CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-064-156

EWS 1020- Engaged Education: Integrating Knowledge, Learning and Success (GE Area E)

General Education Committee	**Date: 2/4/2016**
Executive Committee **Received and Forwarded**	**Date: 5/17/16**
Academic Senate	**Date: 5/25/16** **First Reading**

BACKGROUND:

The Ethnic and Women's Studies Department introduced a new semester course for their majors to satisfy GE Area E.

RESOURCES CONSULTED:

Faculty
Department Chairs
Associate Deans
Deans
Office of Academic Programs

DISCUSSION:

The GE Committee reviewed the ECO for this course and found it to satisfy the GE SLO's and other requirements for GE Area E.

RECOMMENDATION:

The GE Committee recommends approval of GE-064-156 **(EWS 1020- Engaged Education: Integrating Knowledge, Learning and Success for GE Area E)**

EWS - 1020 - Engaged Education: Integrating Knowledge, Learning and Success
C. Course - New General Education* Updated

General Catalog Information

o **__**READ BEFORE YOU BEGIN**__**

o

1. **Import curriculum data from the Catalog by clicking on the following icon ⬇. It is a BEST PRACTICE to always import data on existing courses. This will limit the opportunity for data errors.**

2. **Turn the help text on by clicking on the following icon ⓘ .**

3. **All fields with an asterisk (*) are required fields. If left blank, the request will not be launched and cannot be acted upon.**

4. **Run and attach an impact report by clicking 📘 to show all courses and programs impacted by this proposal.**

5. **Attach additional documentation by clicking 📑.**

o **College/Department**

Ethnic and Women's Studies

o **Semester Subject Area**

EWS

Semester Catalog Number

1020

o **Quarter Subject Area**

EWS

Quarter Catalog Number

102

o **Course Title**

Engaged Education: Integrating Knowledge, Learning and Success

o **Units***
   (3)
o **C/S Classification***
   C-04 (Lecture/Recitation)

o **To view C/S Classification Long Description click: http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix_C_CS_Classification.pdf**
o **Component***
   Lecture
o **Instruction Mode***
   Asynchronous Local
   Face-to-Face
   Fully Asynchronous
   Fully Synchronous

Hybrid w/Asynchronous Component
Hybrid w/Synchronous Component
Synchronous Local
Web-Assisted

o **Grading Basis***
Graded Only

o **Repeat Basis***
May be taken only once

o **If it may be taken multiple times, limit on number of enrollments**

1

o **Cross Listed Course Subject Area and Catalog Nbr (if offered with another department)**

LS 1020, IGE 1020

o **Dual Listed Course Subject Area and Catalog number (If offered as lower/upper division or ugrd/grad)**

o **Choose appropriate type(s) of course(s)***
☑ **Major Course**
☐ **Service Course**
☑ **GE Course**
☐ **None of the above**

o **General Education Area / Subarea***
E

o **To view the General Education SubArea definitions, click http://www.cpp.edu/~academic-programs/scheduling/Documents/Ch.3-GeneralEducationProposals.pdf.**

o **I. Catalog Description**

o **Catalog Description**

The First Year Experience course is an introduction to the nature, meanings and purposes of higher education. Emphasis will be on the development of intellectual, social and personal skills to critically examine and integrate knowledge and practice for civic and professional engagement in a diverse, complex society. Students will develop strategies and attitudes to maximize academic and personal success, learn about campus resources and how to use them, think about career possibilities and build positive relationships with peers, faculty, and staff.

o **II. Required Coursework and Background**

o **Prerequisite(s)**

o **Corequisite(s)**

o **Pre or Corequisite(s)**

o **Concurrent**

o **III. Expected Outcomes**

o **List the knowledge, skills, or abilities which students should possess upon completing the course.***

Upon successful completion of this course, students will be able to:

1.   Demonstrate an understanding of diverse methods of learning.

2.   Demonstrate knowledge of the role and mission of higher education in society to articulate personal and civic goals for completing a college degree.

