

COURSE MODIFICATION PROPOSAL

Courses must be submitted by October 15, 2013, and finalized by the end of the fall semester to make the next catalog (2014-15) production

DATE (CHANGE DATE EACH TIME REVISED): 4-14-14

PROGRAM AREA(S): SPAN

Directions: All of sections of this form must be completed for course modifications. Use **YELLOWED** areas to enter data. All documents are stand alone sources of course information.

1. Indicate Changes and Justification for Each. [Mark an X by all change areas that apply then please follow-up your X's with justification(s) for each marked item. Be as brief as possible but, use as much space as necessary.]

<input checked="" type="checkbox"/> Course title	<input checked="" type="checkbox"/> Course Content
<input type="checkbox"/> Prefix/suffix	<input checked="" type="checkbox"/> Course Learning Outcomes
<input checked="" type="checkbox"/> Course number	<input checked="" type="checkbox"/> References
<input checked="" type="checkbox"/> Units	<input type="checkbox"/> GE
<input type="checkbox"/> Staffing formula and enrollment limits	<input checked="" type="checkbox"/> Other Faculty qualified to teach
<input checked="" type="checkbox"/> Prerequisites/Corequisites	<input checked="" type="checkbox"/> Reactivate Course
<input checked="" type="checkbox"/> Catalog description	
<input type="checkbox"/> Mode of Instruction	

Justification:

- Title: The course title is being modified from "Internship or Service Learning in Spanish" to "Service Learning or Internship Capstone in Spanish", to reflect the fact that it is now being proposed as one of two options for the culminating experience in the Spanish major. The existing course is an elective and has received little interest from Spanish majors given that it does not meet core requirements in the major. The change in word order reflects that the course is primarily oriented toward the University's mission of service to the community. At the same time, the course can be used for an internship opportunity by students who choose such an option.
- We proposed changing the course number from 492 to 498 to keep it as close as possible to 499, which is the traditional Capstone designation. In the fall we plan to offer "SPAN 498 Service Learning or Internship Capstone in Spanish" and in the spring we plan to offer "SPAN 499 Capstone in Spanish," which will focus on academic projects. Having the numbers consecutive seems logical and user-friendly.
- Units: Instead of a variable number of units, the course will be standardized at 3 for all students to coincide with the 3-unit SPAN 499 Capstone in Spanish and with all of our other upper-division Spanish courses. The units will be distributed as one hour per week of lecture and two hours per week of field study.
- Prerequisites: The course will require "senior standing" or consent of instructor, instead of "upper division standing."
- The description now includes civic responsibility as one of the course concepts.
- Course Content: The modified course content now reflects theoretical concepts related to service learning, citizenship, reflective thinking, and civic responsibility.
- Course Learning Outcomes: The modified Learning Outcomes now reflect the goal of getting students to become more involved and thoughtful citizens in their community, rather than just building their language skills.
- References: The references reflect important academic resources on the topic of service learning.
- Other Faculty qualified to teach: The list has been updated to reflect changes in personnel.

2. Course Information.

[Follow accepted catalog format.] (Add additional prefixes i f cross-listed)

OLD	NEW
Prefix SPAN Course# 492	Prefix SPAN Course# 498
Title "Internship or Service Learning in Spanish"	Title "Service Learning or Internship Capstone in Spanish"
Units (1-3)	Units (3)
1-3 hours field studies per week	2 hours field study per week
hours blank per week	1 hours lecture per week
X Prerequisites: Upper Division Standing and Consent of Instructor	X Prerequisites: Senior standing as a Spanish major or consent of instructor.
X Consent of Instructor Required for Enrollment	X Consent of Instructor Required for Enrollment
Corequisites:	Corequisites:

Catalog Description (Do not use any symbols):

Students will participate in supervised community-based service with an agency or organization needing bilingual speakers, writers and/or translators. Communicative skills and cultural awareness will be emphasized.

Students are required to write a report of their experience.

