

**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS**

**COURSE MODIFICATION PROPOSAL**

**Courses must be submitted by October 15, 2012, and finalized by the end of the fall semester to make the next catalog (2013-14) production**

DATE (CHANGE DATE EACH TIME REVISED): 10.1.12; REV 12.5.12

PROGRAM AREA(S): UNIV

**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 all change areas that apply and follow with justification. Be as brief as possible but, use as much space as necessary.]*

- |  |  |
|--|--|
| <input type="checkbox"/> Course title                            | <input type="checkbox"/> Course Content                                  |
| <input type="checkbox"/> Prefix/suffix                           | <input type="checkbox"/> Course Learning Outcomes                        |
| <input type="checkbox"/> Course number                           | <input type="checkbox"/> References                                      |
| <input type="checkbox"/> Units                                   | <input checked="" type="checkbox"/> GE                                   |
| <input type="checkbox"/> Staffing formula and enrollment limits  | <input checked="" type="checkbox"/> Other Benchmark enrollment corrected |
| <input type="checkbox"/> Prerequisites/Corequisites              | <input type="checkbox"/> Reactivate Course                               |
| <input checked="" type="checkbox"/> Catalog description (hrs/wk) |  |
| <input checked="" type="checkbox"/> Mode of Instruction          |  |

**Justification:** Area E GE added. Development of multicultural perspectives, as well as literacies, communication skills, and “learning to learn” are important life-long learning skills.

**2. Course Information.**

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

**OLD**

Prefix UNIV Course# 150  
 Title First Year Seminar Units (4)  
☐ hours lecture per week  
 4 hours seminar per week

☐ Prerequisites: ☐  
☐ Consent of Instructor Required for Enrollment  
☒ Corequisites: ENGL 102/103, 105 or 106

**Catalog Description** (Do not use any symbols):

This freshman seminar integrates the CI mission and critical thinking with strategies to promote student success. Students will develop literacies (quantitative, information, scientific, financial, cultural), communication skills (oral and written), and multicultural perspectives (in national and international contexts). The seminar promotes success in major core courses and/or introduced students who have not declared a major to CI’s interdisciplinary “ways of knowing.”

General Education Categories: A3, C3b

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 ☐

Course Level:

☒ Undergraduate

☐ Post-Baccalaureate

☐ Graduate

**NEW**

Prefix UNIV Course# 150  
 Title First Year Seminar Units (4)  
☐ hours lecture per week  
 4 hours seminar per week

☐ Prerequisites: ☐  
☐ Consent of Instructor Required for Enrollment  
☒ Corequisites: ENGL 102/103, 105 or 106

**Catalog Description** (Do not use any symbols):

This freshman seminar integrates the CI mission and critical thinking with strategies to promote student success. Students will develop literacies (quantitative, information, scientific, financial, cultural), communication skills (oral and written), and multicultural perspectives (in national and international contexts). The seminar promotes success in major core courses and/or introduced students who have not declared a major to CI’s interdisciplinary “ways of knowing.”

General Education Categories: A3, C3b, E

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 ☐

Course Level:

☒ Undergraduate

☐ Post-Baccalaureate

☐ Graduate

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

Hegis Code(s) \_\_\_\_\_  
(Provided by the Dean)

#### Existing

#### Proposed

	Units	Hours Per Unit	Benchmark Enrollment	Graded		Units	Hours Per Unit	Benchmark Enrollment	Graded	CS No. (filled out by Dean)
Lecture		1			Lecture		1			
Seminar	4	1	40	Y	Seminar	4	1	20	Y	
Lab		3			Lab		3			
Activity		2			Activity		2			
Field Studies					Field Studies					
Indep Study					Indep Study					
Other blank					Other blank					
Online					Online					

### 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

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

X C-3b Multicultural

#### **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>

**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]*

**OLD**

Requirement for the Major/Minor  
Elective for the Major/Minor  
x Free Elective

**NEW**

Requirement for the Major/Minor  
Elective for the Major/Minor  
x 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:

**OLD**

- (1) Integrate content, ideas, and approaches from multicultural perspectives, both national and international;
- (2) Evaluate information and its sources critically;
- (3) Reason inductively and deductively and from a variety of perspectives;
- (4) Use relevant tools in various contexts to present and/or integrate ideas;
- (5) Demonstrate knowledge and techniques to increase the effectiveness of their: Time Management Skills; Studying, Including note taking, reading and test taking skills; interpersonal skills; mathematical ability; and writing ability.
- (6) Identify "ways of knowing" for different academic disciplines.