3.   Begin to think critically to explore and inquire about topics and issues relevant to the social, political and physical environments in academic and socially diverse communities.

4.   Demonstrate writing skills at a novice academic, interdisciplinary standard to inquire about the importance of life-long learning in a democratic and socially diverse society.

5.   Demonstrate oral communication skills at a college-level for various audiences (class, peers, community) in a variety settings (one-on-one and group) to engage in academic communities and local community and/or civic organizations.

6.   Strategize to cope with the academic, social, financial, and health and wellness demands and expectations of the college-going experience.

7.   Demonstrate cooperative and help seeking skills to build a strong support network of faculty, staff, and peers.

Relationship of Course Learning Outcomes to Dept.'s Program Outcomes

Course Learning Outcome	PO#1: Apply interdisciplinary concepts, theories, and methods in the fields of Ethnic and Gender Studies	PO#2: Analyze hist& contemp. U.S. ethnic, racial, and gendered grps from cross cultural and global perspectives	PO#3: Engage in a variety of scholarly and community based social practices	PO#4:Demonstrate mastery of skills essential for career development & life-long learning, incl. critical thinking & problem-solving skills	PO#5:Demonstrate mastery of skills essential for pre-teaching incl. hist. knowledge of ed. issues & diverse pedagogical practices
1		X		X	
2	X		X		
3					
4	X		X	X	
5					
6		X		X	
7	X		X	X	

o **If this is a course for the major, describe how these outcomes relate to the mission, goals and objectives of the major program.**

The Ethnic and Women's Studies Department is dedicated to a critical analysis of society through the lens of race, ethnicity, class, gender, sexuality, and other forms of marginalization. We examine social inequalities in the U.S. shaped by historical, political, social, and global economic forces. This course examines knowledge, theory and practice and the development of intellectual, social and civic engagement for a diverse, complex society. The EWS program learning outcomes, students learning outcomes, and this course's specific learning outcomes all align with the goals and objectives of the GEMS major.

o **Explain how the course meets the description of the GE SubArea(s). Please select appropriate outcomes according to the GE Area/SLO mapping.**

Area E: Lifelong Understanding and Self-Development

'Student learning in this area shall include selective consideration of content such as human behavior, sexuality, nutrition, physical and mental health, stress management, financial literacy, social relationships and relationships with the environment, as well as the implications of death and dying and avenues for lifelong learning.'

The course provides students with the opportunity to engage in lifelong understanding and self-development through community engagement and service learning that explores social relationships and relationships with the environment. Student will acquire knowledge and skills that will help them to comprehend the society in which they live, enabling them to contribute to society as responsible and constructive citizens.

o **Describe how these outcomes relate to the associated GE Learning Outcomes listed below.***

1a) Write effectively for various audiences.

Students will complete various written assignments reflecting on and interpreting course themes and the connection to their service learning/civic engagement experience (Course SLO#1,2,5,7 PO# 1,3,5).

4a) Analyze the factors that contribute to individual well-being (such as physical, mental, nutritional, emotional, intellectual, spiritual, financial, social, or environmental).

Students will explore factors critical to individual well being through service learning and civic engagement, connecting course reading to applied learning (Course SLO # 2,3,6; and PO# 2,4).

4b) Demonstrate activities, techniques, or behaviors that promote intellectual or cultural growth.

Through community engagement in local community groups and organizations, students will demonstrate activities and behaviors that promote intellectual or cultural growth (Course SLO#1,2,7 and PO#2,4,5).

4c) Engage in communities (campus, regional, etc.) or participate in civic activities for the betterment of personal and public life.

Through service learning and engagement in civic, educational and/or community organizations, student will participate in civic activities for the betterment of personal and public life (course SLO#3,4,6 and PO#1,5)

o **General Education Outcomes***
Ia. Write effectively for various audiences
IVa. Analyze the factors that contribute to individual well-being (such as physical, mental, nutritional, emotional, intellectual, spiritual, financial, social, or environmental)
IVb. Demonstrate activities, techniques, or behaviors that promote intellectual or cultural growth.
IVc. Engage in communities (campus, regional, etc.) or participate in civic activities for the betterment of personal and public life.

