## Course Change Proposal

**Form A**

<table>
<thead>
<tr>
<th>Academic Group (College): Academic Affairs</th>
<th>Academic Organization (Department): Honors Program</th>
<th>Date: 9/7/2011</th>
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</thead>
<tbody>
<tr>
<td>Type of Course Proposal:</td>
<td>Department Chair: Dr. Roberto D. Pomo</td>
<td>Submitted by:</td>
</tr>
<tr>
<td>New <em>x</em> Change ___ Deletion ___</td>
<td></td>
<td>Dr. Roberto D. Pomo</td>
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<tr>
<td>Does this course fulfill a requirement for</td>
<td>For Catalog Copy: Yes <em>x</em> No ___</td>
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<tr>
<td>single-subject or multiple subject</td>
<td>CCE (Extension): Yes ___ No x ____</td>
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<td>credential students? Yes ___ No x ____</td>
<td>Semester Effective: Fall <em>x</em> Spring <strong>, 2011</strong></td>
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<tr>
<td>This course replaces experimental course</td>
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<td>NA</td>
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<tr>
<td>Subject Area (prefix) and Catalog Nbr (course number):</td>
<td>If changing an existing course, should new version be considered a repeat of the original version? If so, the same Course ID will be maintained. If not, a new Course ID will be assigned. Note: In PeopleSoft terminology, the Course ID is the unique system identifier, not the Catalog Nbr.</td>
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<tr>
<td>HONR 195</td>
<td>Yes <em>x</em> No __</td>
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<td>Change to:</td>
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<tr>
<td>Subject Area (prefix) and Catalog Nbr (course no.):</td>
<td>Title: Community Fieldwork</td>
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<tr>
<td>NA</td>
<td>Units: 1 to 3 units</td>
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<td>JUSTIFICATION:</td>
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<tr>
<td>Inclusion of community service as a part of the GE Honors Education. This course in <strong>NOT</strong> a requirement to fulfill the Honors Program General Education curricular foundation, and it is solely intended to serve as an Honors Program elective course for students who engage in community service activities.</td>
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**NEW COURSE DESCRIPTION:** (Not to exceed 80 words, and language should conform to catalog copy. See http://www.csus.edu/umanual/acad.htm - Guidelines for Catalog Course Description)

Supervised service-learning experience with a community partner. This experience focuses on application of the interdisciplinary approach of the General Education Honors Program while affording students direct, hands-on experiences.

**Note:**

- **Prerequisite:** HONR 103 and/or advanced approval of project goal and objectives.
- **Enforced at Registration:** Yes _x_ No _x_
- **Corequisite:**
- **Enforced at Registration:** Yes _x_ No _x_
- Must be a student in the Honors Program (in AUHN Special Group code to register)
- **Graded:** Letter _____ Credit/No Credit _x_
- **Instructor Approval Required?** Yes _x_ No _x_
- **Course Classification (e.g., lecture, lab, seminar, discussion):**
  - Title for CMS (not more than 30 characters)
  - Community Fieldwork
- **Cross Listed?**
  - Yes ___ No _x_
- If yes, do they meet together and fulfill the same requirement, and what is the other course.
- **How Many Times Can This Course be Taken for Credit?** Once
- **Can the course be taken for Credit more than once during the same term?** Yes _x_ No _x_
FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: “Students will be able to: 1), 2), etc.” See the example at http://www.csus.edu/acaf/example.htm

