

## Second-Year Experience Course Proposal

*By submitting this course for review, you agree to participate in regular assessment of transitional content learning outcomes and the GE learning outcomes matched to the Sophomore Year Experience (SYE). Such assessment may require submission of student work to an assessment committee. The University Studies Curriculum Committee will review the course proposal for fit to the SYE program. The GE Subcommittee will review the proposal for fit to the GE program if required. Faculty instructors are encouraged to add additional learning objectives and content above and beyond SYE and GE requirements.*

### Course Information

**Proposer's Name:**

**Email:**

**Prefix & Course Number:**

**Catalog Title:**

**Overarching Theme of the SYE:**

### SYE Requirements

**SYE courses are intended to help students engage in a focused exploration of goals and begin to connect their undergraduate experiences in a coherent, meaningful story of learning. Therefore, the following are required for a SYE course:**

<b>Content requirement</b>	<b>Explain how/where each requirement is addressed.</b>
Be primarily targeted at second-year students.	
Be at least a one semester-long program	

Have a class size of 25 students or fewer (can be a larger lecture with sections).	
Utilize engaged and active learning pedagogy.	
Meaningfully <i>integrate</i> a peer facilitator.	
Be suitable for majors and non-majors.	
Requires no special prerequisites.  <i>If requesting an exception, please provide justification.</i>	

## Transitional Learning Outcomes

Courses proposed as SYEs must address the following four **transitional** learning outcomes. Transitional learning outcomes are focused on supporting student transitions such as the first year of college, sophomore year, transfer experience, degree completion and new graduate experiences. The transitional learning outcomes listed here build on three FYE transitional learning outcomes<sup>1</sup> in ways appropriate to second-year college student development, and are therefore listed as outcomes 4-7. To the extent possible, this transitional content should be meaningfully integrated with the substantive content of the course. Syllabus should demonstrate how the faculty member will deliver these outcomes in active collaboration with the peer mentor.

Content requirement	Explain where each requirement is addressed (e.g. specific reading, assignment, activity, lecture) and how it is <i>meaningfully integrated</i> with the substantive course content.
<p><b>Transitional Learning Outcome #4:</b></p> <p><b>Identify and pursue goals (e.g. academic, personal, career) and opportunities within and beyond the classroom.</b></p> <p>4.1 Choose and affirm academic interests, including a major.</p> <p>4.2 Explore and participate in academic opportunities that complement the student's interests.</p> <p>4.3 Engage in co-curricular experiences relevant to the student's academic and/or career interests.</p> <p>4.4 Explore career opportunities and resources relevant to the student's interests.</p>	

<sup>1</sup> FYE Transitional Learning Outcomes are available on page 18 the 2019 GE Revision, available <http://ge.sonoma.edu/sites/ge/files/gerevision2019.pdf>

<p><b>Transitional Learning Outcome #5:</b></p> <p><b>Articulate connections among personal, academic, and career interests and goals and how student's academic and/or co-curricular activities are helping them achieve their goals.</b></p>	
<p><b>Transitional Learning Outcome #6:</b></p> <p><b>Build and strengthen personal relationships in the classroom, campus, and outside communities.</b></p>	
<p><b>Transitional Learning Outcome #7:</b></p> <p><b>Refine academic skills that prepare students to take on upper division coursework.</b></p>	<p><i>This may include but is not limited to critical reading, critical thinking, information literacy, writing, communication or presentation skills, quantitative literacy, problem solving, gaining disciplinary or interdisciplinary knowledge.</i></p>