California State University Channel Islands
NEW COURSE PROPOSAL
Courses must be submitted by October 15, 2010, and finalized by the end of the fall semester for the next catalog production.
Use YELLOWED areas to enter data.

DATE (*Change if modified and redate file with current date)*)　　　SEPTEMBER 19, 2011; REV 10.14.11; REV 11.10.11

PROGRAM AREA(S) UNIV

1. **Course Information.** *[Follow accepted catalog format.]*
   Prefix(es) (Add additional prefixes if cross-listed) **and Course No. UNIV 250**
   Title: SECOND YEAR SEMINAR   Units: 3
   　Prerequisites
   　 Corequisites
   　Consent of Instructor Required for Enrollment
   Catalog Description (Do not use any symbols): Examining ideas and perspectives in a complex world, this sophomore seminar highlights interdisciplinary connections in scholarship and ways of knowing and fosters in students their development as self-reflective, culturally aware, and responsive community participants. Students gain hands-on experience, knowledge, and skills about local communities and community organizations and learn how different academic disciplines apply to real world problems. Requires community service work, in addition to class time, during the semester. Topical content and community-based projects will vary from semester to semester.

Grading Scheme:

x A-F Grades

　Credit/No Credit
　　Optional (Student Choice)

Repeatability:

　Repeatable for a maximum of
　units

Total Completions Allowed 1
　　Multiple Enrollment in Same
Semester

**Course　　　　　Level
Information:**

x Undergraduate

　Post-Baccalaureate/Credential
　Graduate

Mode of Instruction/Components (*Hours per Unit are defaulted*).

	Units	Hours per Unit	Benchmark Enrollment	Graded Component	CS & HEGIS # (Filled in by the Dean)
Lecture		1			
Seminar	3	1	25	Y	
Laboratory		3			
Activity		2			
Field Studies					
Indep Study					
Other Blank					

Leave the following hours per week areas blank. The hours per week will be filled out for you.
 3 hours seminar per week
　　hours blank per week

2. **Course Attributes:**

x **General Education Categories**: All courses with GE category notations (including deletions) must be submitted to the GE website: http://summit.csuci.edu/geapproval. Upon completion, the GE Committee will forward your documents to the Curriculum Committee for further processing.

A (English Language, Communication, Critical Thinking)
   A-1 Oral Communication
   A-2 English Writing
 x A-3 Critical Thinking

B (Mathematics, Sciences & Technology)
   B-1 Physical Sciences
   B-2 Life Sciences – Biology
   B-3 Mathematics – Mathematics and Applications
   B-4 Computers and Information Technology

C (Fine Arts, Literature, Languages & Cultures)
   C-1 Art
   C-2 Literature Courses
   C-3a Language
   C-3b Multicultural

 x **D (Social Perspectives)**
 x **E (Human Psychological and Physiological Perspectives)**
   UDIGE/INTD Interdisciplinary
   Meets University Writing Requirement
   Meets University Language Requirement

   American Institutions, Title V Section 40404: Government US Constitution US History

Refer to website, Exec Order 405, for more information: http://senate.csuci.edu/comm/curriculum/resources.htm

x **Service Learning Course** (Approval from the Center for Community Engagement must be received before you   can request this course attribute).

3. **Justification and Requirements for the Course.** (Make a brief statement to justify the need for the course)

A. Justification: The Second Year Seminars, focused on student engagement and avoidance of the "sophomore slump" with intensive writing and reflection, build on multicultural perspectives in the First Year Seminars and in students' lived experiences (i.e. students do not have to have taken the First Year Seminar to take the Second Year Seminar) with students applying cultural competencies in service-learning experienes in Ventura County. The sophomore seminar will prepare students for more effective service-learning, internship, and community-based elements at the upper-division level within majors, and at the same time introduces students to interdisciplinary inquiry, to better prepare them for success in Upper Division Interdisciplinary GE courses.

