul style="list-style-type: none"> <li>• Practice active reading strategies for academic texts (e.g., previewing, annotating, and reviewing).</li> <li>• Identify and apply note-taking strategies appropriate to context (while reading, preparing for assignments, and during class).</li> <li>• Differentiate study techniques demonstrated to be effective (distributed practice, self- testing) from those not supported by evidence (highlighting, passive rereading) and practice the former.</li> </ul>	<p><b>Example:</b> <u>Reflection #9:</u> Career Hot Topic Research Worksheet</p>
Week 11	<p><b>What is networking and how do I effectively communicate with professionals?</b> – Communication Essentials, Email Etiquette, Networking 101, Review the “Informational Interview Project”</p> <p><u>You will be able to:</u></p> <ul style="list-style-type: none"> <li>• Demonstrate interpersonal competence by effectively communicating and working with others including professors and career professionals.</li> </ul>	<p><b>Example:</b> <u>Reflection #10:</u> My Study Strategies for Success &amp; Adapting to Teaching Styles</p> <p><b>Example:</b> <b>My Advising Guide DUE</b></p>
<b>Thriving and practicing resiliency:</b> Motivation, mind-set, decision-making, well-being, stress management. (Outcome 3)		
Week 12	<p><b>What other skills and strategies will help me be successful in college and life?</b> – Motivation, Mind-set, Decision-Making, and Resiliency</p> <p><u>You will be able to:</u></p> <ul style="list-style-type: none"> <li>• Define resilience and describe ways in which students can practice resilient thoughts and behaviors including describing mindset and motivation practices</li> <li>• Identify characteristics and behaviors that foster and/or impede academic success including decision making strategies</li> </ul>	<p><b>Example:</b> <u>EXTRA CREDIT</u> Identify Informational Interview contact(s), email example, and questions to ask</p>
Week 13	<p><b>How can I manage stress and maintain wellness in everyday life?</b> - Locus of Control, Stress Management Techniques, Wellness Check</p> <p><u>You will be able to:</u></p> <ul style="list-style-type: none"> <li>• Discuss stress management techniques</li> <li>• Discuss aspects of physical and emotional well-being that contribute to academic success</li> <li>• Identify and utilize self-care strategies including resource identification, help seeking, and self-advocacy</li> </ul>	<p><b>Example:</b> <u>Reflection #11:</u> Motivation, Mindset, and Decision-Making Reflection</p>
Week 14	<p><b>FINAL Presentation Overview - Example: “My Success S.T.O.R.Y.”</b> <b>Review Student Samples</b></p>	<p><b>Example:</b> <u>Reflection #12</u> Wellness Check and Strategies for Stress Management</p>
Week 15	<p><b>Post Quiz (In class) &amp; Student Evaluation</b></p>	<p><b>Example:</b> <b>Informational Interview Project DUE</b></p>
FINAL	<p><b>Student Final Presentations – “My Success S.T.O.R.Y.”</b></p>	

## Tips for Success

*Consider outlining any specific tips for this class including encouraging students to use specific resources, proven study strategies, and/or other recommended success tips. Students may find this information helpful before starting this course and can reference this section if encountering challenges while taking this course.*

## Available Resources and Support

*Example:* The college has many support services that can help you achieve your goals. I encourage you to reach out to me and other professionals on campus as needed. ***Don't go it alone.*** We all need a support system and here are some examples of supports and resources available to you:

Me, Your Professor	Include preferred method of contact
Advising	Include website, contact information, location
Blackboard Help	Include website, contact information, location
Bookstore	Include website, contact information, location
Career Services	Include website, contact information, location
Cashier's Office	Include website, contact information, location
Disability Services	Include website, contact information, location
Financial Aid	Include website, contact information, location
Food Pantry	Include website, contact information, location
International Student Services	Include website, contact information, location
LGBTQ+	Include website, contact information, location
Library	Include website, contact information, location
Mental Health Services	Include website, contact information, location
Registrar's Office	Include website, contact information, location
Student Activities	Include website, contact information, location
Technology/I.T.	Include website, contact information, location
Title IX	Include website, contact information, location
Tutoring Center	Include website, contact information, location
Veteran Services	Include website, contact information, location

***CUSTOMIZE - If you have a comprehensive resource list with more information, feel free to provide the link here or directions on how to access, but this list provides a go-to resource for students for reference.***

## Important Information & Policies

*Customize and include any **required** compliance information here along with any other **important** policies*

- Student Disability Services
- Academic Integrity Policy
- Academic Engagement Policy
- Academic Credit Hour/Semester Hour definition
- Notice of Non-Discrimination