General Education Categories: ☐

Grading Scheme (Select one below):

☐ A – F

☒ Credit/No Credit

☐ Optional (Student's Choice)

Repeatable for up to ☐ units

Total Completions ☐

Multiple Enrollment in Same Semester Y/N ☐ N

Course Level:

☒ Undergraduate

☐ Post-Baccalaureate

☐ Graduate

Catalog Description (Do not use any symbols):

Students will participate in supervised community-based service with an agency or organization needing bilingual speakers, writers and/or translators. Communicative skills, cultural awareness, **and civic responsibility** will be emphasized. Students are required to write a report of their experience.

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Grading Scheme (Select one below):

☒ A – F

☐ Credit/No Credit

☐ Optional (Student's Choice)

Repeatable for up to ☐ units

Total Completions ☐

Multiple Enrollment in Same Semester Y/N ☐ N

Course Level:

☒ Undergraduate

☐ Post-Baccalaureate

☐ Graduate

3. Mode of Instruction (Hours per Unit are defaulted)**Existing**

	Units	Hours Per Unit	Default Section Size	Graded
Lecture	<input type="checkbox"/>	<u>1</u>	<input type="checkbox"/>	<input type="checkbox"/>
Seminar	<input type="checkbox"/>	<u>1</u>	<input type="checkbox"/>	<input type="checkbox"/>
Lab	<input type="checkbox"/>	<u>3</u>	<input type="checkbox"/>	<input type="checkbox"/>
Activity	<input type="checkbox"/>	<u>2</u>	<input type="checkbox"/>	<input type="checkbox"/>
Field Studies	<u>1-3</u>		<u>10</u>	X
Indep Study	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Other blank	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Online	<input type="checkbox"/>			<input type="checkbox"/>

Hegis Code(s) _____

(Provided by the Provost Office)

Proposed

	Units	Hours Per Unit	Default Section Size	Graded	CS No. (filled out by Provost Office)
Lecture	<u>1</u>	<u>1</u>	<u>10</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Seminar	<u>1</u>	<u>1</u>	<input type="checkbox"/>	X	<input type="checkbox"/>
Lab	<input type="checkbox"/>	<u>3</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity	<input type="checkbox"/>	<u>2</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Field Studies	<u>2</u>	<u>1</u>	<u>10</u>	X	<input type="checkbox"/>
Indep Study	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other blank	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>

1 hour lecture per week

2 hours field studies per week

4. Course Attributes:

☐ **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

☐ 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

D (Social Perspectives)

E (Human Psychological and Physiological Perspectives)

UDIGE/INTD Interdisciplinary

Meets University Writing Requirement (Graduation Writing Assessment Requirement)

Meets University Language Requirement

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

Regarding 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).

Online Course (Answer YES if the course is ALWAYS delivered online).

5. Justification and Requirements for the Course. *[Make a brief statement to justify the need for the course]*

The course currently exists, but as an elective that does not cover any core requirements in the Spanish major, which is why it hasn't received much interest from students. The modified course will still an elective, but will count as one of two Capstone course options for the culminating experience in the major.

OLD

NEW

Requirement for the Major/Minor

X Elective for the Major/Minor

Free Elective

Requirement for the Major/Minor

X Elective for the Major/Minor

Free Elective

Submit Program Modification if this course changes your program.

6. Student Learning Outcomes. (List in numerical order. Please refer to the Curriculum Committee's "Learning Outcomes" guideline for measurable outcomes that reflect elements of Bloom's Taxonomy: <http://senate.csuci.edu/comm/curriculum/resources.htm>. The committee recommends 4 to 8 student learning outcomes, unless governed by an external agency (e.g., Nursing).

Upon completion of the course, the student will be able to:

Upon completion of the course, the student will be able to:

OLD

NEW

- Draw connections between course content and field experience
- Improve their Spanish language proficiency skills in speaking, listening, reading and writing
- Demonstrate a reasonable understanding of the ways of thinking (ideas, beliefs, attitudes, values, philosophies), behavioral practices (patterns of social interactions), and the cultural products (for example, art, history, literature) of the Spanish-speaking world.
- Demonstrate a basic understanding of various linguistic features of the Spanish language (for example, general dialectal differences and the influence of English on U.S. Spanish).