Students will be able to:
1. Demonstrate an informed, critical opinion about current social issues and relevant scientific discoveries that relate to the individual service learning experience.
2. Demonstrate the ability to assess and question theory and research as it relates to the service learning experience.
3. Improve writing and oral communications skills, particularly logic, clarity, and being succinct.
4. Gain practical experience assessing the circumstances of real organizations.
5. Gain experience regarding the application of theory and research to real organizations.
6. Gain experience communicating ideas for audiences in both academics and industry.
7. Enhance sense of social responsibility to the local community.
8. Enhance skills related to cooperation and working in groups.
9. Choose, share, plan, execute, reflect, and evaluate the merits of a service learning experience.
10. Recognize the significance of his/her own contribution to the community, thereby increasing the sense of personal responsibility.
11. Interpret the results of social science research, theories and concepts that are integral to the service learning experience.
12. Present the contribution and perspective of individuals who have impacted a selected social issue that is relevant to the service learning project.
13. Describe alternate theories or possible alternative solution to a selected social issue.
14. Identify a variety of scientific methodology that could be applied to a social issue and the service learning experience.
15. Use film as a media to identify social issues and problems through film.
16. Service Unit Requirements: 1 credit=15 hours of service; 2 credits=30 hours of service; 3 credits=45 hours of service.

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean’s office, not Academic Affairs.

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:

Seminar Participation (2 hours weekly): Participation in the seminar is a critical factor for assessment. This process may occur in the classroom situation, or on line by the utilization of IMeet technology. Participation includes (1) engaging in discussion, (2) exchanging ideas and questions, (3) critically assessing the reading material for issues such as content, coverage, methodological choices, questions left unanswered and links to other material.

Documentation of hours

Midterm Examination

Final Examination

Reading Annotation: Students will be asked to search for articles relevant to the given topic, read it thoroughly, and prepare an annotation for class presentation.

Journal assignments: Observations and Reflections

Students will be asked to keep a course journal in which you write reflectively about your experiences on your project and your engagement with the themes of the course. The journal will be a tool for exploration and analysis. Students will be required to complete and submit journal entries over the course of the term.
Reflective Journal Assignments
(See course calendar for due dates)

RJ Assignment 1
Describe what the term "community" means to you.
Describe what the term "citizenship" means to you.
Tell me what the term "service" means to you.

RJ Assignment 2
Do you feel that membership (citizenship) in a community necessarily includes an obligation to serve others through volunteer work? If so, why is service a necessary aspect of citizenship, and how much is service appropriately expected from community members? If not, why isn't service a necessary component of membership in a community?

RJ Assignment 3
What were your expectations as you begin your volunteer experience? What do you know about the agency you are going to serve – what do they do, what kind of people do they serve, who works there, what is it like, what is their mission, etc.? What do you hope it will be like? What worries or concerns do you have? What steps can you take to make the experience a positive one?

RJ Assignment 4
Describe your observation – how it looks, feels, sounds, what is happening, what is being said, etc. Try to convey a real sense of what it’s like to be there from your perspective.

RJ Assignment 5
Make a list of social issues that your community agency helps deal with (directly or indirectly). How does work of your community agency help with these issues? Is the impact important and helpful? How is your work contributing?

RJ Assignment 6
Summarize the most important things you gained from your service-learning experience. What did you discover about yourself, your beliefs and attitudes, and did you achieve any realizations or insights?

Service-Learning Project
Literature Review
Film narrative
Documentary film production
Presentation in class

For whom is this course being developed?
 Majors in the Dept ___ Majors of other Depts ___ Minors in the Dept ___ General Education ___ Other X (Honors Elective) ___

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes ___ No _X___

If yes, identify program(s):

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes ___ No _X_ (Program Director will oversee all service projects) ___

If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). None

*The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.*
Accessibility: Following course approval, and prior to the start of the semester in which the new or revised course will be taught for the first time, an accessibility checklist [available at http://www.csus.edu/accessibility/checklist.html] shall be completed and submitted to the appropriate Dean’s office. An accessible syllabus shall also be made available online, preferably prior to the start of that semester’s open registration period.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

<table>
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<tr>
<th>Signatures</th>
<th>Date</th>
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<tbody>
<tr>
<td>Department Chair:</td>
<td>9/13/2011</td>
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<tr>
<td>College Dean or Associate Dean:</td>
<td></td>
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<tr>
<td>CPSP (for school personnel courses ONLY)</td>
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<td>Associate Vice President</td>
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<td>and Dean for Academic Programs</td>
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Distribution: Academic Affairs (original), Department Chair and College Dean. Dean’s office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

5/20/2010