

# HHS 21: FIRST YEAR SEMINAR FOR HEALTH AND HUMAN SERVICES

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## In Workflow

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## Approval Path

1. Tue, 15 Oct 2019 23:52:33 GMT  
Kisun Nam (knam): Approved for HHS College Committee Chair
2. Tue, 15 Oct 2019 23:53:05 GMT  
Mary Maguire (maguirem): Approved for HHS Dean

Date Submitted: Tue, 08 Oct 2019 02:08:58 GMT

**Viewing: HHS 21 : First Year Seminar for Health and Human Services**

**Last edit: Tue, 15 Oct 2019 23:52:08 GMT**

Changes proposed by: Greg Shaw (101062685)

Contact(s):

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**Catalog Title:**

First Year Seminar for Health and Human Services

**Class Schedule Title:**

First Year Seminar for HHS

**Academic Group: (College)**

HHS - Health & Human Services

**Academic Organization: (Department)**

Health & Human Services

**Will this course be offered through the College of Continuing Education (CCE)?**

No

**Catalog Year Effective:**

Fall 2020 (2020/2021 Catalog)

**Subject Area: (prefix)**

HHS - Health and Human Services

**Catalog Number: (course number)**

21

**Course ID: (For administrative use only.)**

137586

**Units:**

3

**In what term(s) will this course typically be offered?**

Fall, Spring

**Does this course require a room for its final exam?**

Yes, final exam requires a room

**Does this course replace an existing experimental course?**

No

**This course complies with the credit hour policy:**

Yes

**Justification for course proposal:**

HHS historically had a college-level version of First Year Seminar. The course was not offered for several years and was deleted from the catalog. Beginning in the summer of 2019, the college began college-wide summer orientation sessions for first year students, replacing department-specific orientation sessions. Additionally, the college now operates a Student Success Center that advises expressed interest students, pre-major students, and undeclared students interested in the health and human services fields.

The HHS 21 course will provide a foundation by teaching the standard First Year Seminar content as reflected in the course goal and objectives and GE Area E learning outcomes, which are standard across all FY Seminar courses. Additionally, the course will support advising in the HHS Student Success Center and the college-wide messaging of the summer orientations, by helping to expose students to multiple career pathways in the health and human service fields.

**Course Description: (Not to exceed 80 words and language should conform to catalog copy.)**

New students are faced with many challenges – making new social connections, maintaining high GPAs, and learning independence. HHS 21 provides insight to the wide range of careers in the health and human service fields, and introduces students to the meaning of higher education, the resources of the University, and skills for lifelong learning. Students will develop academic success strategies, and improve information literacy, intercultural competence, and integrative thinking. The seminar is a foundation for academic and personal support.

**Are one or more field trips required with this course?**

No

**Fee Course?**

No

**Is this course designated as Service Learning?**

No

**Does this course require safety training?**

No

**Does this course require personal protective equipment (PPE)?**

No

**Does this course have prerequisites?**

No

**Does this course have corequisites?**

No

**Graded:**

Letter

**Approval required for enrollment?**

No Approval Required

**Course Component(s) and Classification(s):**

Discussion

**Discussion Classification**

CS#04 - Lecture /Recitation (K-factor=1 WTU per unit)

**Discussion Units**

**Is this a paired course?**

No

**Is this course crosslisted?**

No

**Can this course be repeated for credit?**

No

**Can the course be taken for credit more than once during the same term?**

No

**Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."****COURSE GOALS/LEARNING OUTCOMES:**

I. The student will have an understanding of the ideas and values related to education which will include:

- a. The relationship of education to personal development
- b. The significance of the teaching and learning process
- c. The meaning of higher education as it relates to society

II. The student will actively demonstrate intellectual skills for lifelong learning by:

- a. Utilizing academic skills (e.g. speaking, writing, note-taking, study skills, time management)
- b. Taking responsibility for their own education and development
- c. Demonstrating academic honesty, including an understanding/intolerance of plagiarism
- d. Reading, writing, reflecting, and discussing course topics to demonstrate integrative thinking

III. The student will develop skills to identify, locate, evaluate and effectively and responsibly use information

IV. The student will demonstrate an understanding of self-development in physiological, psychological, and social contexts

V. Students will gain an understanding of their own cultural norms, and begin to explore intercultural issues, to support the diverse nature of society and the University

VI. Students will be able compare and contrast at least two different majors options for achieving similar career goals.

**GE Area E - Understanding Personal Development****Learning Goals**

- 1. Students will demonstrate an understanding of academic content knowledge regarding self-development as a physiological, social and/or psychological being.
- 2. Students will critically examine prior or current experiences or behaviors from their own lives in response to real world physiological, social and/or psychological contexts (may be evident in self-assessment, reflection or creative work).
- 3. Students will apply skills and knowledge regarding development of the self to differing situations, such as real world challenges, and/or to make connections across perspectives.

**Learning Outcomes**

- 1. Students will be able to identify their own perspective and make connections/comparisons across perspectives.
- 2. Students will be able to plan, monitor, and assess their own learning.
- 3. Students will be able to set personal and/or professional goals.

