

NEW COURSE PROPOSAL

Courses must be submitted by October 15, 2013, and finalized by the end of that fall semester for the next catalog production.

Use YELLOWED areas to enter data.

DATE (*Change if modified and redate file with current date*)

DECEMBER 3, 2013, REV 12/9/13 GE: REV 12/11/13

PROGRAM AREA(S)

UNIV

1. Course Information. *[Follow accepted catalog format.]*

Prefix(es) (Add additional prefixes if cross-listed) and **Course No.** UNIV 399

Title: PEER-TO-PEER EFFECTIVENESS SEMINAR **Units:** 3

Prerequisites

Corequisites

X Consent of Instructor Required for Enrollment

Catalog Description (Do not use any symbols): **This experiential seminar is for students interested in serving as peer leaders in a variety of forms, including peer mentors, peer educators, peer advisors, academic coaches, orientation leaders, and resident assistants. The interactive course gives student an opportunity to study theories of student development, active learning pedagogy and lesson planning, the role of reflection in deep learning, literature on first generation and underrepresented minority student success, and theoretical and practical perspectives on peer leadership and group facilitation. Students will apply what they learn to specific "students helping students" contexts on campus, and document their learning in an eportfolio.**

Grading Scheme:

x A-F Grades

Credit/No Credit

Optional (Student Choice)

Repeatability:

Repeatable for a maximum of units

Total Completions Allowed

Multiple Enrollment in Same Semester

Course Level Information:

x Undergraduate

Post-Baccalaureate/Credential

Graduate

Mode of Instruction/Components (*Hours per Unit are defaulted*).

	Units	Hours per Unit	Default Section Size	Graded Component	CS & HEGIS # (Filled in by the Provost's Office)
Lecture		1			
Seminar	3	1	20	Y	
Laboratory		3			
Activity		2			
Field Studies					
Indep Study					
Other Blank					

Leave the following hours per week areas blank. The hours per week will be filled out for you.

3 hours seminar per week

hours blank per week

2. Course Attributes:

X 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)

x 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)**x 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>

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).

Lab Fee Request – Lab fee requests should be directed to the Student Fee Committee.

3. Justification and Requirements for the Course. (Make a brief statement to justify the need for the course)**A. Justification:**

A number of Academic Affairs and Student Affairs programs utilize “students helping students” of one kind or another (among them, University Experience Program, ISLAS, ACCESO, Academic Advising, Center for Community Engagement, Educational Opportunity Program, Student Support Services, New Student Orientation and Transition Programs, Residential Housing, Associated Students, Inc., Dolphins Quest). Strong peer-to-peer relationships are shown in the literature to be a major factor in student retention, with the use of peer mentors embedded in courses and student support programs among the “high impact practices” that promote student engagement and success. Multiple programs currently train students in similar areas – theories of student development, learning theory, peer mentoring, group facilitation, reflection, best practices for engaging first gen and URM students, theories of leadership, academic coaching – in preparation for paid and volunteer positions. Some students move from peer position to peer position, with redundant training. A course grounding potential peer paraprofessionals in rigorous academic preparation and practical application will enhance their experience in these paid and volunteer positions, and centralize the training that multiple units on campus undertake individually. A course will also give students an experiential context to develop essential learning outcomes such as oral and written communication and civic engagement. “General” mentors will have students taking every type of course in their mentee groups. Peer mentors could be a resource to each other, if they know who each other are (and they’ve built trust) across disciplines. Teaching theories of learning -- or practical aspects of preparing for exams, for example -- that are field specific to *all* peer mentors might help them grow in their appreciation and knowledge of things outside their major area. It may be that some programs that employ peer workers will eventually require the course as a prereq or co-req for employment. This is NOT a course to train academic discipline tutors or formal teaching assistants.

B. Degree Requirement:

- ☐ Requirement for the Major/Minor
- ☐ Elective for the Major/Minor
- ☒ Free Elective

Note: Submit Program Modification if this course changes your program.

4. 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:

- Evaluate issues and integrate ideas from multiple perspectives, and identify actions consistent with their own civic responsibility. (GE Goal 1.1; Area E)
- Differentiate distinct roles of “students helping students” within higher education.
- Demonstrate interpersonal and presentational skills, including speaking in a classroom setting, formal writing, and building peer relationships with others to communicate effectively using a variety of formats. (GE Goal 4; Area A-1)

- Apply knowledge of active pedagogy, theories of student development, and peer leadership perspectives to a real-world university context.

5. Course Content in Outline Form. *[Be as brief as possible, but use as much space as necessary]*

Who are our students: first generation, underrepresented, “typical” students
 Basic pedagogy: Theories of active learning and learning styles
 Stages of student development
 Coaching academic preparedness: academic reading, study strategies, test preparation
 Individuals and leadership: theories, types, styles
 Groups and leadership: theories, applications
 The role of reflection in civic engagement and making meaning
 Knowing limits: When to help and when to refer
 University programs and peer roles
 Problem-solving strategies

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.