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

**NEW**

- (1) Integrate content, ideas, and approaches from multicultural perspectives, both national and international (GE 1.1A);
- (2) Evaluate information and its sources critically (GE 3.1);
- (3) Reason inductively and deductively and from a variety of perspectives (GE 2.1);
- (4) Use relevant tools in various contexts to present and/or integrate ideas (GE 4.3);
- (5) Demonstrate knowledge and techniques to increase the effectiveness of their: time management skills; studying, including note taking, reading and test taking skills; interpersonal skills; mathematical ability; and writing ability.
- (6) Identify "ways of knowing" for different academic disciplines.

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

**OLD**

Ongoing: basic skills tracking and assessment through writing and/or math assignments; tutoring in use of e-portfolio; acquisition and application of university-level learning skills; incorporation of composition course work and peer-led learning communities

Topics are listed here separately, but will be integrated in practice through juxtaposition of readings and analytic frames, writing prompts drawing connections among topics, Blackboard Discussion board, in-class group work, problem solving projects, etc.

Topic 1: CI Mission: definitions and understandings

Topic 2: Transition from high school to academic and campus life; intellectual toolbox for university success; multicultural legacies and education Topic 3: What is critical thinking? How does one evaluate evidence?

Topic 4: Modes of argument, rhetorical perspectives, and the relationship of language to logic in different cultural contexts

Topic 5: Inductive and deductive reasoning; fallacies in reasoning

Topic 6: Multicultural inquiry: historical and contemporary

**NEW**

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Topics are listed here separately, but will be integrated in practice through juxtaposition of readings and analytic frames, writing prompts drawing connections among topics, Blackboard Discussion board, in-class group work, problem solving projects, etc.

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Topic 4: Modes of argument, rhetorical perspectives, and the relationship of language to logic in different cultural contexts

Topic 5: Inductive and deductive reasoning; fallacies in reasoning

Topic 6: Multicultural inquiry: historical and contemporary

issues in California, the United States, and the World  
Topic 7: Civic engagement: introduction to serving and learning in a multicultural county  
Topic 8: Disciplinary knowledge: building blocks, ways of knowing, research methods, interdisciplinary intersections

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Topic 7: Civic engagement: introduction to serving and learning in a multicultural county  
Topic 8: Disciplinary knowledge: building blocks, ways of knowing, research methods, interdisciplinary intersections

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)**

- A. List cross-listed courses (Signature of Academic Chair(s) of the other academic area(s) is required).
- B. List each cross-listed prefix for the course: ☐
- C. Program responsible for staffing: UNIV

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

**OLD Campus Reading Celebration text (assuming that choosing criteria continues to include meeting University Mission)**

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

Sonia Maasik and Jack Solomon (1999). *California Dreams and Realities: Readings for Critical Thinkers and Writers*, Bedford, 2nd ed.

Helaine Levine-Keating and Walter Levy (2000), *Lives through literature: a thematic anthology*, Prentice Hall.

Parrenas, Rhacel Salazar. (2005). *Children of Global Migration: Transnational Families and Gendered Woes*. Stanford, CA: Stanford University Press.

Moses, R. P., and C. E. Cobb, Jr. (2001). *Radical Equations: Civil Rights from Mississippi to the Algebra Project*. Boston MA: Beacon Press.

Gardner, J. (2000). *Your College Experience, Strategies for Success* 4th Edition. Belmont, CA: Wadsworth Publishing

**NEW Campus Reading Celebration text (assuming that choosing criteria continues to include meeting University Mission)**

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

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**10. Tenure Track Faculty qualified to teach this course.**

Julia Balen, Brad Monsma, Andrea Grove, Marie Francois, Cindy Wyels, Antonio Jimenez, Geoff Buhl, Kathryn Leonard, and many others

**11. Requested Effective Date or First Semester offered: Fall 2013**

**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 ☒ ( Refer to the Dean's Office for additional processing)

**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, 2012** of preceding year.

Priority deadline for Course Proposals and Modifications: **October 15, 2012.**

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

Marie Francois

10/1/12

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Proposer(s) of Course Modification

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Date

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

GE Committee response to your request have UNIV150: FIRST YEAR SEMINAR added to A3: Critical Thinking

Approved by committee on 11-17-2010

Approved by Committee on 11.28.12

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Request Submitted

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Course: UNIV150 FIRST YEAR SEMINAR

Area: A3 Critical Thinking

Date Submitted: 10/5/2010 12:00:00 AM

Date Approved: 11/28/2012 3:03:51 PM

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

Through the textbooks and supplemental readings, students will be introduced to both types of reasoning. We will use mission-based multicultural and civic engagement examples for students to practice using inductive and deductive reasoning skills.