**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.**

Written Assignments/HW 10% (2 a-d; 3)

Sac State FYE Signature Assignment 10% (2 a-d; 3)

Explore HHS Careers and Majors Assignment 10% (2 b, 3, 5, 6)

Team Building 05%

Participation 10% (1 a-c; 2 a; 3, 4, 5)

Oral Presentation 15% (2 a, c, d; 3; 4; 5)

Midterm Exam 20% (1 a-c; 2 a-d; 3)

Final Exam 20% (1 a-c; 2 a-d; 3; 4; 5)

**Is this course required in a degree program (major, minor, graduate degree, certificate?)**

No

**Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?**

No

**Will there be any departments affected by this proposed course?**

No

**I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.**

I/we agree

## **University Learning Goals**

### **Undergraduate Learning Goals:**

Intellectual and practical skills

**Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?**

No

## **GE Course and GE Goal(s)**

**Is this a General Education (GE) course or is it being considered for GE?**

Yes

**In which GE area(s) does this apply?**

E. Understanding Personal Development

**Which GE objective(s) does this course satisfy?**

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.  
Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.

**Attach Course Syllabus with Detailed Outline of Weekly Topics:**

HHS\_21\_Master\_Syllabus.pdf

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

**Will more than one section of this course be offered?**

Yes

**Provide a description of what would be considered common to all sections and what might typically vary between sections:**

Course learning outcomes, course description, seminar status, GE learning outcomes, One Book required, all assignments. Variances may relate to the home department of the faculty teaching the course. Guest speakers may also vary due to availability.

**Please write a statement indicating the means and methods for evaluating the extent to which the objectives of the GE Area(s) and any writing requirements are met for all course sections:**

Each course is required to use the FYE Signature Assignment which reflects the GE outcomes and the Sacramento State FYE Rubric for all first time college students. This is standard for all 21s across the campus.

**What steps does the department plan to take to ensure that instructors comply with the respective category criteria and who is responsible?**

The FYE Signature Assignment is required by all instructors. Instructors are not allowed to eliminate parts of the assignment. HHS 21 coordinating faculty will monitor syllabi.

## **General Education Details - Area E: Understanding Personal Development**

Section 1.

**Indicate in written statements how the course meets the following criteria. Relate the statements to the course syllabus and outline. Be as succinct as possible.**

### **General criteria:**

**Demonstrates an understanding of academic content knowledge regarding self-development as a physiological, psychological, and social being.**

Included in course are orientation to campus resources, role of professors, plagiarism, Sac State mission statement, General Education, career planning, health and wellness, diversity/multiculturalism, Smart Planner, and major exploration. Each faculty is provided with a co-curricular sheet for class speakers and activities.

**Critically examines prior or current experiences or behaviors from their own lives in response to real world physiological, social and/or psychological contexts.**

Outcomes for Signature Assignment:

1. Discuss discipline/career/major with professional/faculty member
2. Identify issues about diversity within their discipline/career/major
3. Identify one professional and one popular source for information about the possible discipline/career/major
4. Compare and contrast two sources for information about the possible discipline/career/major
5. Reflect on information from activities in an essay.

**Applies skills and knowledge regarding development of the self to differing situations, such as real world challenges, an/or to make connections across perspectives**

Signature Assignment includes interviewing faculty and discussing challenges in planned discipline/major/career.

One Book includes topical issues in society for discussion.

### **Specific criteria:**

**Students will be able to identify their own perspective and make connections/comparisons across perspectives**

Campus One Book is required for each section of First Year Seminar which provides common read (AAC&U identified high-impact practice) for all students. FYE Signature Assignment required for each course includes interview with faculty and reflection. Diversity is topic of Signature Assignment requirement.

**Students will be able to plan, monitor, and assess their own learning.**

Signature Assignment includes "Reflect on Future," requiring identifying obstacles and sources of support for future success  
Assignment includes:

Purpose:

1. Written reflection of first two assignments on future plans
2. Identify obstacles and sources of support for future success

Assignment info:

1. Reflect on the first two assignments (Part one and Part two) above.
2. How have your plans for the future been influenced/affected/alterd by doing parts one and two?
- 3 Discuss your plan for success , personally, in the future, and at Sacramento State,
4. Submit a reflection of at least 300 words.

**Students will be able to set personal and/or professional goals**

1. Written reflection of first two assignments on future plans
2. Identify obstacles and sources of support for future success

Assignment info:

1. Reflect on the first two assignments (Part one and Part two) above.
2. How have your plans for the future been influenced/affected/alterd by doing parts one and two?
3. Discuss your plan for success , personally, in the future, and at Sacramento State,
4. Submit a reflection of at least 300 words.

**Includes a writing component described on course syllabus**

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

Signature assignment included in all sections with minimum of 900 words for assignment. Faculty can include homework, classwork and a written component to the Explore HHS Careers and Majors Assignment.

Section 2.

**If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.**

This syllabus is based on the standard syllabus for all Sac State 21 courses. Nothing has been removed, only the team building activity and Explore HHS Careers and Majors Assignment have been added.

Key: 9489