Research shows that high impact practices such as intersdisciplinary perspectives, service learning and reflection on that learning, and writing intensive courses engage students and promote their successfully completing college (AACU 2010). The service-learning project and relationship with the community

partner will be developed following the guidelines from and in consultation with the Center for Community Engagement. This version of the course meets the current A3 (Critical Thinking), D (Social Science) and E (Human Psychological and Physiological Perspectives) General Education categories. It is expected that UNIV 250s will be developed in the near future (perhaps numbered 250A, 250B), one meeting A3, B, and E categories, and another meeting A3, C, and E categories to facilitate embedding GE and sophomore-level service learning into major pathways.

The Second Year Seminars continue the development of the University Experience Program (begun with Title V HSI grant in October 2010), with students documenting and reflecting on their mission-based learning in e-portfolios. The first iteration of UNIV 250 will be piloted as part of a CSU and Gilbert Foundation funded initiative "Giving Students a Compass II Making GE Relevant" in Spring 2012, paired with a simultaneous sophomore seminar taught at Oxnard College with a shared service learning project, with the aim of strengthening the transfer pipeline and developing systems of outcomes-based assessment for general education SLOs on both campuses. Assignments will target achievement of SLOs focused on integrative perspectives, individual and collective actions on public issues, the complexities of the use of information, and effective written communication (with SLOs drawn from Revisions to SP 06-06 General Education Learning Goals and Outcomes, facilitating the transition to outcomes-based GE).

Students in the Seminars will learn to use *folioCI*, the e-portfolio system (funded by Title V HSI ISLAS grant, the platform for the outcomes-based University Studies GE transition as well as the University Experience Program assessment). Students will upload artifacts meeting signature assignments and write reflective self-assessments regarding mission-based outcomes, and faculty will assess the learning outcomes with rubrics in the electronic system as part of the regular grading for the course. As is true for UNIV 150, students will be assigned a Co-Curricular Learning Community (aka Dolphin Interest Groups, or DIGS), made up of 5 to 8 students, which will meet outside of class with a University Experience Associate peer mentor to serve as an affinity group for students to discuss the work of the seminar, other Mission-based programming on campus (lectures, films, etc.), and challenges associated with the sophomore year.

B. Degree Requirement: ▉ Requirement for the Major/Minor   **Note: Submit   Program Modification if**

▉ Elective for the Major/Minor   **this course changes your program**.
x Free Elective

4. **Student Learning Outcomes.** (*List in numerical order. You may wish to use the following resource in utilizing measurable verbs: http://senate.csuci.edu/comm/curriculum/resources.htm*)
     Upon completion of the course, the student will be able to:
(1) Integrate content, ideas, and approaches from perspectives across disciplines.
(2) Take individual and collective actions which can address issues of public concern.
(3) Deliberate with others and present arguments clearly, logically, and creatively.
(4) Explain the economic, legal, social, and ethical issues surrounding the use of information.
(5) Convey how issues relevant to social, cultural, political, contemporary/ historical, economic, educational, or psychological realities interact with each other.

5. **Course Content in Outline Form.** *[Be as brief as possible, but use as much space as necessary]*

Ongoing: pariticipation in and reflection on service-learning experience; tutoring in use of e-portfolio; participation in peer-led learning communities; frequent writing and rewriting exercises

Topic 1: CI Mission: definitions and understandings of integrative perspectives and service- and community-based learning. How is the community connected to the mission?

Topic 2: Defining a local problem/project (i.e. homelessness and housing; health care; elder care; children's reading program; hunger; environmental sustainability; youth recreation, etc.) from different disciplinary perspectives (i.e. science, social science, humantities, education, and/or business).

Topic 3:   Civic engagement: Serving in a multicultural county

Topic 4:   Basic research methodologies to conduct a case study

Topic 5:   Data and information collection on the problem/service-learning project: what do we need to know to most effectively to serve this community, complete this project, solve this problem? Where do we find information? How authoritative is it? What does it mean? How might it be presented usefully (quantitative, qualitative, narrative, graphic, etc.).

Topic 6:   Thinking critically about civic engagement: How does one evaluate evidence gathered in and about the community? What are the issues surrounding the use of information? How does one account for diverse cultural and disciplinary perspectives?