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

A. 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: N/A

B. Program responsible for staffing: UNIV

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

Fred B. Newton and Steven C. Ender. (2010). *Students Helping Students: A Guide for Peer Educators on College Campuses*. 2nd edition. Jossey Bass.
 Johnson, W. B. (2002). “The intentional mentor: Strategies and guidelines for the practice of mentoring.” *Professional Psychology: Research and Practice*, 33, 88-96.
 Jeff Zwiers and Marie Crawford. (2011). *Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings*. Stenhouse Publishers.
 Irvin, S.M. (2009). “Cultural awareness in intercultural mentoring: A model for enhancing mentoring relationships.” *International Journal of Leadership Studies*, 5, pp. 37-50.
 Sanft, M. Jensen, M., & McMurray, E. (2008). *Peer Mentor Companion*. Boston, MA: Wadsworth, Cengage Learning

8. Tenure Track Faculty Qualified to Teach This Course.

Dennis Downey, Geoff Buhl, Cindy Wyels, Marie Francois

9. Requested Effective Date:

First semester offered: Fall 2014 or Spring 2015

10. New Resources 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 x (Lab fee requests should be directed to the Student Fee Committee)

E. Other

☐

11. Will this new course alter any degree, credential, certificate, or minor in your program? Yes ☐ No x

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, of preceding year.

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

Marie Francois

12/3/2013

Proposer of Course (Type in name. Signatures will be collected after Curriculum approval)

Date

Approved by 2013-2014 Committee:

Janet Rizzoli
Emily Saunders
Geoffrey Buhl
Catherine Burriss
Jose Alamillo
Kathy Musashi
Debra Hoffmann
Rachel Danielson
Dax Jacobson
Sarah Johnson

Request Submitted

Course: UNIV399 Seminar on Peer-to-Peer Effectiveness

Area: A1 Oral Communication

Date Submitted: 12/5/2013 11:34:04 AM

Date Approved: 12/11/2013 9:48:48 AM

1. Focus on communication in the English language

Assignments, presentations, and applied activities will focus on effective communication in English with target peer audiences.

2. Focus on the formulation and analysis of human interaction

Students will study different learning styles and strategies to recognize and differentiate models of communication most appropriate for and effective with different groups of students and different audiences, both in one on one human interaction and facilitated group settings.

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

In learning about pedagogical and student development theories, students will engage inductive and deductive reasoning for evaluation and application purposes.

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

Throughout the course, but especially in the design of applied projects for specific peer setting, students will need to address modes of argument, rhetorical perspectives, and the relationship of language to logic in order to achieve effective peer-to-peer engagement.

5. Include exploration of the psychological basis and social significance of communication

Throughout the course on peer-to-peer interactions, but especially through the second half of the course where projects, presentations, and curricula is developed for application in various peer settings (embedded in courses, small interest groups, public events, etc.), students will need to consider the psychological basis and social significance of communication.

6. Require significant oral presentation

Students will give multiple oral presentations -- in small group settings in class, whole class presentations, and through projects delivered in different peer settings across campus. Small group facilitation skills rely on effective oral presentation ability.

7. Focus on oral as well as written communication, listening and reasoning

Through short and longer written projects and verbal presentations and self and peer evaluation of those projects, students will focus on different modes of communication, listening and reasoning.

GE Committee response to your request have UNIV399: Seminar on Peer-to-Peer Effectiveness added to E: Human Physiological and Psychological Perspectives

Approved by 2013-2014 Committee:

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Sarah Johnson

Request Submitted

Course: UNIV399 Seminar on Peer-to-Peer Effectiveness

Area: E Human Physiological and Psychological Perspectives

Date Submitted: 12/5/2013 11:48:13 AM

Date Approved: 12/11/2013 10:03:33 AM

1. Focus on some aspect of human physiology, psychology, health, or physical activity

Students will critically assess the psychological, societal and educational impact of peer-to-peer relationships in a university setting. Among the considerations might be the impact of physical ability or health challenges when working with small groups or individuals. The focus on learning theory includes new scientific work on human physiology in terms of what the brain does while learning, and how chunking of information, repetition, and exercising short and long term memory enhance learning.

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 (living out the University mission along the way) 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

Program/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 International Affairs Director		
	Signature	Date
Center for Integrative Studies Director		
	Signature	Date
Center for Multicultural Engagement Director		
	Signature	Date
Center for Civic Engagement Director		
	Signature	Date
Curriculum Chair		
	Signature	Date
AVP		
	Signature	Date