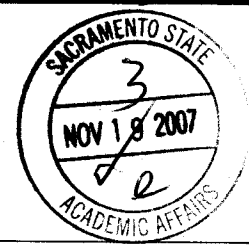




SACRAMENTO
STATE

Course Change Proposal Form A



Academic Group (College): ECS	Academic Organization (Department): CE, CSC, EEE, ME	Date: 10/12/07
Type of Course Proposal: New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>	Department Chair: R. Mahmood, D. Zhang, S. Vadhva, R. Bandy	Submitted by: Emir Macari, Dean, ECS
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	For Catalog Copy: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> CCE (Extension): Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Semester Effective: Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> , 2008 <input type="checkbox"/>

This course is a new experimental course.

Change from:

Subject Area (prefix) & Catalog Nbr (course no.): ENGR 096A	Title: Peer Coaching for Engineering and Computer Science I	Units: 1
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Change to:

Subject Area (prefix) & Catalog Nbr (course no.):	Title:	Units:
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JUSTIFICATION:

This is the first course in an experimental two-semester sequence, which will provide freshmen majors and pre-majors in the College of Engineering and Computer Science with Peer Coaching support. Peer Coaching for students is an essential component of the College's focus on developing improved recruiting, retention and graduation strategies.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/acaf/univmanual/crsppl.htm> - Guidelines for Catalog Course Description)

This is the first course in a professional development level course sequence, focused on engineering and computer science majors (ECS). Under the guidance of upper-division ECS peer coaches, group and individual coaching sessions are designed to prepare students to become engaged in the disciplines of the College in their early years of study, acquire and develop the skills and strategies necessary to succeed in their college work, progress from lower-division to upper-division courses and successfully enter their chosen professions. Discussion 1 hour; one-to-one coaching 1 hour per week. Credit/No Credit. 1 unit.

Note:

Prerequisite:
Enforced at Registration: Yes No

Corequisite:
Enforced at Registration: Yes No

CAN (California Articulation Number): None

Graded: Letter Credit/No Credit **Instructor Approval Required?** Yes No

Course Classification (e.g., lecture, lab, seminar, discussion): C13 **Title for CMS (not more than 30 characters):** Peer Coaching for ECS I

Cross Listed? Yes No **If yes, do they meet together and fulfill the same requirement, and what is the other course.**

How Many Times Can This Course be Taken for Credit? 1

Can the course be taken for Credit more than once during the same term? Yes No

FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."
See the example at <http://www.csus.edu/acaf/example.htm>

1. Build trusting relationships and maintain rapport in all areas of life (college, home, work, etc.);
2. Identify the need for and sources of academic and personal support. Secure the appropriate student support services offered by the College and University;
3. Understand when to use the appropriate student support services offered by the College and University;
4. Effectively create and achieve personal accountability in all areas of their life (college, home, work, etc.);
5. Effectively create and achieve accountability within group settings (i.e. project teams, leadership teams, etc.);
6. Plan and implement effective project strategies, including schedules, milestones, deliverables and change orders;
7. Help guide others toward self discovery in a positive non-judgmental environment;
8. Create and ensure confidentiality in relationships;
9. Develop and use time management strategies/tools, self-management strategies/tools to help generate success in their coursework and professional careers;
10. Ensure a successful balance of academic course load, professional workload and individual needs (work/life balance).

****Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.**

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

1. Pre-and post-course surveys of student confidence concerning each of the learning outcomes.
2. Satisfactory attendance and participation in all group and individual coaching sessions

For whom is this course being developed?

Majors in the Dept Majors of other Depts ___ Minors in the Dept General Education ___ Other ___

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes ___ No

If yes, identify program(s):


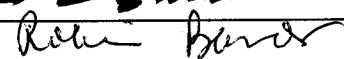
Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes ___ No

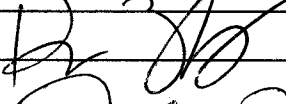
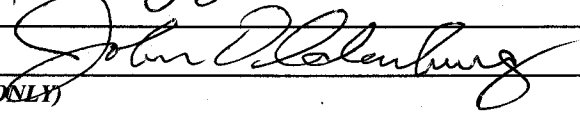
If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). _____

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:	Date
Department Chair:  Suresh Vadhu	11/15/07
Department Chair:  Robin Bunker	11/5/07

Department Chair:		
Department Chair:		
College Dean or Associate Dean:		11/16/07
CPSP (for school personnel courses ONLY)		
Associate Vice President and Dean for Academic Programs		

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

8/27/07

ENGR 96A Peer Coaching for Engineering and Computer Science I

Catalog Description:

ENGR 096A: Peer Coaching for Engineering and Computer Science I. This is the first course in a professional development level course sequence, focused on engineering and computer science majors (ECS). It is designed to prepare students to become engaged in the disciplines of the College in their early years of study, progress to upper-division courses and successfully enter their professions with robust critical thinking/problem-solving skills, project and time management tools/skills, and effective communication skills. Discussion 1 hour; one-to-one coaching, 1 hour per week. Credit/No Credit.

Prerequisites:

None. Admission preference will be given to students with ECS Major or Pre-major status.

Course Objectives for the Two-course Sequence:

1. Build trusting relationships and maintain rapport in all areas of life (college, home, work, etc.);
2. Identify the need for and sources of academic and personal support. Secure the appropriate student support services offered by the College and University;
3. Understand when to use the appropriate student support services offered by the College and University;
4. Effectively create and achieve personal accountability in all areas of their life (college, home, work, etc.);
5. Effectively create and achieve accountability within group settings (i.e. project teams, leadership teams, etc.);
6. Plan and implement effective project strategies, including schedules, milestones, deliverables and change orders;
7. Help guide others toward self discovery in a positive non-judgmental environment;
8. Create and ensure confidentiality in relationships;
9. Develop and use time management strategies/tools, self-management strategies/tools to help generate success in their coursework and professional careers;
10. Ensure a successful balance of academic course load, professional workload and individual needs (work/life balance).

ENGR 96A Group Session Activities in Support of the Objectives:

1. Present the requirements of the course for involvement in group and individual coaching sessions, consistency of attendance in peer coaching activities, and pre- and post-course assessments.
2. Attend presentations given by campus service providers.
3. Participate in group and individual sessions dealing with campus support services.
4. Discuss the use of beneficial support services that can help with immediate needs for each student.
5. Create personal accountability targeted tasks linked to the outcomes of discussions and individual sessions on this topic.

6. Design follow-up activities/discussions to ensure completion of personal accountability tasks.
7. Create group accountability tasks linked to group outcomes of discussions on this topic.
8. Design follow-up activities to ensure successful completion of accountability tasks for the benefit of the group.
9. During individual coaching sessions, select one or more courses where students will create a completion strategy, including milestones and deliverables, aligned with the class syllabus.
10. Set a goal to begin coaching others and discuss the outcomes in large group and individual sessions.
11. Discuss ethics and confidentiality and how they benefit self and others.
12. Begin identifying relationships that benefit from confidentiality and ethical conduct.
13. During individual coaching sessions, select one or more courses where students will develop time and self-management strategies.
14. Evaluate student success in using self-management strategies.
15. Participate in evaluation of expected learning outcomes of the course, and in a self-evaluation of work/academic life balance.

CR Grade Requirements:

- Attendance is required at all scheduled group and individual sessions.
- Satisfactory participation is required in all scheduled activities.
- Completion of pre- and post-course assessments is required.

Peer Coach:

TBA

Group Session Hour and Location:

TBA