Topic 7:   Application of theory of service-learning to practice of community problem solving.

Topic 8:   Reflection on civic resonsibility, strengthening communities, and learning from experience.

Topic 9: Presentation of case study done in teams, lessons learned, and possible solutions to peers and community partners.

Does this course content overlap with a course offered in your academic program? **Yes   No** x
If YES, what course(s) and provide a justification of the overlap.

Does this course content overlap a course offered in another academic area? **Yes**   **No** x
If YES, what course(s) and provide a justification of the overlap.

Overlapping courses require Chairs' signatures.

6.   **Cross-listed Courses (***Please note each prefix in item No. 1***)**
   A. List Cross-listed Courses (Signature of Academic Chair(s) of the other academic area(s) is required).
      List each cross-listed prefix for the course:

   B. Program responsible for staffing: Academic Affairs/UNIVERSITY EXPERIENCE

7.   **References.** *[Provide 3 - 5 references]*

Paul Rogat Loeb, *Soul of a Citizen: Living With Conviction in Challenging Times.* New and revised edition. St. Martin's Press, 2010.

Gary Colombo, Robert Cullen, and Bonnie Lisle. *Rereading America: Cultural Contexts for Critical Thinking and Writing*, 5th ed Bedford, 2001.

Korandi, Amanda and Martha Schmidt. *Reading Between the Lines: toward an Understanding of Current Social Problems.* Boston: McGraw-Hill, 2004.

Hays, Bill, Charles Degelman, and Constitutional Rights Foundation. *Active Citizenship Today: Field Guide.* 2nd edition. Constitutional Rights Foundation and Close Up Foundation, 2005.

Integrating Service Learning and Multicultural Education in Colleges and Universities. Lawrence Erlbaum Associations, 2000.

8. **Tenure Track Faculty Qualified to Teach This Course.**

Many of them, including Julia Balen, Andrea Grove, Marie Francois, Dennis Downey, Beth Hartung, Sean Kelly, Colleen Delaney-Rivera, Sean Anderson, Steve Stratton, Ellie Tayag, Frank Barajas, Jose Alamillo, etc.

9. **Requested Effective Date:**
   First semester offered: Spring 2012

10. **New Resources Requested. Yes** ▮   **No** X
    If YES, list the resources needed.

    A. Computer Needs (data processing, audio visual, broadcasting, other equipment, etc.)
    ▮

    B. Library Needs (streaming media, video hosting, databases, exhibit space, etc.)
    ▮

    C. Facility/Space/Transportation Needs
    ▮

    D. Lab Fee Requested (please refer to Dean's Office for additional processing) **Yes** ▮   **No** ▮

    E. Other
    ▮

11. **Will this new course alter any degree, credential, certificate, or minor in your program? Yes** ▮
    No x
    If, YES attach a program update or program modification form for all programs affected.
    <u>Priority deadline</u> for New Minors and Programs: October 1, 2011 of preceding year.
    <u>Priority deadline</u> for Course Proposals and Modifications: October 15, 2011, of preceding year.
    Last day to submit forms to be considered during the current academic year: April 15th.

Marie Francois	8/15/11
Proposer of Course (Type in name. Signatures will be collected after Curriculum approval)	Date

Date Submitted: 9/21/2011 4:10:50 PM

1. Prepare the student to use reasoning of both inductive and deductive types

Through the collection of data and information relevant to the local problem studied and related service-learning project, students will be introduced to both types of reasoning. Mission-based multicultural and civic engagement examples will be used for students to practice using inductive and deductive reasoning skills.

2. Focus on the analysis of written, oral, visual and/or symbolic communication

Within this course, students will have the opportunity to use oral and written language to demonstrate their comprehension of arguments within a variety of communication genres (film, internet, TV, journal articles, etc).

3. Prepare the student to assess common fallacies in reasoning

This course will investigate evidence and arguments, and will have to recognize which fallacies are commonly used within particular discourses. Furthermore, students will have to critique particular messages while abstaining from common fallacious traps. This course will introduce students, through critical thinking models, to academic discourse expectations with regard to the course topics and the community service project.