- Explain the connections between their service project, the course reading/discussion topics, and their studies as Spanish majors
- Demonstrate a commitment to be an involved and responsible citizen in the community
- Demonstrate how their actions can impact a larger societal context
- Demonstrate improvement in speaking, listening, reading, and writing in Spanish as a result of using their Spanish in a real-world setting.

7. Course Content in Outline Form. (Be as brief as possible, but use as much space as necessary)

OLD

NEW

The course content will vary by topic and instructor.
A faculty member is assigned to facilitate between the student and the site of his/her internship. The faculty member will also

A faculty member is assigned to facilitate between the student and the site of his/her internship. The faculty member will also meet with the students on a regular basis to obtain feedback and reflect on the learning experience.

The following topics will be assigned as reading and discussion items throughout the semester.

I. Weeks 1-7: What Is Service-Learning?

-Defining Service-Learning

-Service-Learning at a Glance

meet with the students on a regular basis to obtain feedback

- Learning and Academic Rigor
- Intentional, Reflective Thinking
- Practice of Civic Responsibility
- The Kolb Experiential Learning Model
- Practicing Service-Learning

II. Weeks 8-15: Why Do Service-Learning?

- Becoming Good Citizens
- Preparing to Live as Citizens in Community
- The Value and Virtue of Citizenship
- Service-Learning in the Aristotelian Tradition
- Levels of Engaged Citizenship
- Leadership, Conflict Resolution, and Teamwork
- Avoiding Stereotypes, Acknowledging Privilege, and Embracing Diversity
- Social Change Wheel
- Preparing for Your Future
- Transferable Skills and Intentional Learning
- Academic and Cognitive Abilities
- Social and Interpersonal Skills
- Finding Your Calling
- Career Understanding, Work Preparedness, and Equipped for the Future (EFF) Skills Week
- The CARC Learning Cycle: Contemplation, Action, Reflection, and Commitment

Does this course content overlap with a course offered in your academic program? Yes ☐ No ☒

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 ☒

If YES, what course(s) and provide a justification of the overlap.

Overlapping courses require Chairs' signatures.

8. Cross-listed Courses (Please note each prefix in item No. 1) *Beyond three disciplines consult with the Curriculum Committee.*

- 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:
- Program responsible for staffing:

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

OLD References depend on the topic selected and will be identified by the student and a faculty mentor.

NEW

Cress, Christine, et al. *Learning Through Serving: A Student Guidebook for Service-Learning and Civic Engagement Across Academic Disciplines and Cultural Communities*. Stylus, 2013.

Berman, Sally. *Service Learning: A Guide to Planning, Implementing, and Assessing Student Projects*. Corwin Press, 2006.

Duncan, Dawn and Joan Kopperud. *Service-Learning Companion*. Cengage, 2008.

10. Tenure Track Faculty qualified to teach this course.

Stephen Clark, Antonio Jiménez, Margarita López

11. Requested Effective Date or First Semester offered: **fall 2014 or ASAP**

12. New Resource Requested: Yes ☐ No ☒

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: Yes ☐ No ☒ (Lab fee requests should be directed to the Student Fee Committee)

E. Other.

☐

13. Will this course modification alter any degree, credential, certificate, or minor in your program? Yes ☒ No ☐

If, YES attach a program update or program modification form for all programs affected.

Priority deadline for New Minors and Programs: **October 1, 2013** of preceding year.

Priority deadline for Course Proposals and Modifications: **October 15, 2013**.

Last day to submit forms to be considered during the current academic year: **April 15th**.

Stephen Clark

4-14-14

Proposer(s) of Course Modification

Date

Type in name. Signatures will be collected after Curriculum approval.

Approval Sheet

Course: SPAN 498: Service Learning or Internship Capstone in Spanish

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
Program Chair		
	Signature	Date
General Education Chair		
	Signature	Date
Center for Intl Affairs Director		
	Signature	Date
Center for Integrative Studies Director		
	Signature	Date
Center for Multicultural Engagement Director		
	Signature	Date
Center for Civic Engagement and Service Learning Director		
	Signature	Date
Curriculum Chair		
	Signature	Date
AVP		
	Signature	Date