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

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 genre (film, internet, TV, journal articles, etc). Rereading America focuses on critical perspectives on the common myths that have shaped the American experience, with readings, art, and other communications that reflect struggles that result in social constructions of gender, race, social class, etc.

3. Prepare the student to assess common fallacies in reasoning

Prepare the student to assess common fallacies in reasoning, This course will present arguments on a variety of mission-related topics such as multiculturalism, internationalization, interdisciplinarity, and social issues. The students 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. Popular discourse is filled with fallacious arguments about each of the topics. This course will introduce students, through critical thinking models, to academic discourse expectations with regard to these topics.

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

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

GE Committee response to your request have UNIV150: FIRST YEAR SEMINAR added to C3b: Multicultural

Approved by committee on 11-17-2010

Approved by committee on 11.28.12

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Request Submitted  
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Course: UNIV150 FIRST YEAR SEMINAR

Area: C3b Multicultural

Date Submitted: 10/5/2010 12:00:00 AM

Date Approved: 11/28/2012 3:04:58 PM

1. Develop students' ability to respond subjectively as well as objectively to experience

Critically evaluating issues and experiences in California, American, and global societies calls for students to wrestle with issues ranging far beyond the simple recognition and recall of factual information, asking them to engage elemental questions from the nature and formation of identities to the meaning of freedom and equality. Students will study experiential and affective questions about multicultural communities, and will reflect individually and in group discussions on the subjective issues of identity and reality, as well as objective measures of experience.

2. Cultivate and refine students' affective, cognitive, and physical faculties through studying great works of the human imagination

Students will read about, reflect on, and critique the Algebra Project, which sprung from the imagination of Bob Moses, veteran civil rights organizer in the American south. The book Radical Equations tells of the organizing and empowerment behind the understanding that economic access and full citizenship depend crucially on math and science literacy as Moses developed algebra tutoring programs in African American communities in the American South.

3. Increase awareness and appreciation in the tradition humanistic disciplines such as art, dance, drama, literature, and music.

Short stories from male and female authors from cultures around the world will be selected from the Lives Through Literature anthology.

4. Examine the interrelationship between the creative arts, the humanities, and self

The multicultural experience in California and the United States is bound with the creative arts, and students will examine the links between artistic forms and ethnic identity. A core reading, Rereading America uses classic Norman Rockwell prints as well as contemporary political cartoons to prompt visual thinking, with the images paired with textual representations.

5. Include an exposure to world cultures

Many of the readings will address world cultures from Asia, Africa, Europe, and Latin America and their impact on America and California.

6. Expose students to other cultures by addressing issues, "ways of knowing" and perspectives from at least two cultures. Must address contemporary issues. A culture is broadly defined to include aspects of ethnicity, class,

gender, ability/disability, and community.

Readings will expose students to contemporary life in the US, Canada, and Mexico, as well as the “ways of knowing” of immigrants -- Iranians in Los Angeles, Mexicans in Chicago – as well as of Native Americans and indigenous cultures of other continents. The role of culture in shaping contemporary and historical social and political movements such as feminism, ethnic nationalism, and civil rights will also be addressed



GE Committee response to your request have UNIV150: FIRST YEAR SEMINAR added to E: Human Physiological and Psychological Perspectives

Approved by 2012-2013 Committee:

Janet Rizzoli

Geoffrey Buhl

Catherine Burriss

Claudio Paiva

Kathy Musashi

Todd Oberson

Debra Hoffmann

Gina Farrar

Rachel Danielson

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Request Submitted  
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Course: UNIV150 FIRST YEAR SEMINAR

Area: E Human Physiological and Psychological Perspectives

Date Submitted: 10/8/2012 8:49:49 AM

Date Approved: 11/28/2012 3:06:05 PM

1. 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 multicultural perspectives and multiple literacies on human populations in their communities, countries and in the world. For example, a course on immigration might engage psychological issues of identity development and discrimination. For another example, in a course addressing adult illiteracy students could focus on the psychological impact of this impediment to communicating in a digital world.

2. Promote an understanding the humans, as physiological and psychological beings, exist and live in a social and physical environment

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

# Approval Sheet

**Course:** [REDACTED]

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