4. Address modes of argument, rhetorical perspectives, and the relationship of language to logic

Examining diverse perspectives in literature, non-fiction, and published scholarsly research offer an ideal focus for helping students to discern the relationship between language and action. Through assignments, guest speakers, class discussion, and interaction with community partners and among themselves, students will have to compare different perspectives and produce logically sound arguments.

1. Promote understanding of how the issues relevant to social, political, contemporary/historical, economic, educational or psychological realities interact with each other within the realm of human experience

This course will introduce to students to thinking critically about the interaction of the social sciences and civil society through examination of and reflectin on pressing issues in the community today. Students will examine case studies that exemplify issues encompassing economic, psychological, and social realities from a variety of contemporary situations. Through the service-learning project, students will gain insight on how social explanations differ from psychological explanations. In addition, the course will explore how social problems are addressed (or ignored) by the political and policy making processes, the historic development and (typically) expansion of social problems over time, as well
as the economic consequences of social problems.

2. Focus on how a social science discipline conceives and studies human existence

Students will be exposed to the ways that disciplines such as anthropology, history, political science, ethnic studies, and sociology explain the causes and consequences of various problems associated with human existence. They will learn how to frame a community-based research project and develop a case study.

3. Address issues using the methods commonly employed by a social science discipline

This course will introduce students to the methodologies of disciplines such as anthropology, history, sociology, ethnic studies, and sociology. Students will read and discuss works from social scientists from qualitative as well as quantitative orientations. In addition, the class will emphasize experiential ways of knowing through a required service learning component. Through performing service for a community partner and reflecting upon their community based assignment, students will gain knowledge through participant observation, a method frequently used by social scientists.

I only able to put it up with two GE categories. When I tried to resubmit with a third, it would not let me. So I am submitting the E justification below. Can you share this with the GE committee?

APPROVED BY GE ON 10.10.11, THIS SECTION WAS ADDED BY HAND AS THE SOFTWARE WOULD ONLY ACCEPT TWO CATAGORIES PLUS UDIGE. THE GE CTE APPROVED HAVING THREE CATAGORIES.

Request for UNIV 250: SECOND YEAR SEMINAR to be added to GE Category E: Human Psychological and Physiological Perspectives

- Focus on some aspect of human physiology, psychology, health, or physical activity

  Students in this course will critically assess the psychological, societal and economical impact of social problems such as public health crises, housing issues, issues concerning the elderly, and/or social justice issues concerning race, ethnicity, nationality, disability, legal status, socioeconomic status, gender, and sexuality on human populations in their communities, countries and in the world.

- Promote an understanding that humans, as physiological and psychological beings, exist and live in a social and physical environment

  This course will consider the personal psychology of leadership as it plays out in a variety of settings, including small and large groups, and different physical environments, including challenging environments (possible examples: presticide-polluted agribusiness fields, substandard housing situations, proximity to superfund sites, areas without disability access, etc.).

  This course will promote in students their own development as self-reflective, culturally aware, and responsive community participants in their existence as both pyschological and physiological beings. It also develops students habits of mind that promote life-long learning and wellness.

Approval Sheet

Program/Course: UNIV 250

If your course has a General Education Component or involves Center affiliation, the Center will also sign off during the approval process.

Multiple Chair fields are available for cross-listed courses.

The CI program review process includes a report from the respective department/program on its progress toward accessibility requirement compliance. By signing below, I acknowledge the importance of incorporating accessibility in course design.

Program Chair		
	Signature	Date

Program Chair		
	Signature	Date

General Education Chair		
	Signature	Date

Center for International Affairs Director		
	Signature	Date

Center for Integrative Studies Director		
	Signature	Date

Center for Multicultural Engagement Director		
	Signature	Date

Center for Civic Engagement Director		
	Signature	Date

Curriculum Chair		
	Signature	Date

AVP		
	Signature	Date