- o **To view the mapping, click https://www.cpp.edu/~academic-programs/Documents/GE%20SLO%20Mapping.pdf**

- o **IV. Instructional Materials**

- o **Provide bibliography that includes texts that may be used as the primary source for instruction, and other appropriate reference materials to be used in instruction. The reference list should be current, arranged alphabetically by author and the materials should be listed in accepted bibliographic form.**

- o **Instructional Materials***

There are numerous publications dealing with this topic. Texts will be selected from the following:

Carnegie, D. (1990). *The quick and easy way to effective speaking.* New York: Pocket.

Creighton, James L. 2005. *The Public Participation Handbook.* San Francisco: Jossey-Bass.

Daloz, Laurent A. Parks, Cheryl H. Keen, James P. Keen and Sharon Daloz Parks. 1997. *Common Fire: Lives of Commitment in a Complex World.* Boston: Beacon Press.

Dweck, C. (2007). *Mindset: The psychology of success.* New York: Ballatine Books.

Duhigg, C. (2014). *The power of habit: Why we do what we do in life and business.* New York: Random House.

Freire, Paulo. 1970. *Pedagogy of the Oppressed.* New York: Seabury.

Goleman, D. (2006). Social Intelligence: The new science of human relationships. New York: Random House.

Graff, G. & Berkenstein, C. (2014). '*They say/I say': The moves that matter in academic writing (3rd Ed.).* New York: W. W. Norton & Company.

Hammer, Doris M. 2002. *Building Bridges: Student Guide to Service-Learning.* Boston: Allyn & Bacon.

Hooks, bell. 1994. *Teaching to Transgress: Education as the Practice of Freedom.* New York: Routledge.

Loeb, Paul Rogat. 1999. *Soul of a Citizen: Living with Conviction in a Cynical Time.* New York: St. Martins.

Lucas, S. (2015). *The art of public speaking (11th Ed.).* New York: McGraw Hill.

Nieto, Sonia. 1992. *Affirming Diversity: The Sociopolitical Context of Multicultural Education.* Longman.

O'Hair, D., Rubenstein, H., Stewart, R. (2012). *A pocket guide to public speaking* (4th Ed.). New York: Bedford/St. Martin.

Pink, D. H. (2011). *Drive: The surprising truth about what motivates us.* New York: Riverhead.

Schulz, K. (2011). *Being wrong: Adventures in the margin of error.* New York: Ecco.

Shor, Ira. 1992. *Empowering Education: Critical Teaching for Social Change.* Chicago: University of Chicago.

Sleeter, Christine E. 1996. *Multicultural Education as Social Activism.* Albany: State University of New York Press.

Snyder, William M. and Etienne Wagner. 2004. 'Our World as a Learning System: A Communities-of-Practice Approach.' In *Create a Learning Culture: Strategy, Practice, and Technology.* Marcia L. Conner and James G. Clawson, eds. Cambridge: Cambridge University Press.

Yosso, T. J. (2005). Whose Culture has Capital? A Critical Race Theory Discussion of

Community Cultural Wealth. In Race Ethnicity and Education. 8(1). 69-91.

Weiss, Penny A., and Marilyn Marilyn Friedman (Eds.). 1995. *Feminism and Community*. Philadelphia: Temple University Press.

o **Faculty are encouraged to make all materials accessible. Indicate with an asterisk those items that have had accessibility (ATI/Section 508) reviewed. For more information,http://www.cpp.edu/~accessibility**

o **V. Minimum Student Material**

o **List any materials, supplies, equipment, etc., which students must provide, such as notebooks, computers, internet access, special clothing or uniforms, safety equipment, lockers, sports equipment, etc. Note that materials that require the assessment of a fee may not be included unless the fee has been approved according to University procedures.**

o **Minimum Student Material***

Students will need notebooks, required texts, access to a computer for printing and Internet access.

o **VI. Minimum College Facilities**

o **List the university facilities/equipment that will be required in order to offer this class, such as gymnastic equipment, special classroom, technological equipment, laboratories, etc.**

o **Minimum College Facilities***

Smart classroom with space for breakout groups.

o **VII. Course Outline**

o **Describe specifically what will be included in the course content. This should not be a repetition of the course description but an expansion that provides information on specific material to be included in the class, e.g. lecture topics, skills to be taught, etc. This should not be a week-by-week guide unless all instructors are expected to follow that schedule.**

o **Course Outline***

    I.   Wellness and the college student mental and physical health, relationship building, help-seeking, independence development,

    II.   Skills building – leadership, social networking, creating a social network, collaboration over competition,

    III.   Academic skill – researching and library, civic engagement,

    IV.   Engaged citizen and digital citizenship, Open source culture

    V.   Origins of the university and role of university and college-educated students in society

    VI.   Shifting Outlooks: Growth mindset: & models of wrongness, construction of knowledge

    VII.   Acclimation to the Major/Program –

    VIII.   Social diversity- perspective taking, heterogeneity of diversity, value of social diversity

    IX.   Advising to Degree Completion – Responsibility & Progress

- **VIII. Instructional Methods**

- **Describe the type(s) of method(s) that are required or recommended for the instruction of this course (lectures, demonstrations, etc.). Include any method that is essential to the course, such as the use of particular tools or software.**
- **Instructional Methods***

A variety of instructional methods will be used to support student achievement of the course outcomes. These methods include:

1. Lecture/discussion and small group discussion. Students are expected to attend class regularly, and to be prepared to discuss the assigned readings and course topics in large and small groups, and how these relate to their civic engagement.

2. Group Presentations. Students will contribute to the course with classroom group presentations.

3. Online activities. Students will contribute to the course with online activities and discussion board.

4. LMS (Blackboard). If a LMS is used, student will be expected to check the site regularly, contribute to online discussions, get course information and submit course work through the site.

5. Guest speakers.

- **IX. Evaluation of Outcomes**

- **Describe the methods to be used to evaluate students' learning, i.e. written exams, term papers, projects, participation, quizzes, attendance, etc.***

1. Essay Exam (mid-term and final) that demonstrates the students' ability to understand the required course reading, synthesize and apply to service learning/civic engagement experience.

2. Research Paper that demonstrates the student's synthesis and analysis of topics related to the cours3.

3. Group Project

4. Journals

5. Class Participation

- **Describe the meaningful writing assignments to be included.***

Students will submit a rough draft of their research paper for peer editing and instructor feedback.

- **Discuss how these methods may be used to address the course and program outcomes, as appropriate. Include or attach a matrix to align the evaluation methods to the outcomes.***

Evaluation of Student Assessment	Expected Outcomes – Course Outcomes						
	1	2	3	4	5	6	7
1.	X		X		X		

	1a	4a	4b	4c		
2.		X		X		X	X
3.		X			X		
4.	X		X	X		X	
5.	X	X		X		X	X

o **If this is a general education course, discuss how these methods may be used to address the associated GE Learning Outcomes listed below. Include or attach a matrix to align the evaluation methods to the outcomes.***

These are the SLOs for the selected GE subarea(s):

1a) Write effectively for various audiences.

4a) Analyze the factors that contribute to individual well-being (such as physical, mental, nutritional, emotional, intellectual, spiritual, financial, social, or environmental).

4b) Demonstrate activities, techniques, or behaviors that promote intellectual or cultural growth.

4c) Engage in communities (campus, regional, etc.) or participate in civic activities for the betterment of personal and public life.

Evaluation of Student Assessment	GE Learning Outcomes E						
	1a	4a	4b	4c			
1.	X		X	X			
2.	X	X		X			
3.		X		X			
4.			X	X			
5.	X		X	X			

o **X. This OPTIONAL Section is for describing Course/Department/College specific requirements.**

o **Department/ College Required ECO Information (Optional)**