

## **Inventory of High-Impact Practices Sixth College Academic Programs**

### **First-Year Seminars and Experiences**

**SXTH 20:** An honors seminar designed to expose students to cutting-edge research at UCSD while also highlighting the diversity of our faculty.

**CAT 87:** A freshman seminar designed to provide new students with the opportunity to explore an intellectual topic with a faculty member. The current offering with Eduardo Macagno (BioSci) explores the neural and cognitive responses to features of built environments.

### **Undergraduate Research**

**CAT 3:** Students participate in presenting their research to their peers at an end-of-the-year forum. Students learn that research is a creative process, and that many media can be used to conduct research and present research findings.

### **Writing-Intensive Courses**

CAT offers a comprehensive writing curriculum that is focused on best practices in the field of composition.

- **CAT 1** courses (fall of the first year) focus on critical reading and questions like “What is a text?” or “How can an artifact or source be analyzed?” or “Why is the same object of study approached differently in different fields?” (4 units)
- **CAT 2** courses (winter of the first year) emphasize arguments, both explicit and implicit. Students learn more about how different kinds of arguments are constructed, how visual arguments persuade, and why some parts of an argument might not be visible or open to debate.
- **CAT 3** courses (spring of the first year) look at the making of knowledge from multiple sources and many cultural perspectives. Intensive writing instruction continues, with an emphasis on producing an independent research project. (6 units)
- **CAT 125** courses on “Public Rhetoric and Practical Communication” prepare upper-division students to communicate with a broad range of audiences. (4 units)

### **Service Learning, Community-Based Learning**

**The Sixth College Practicum:** fosters a connection between students’ academic education to surrounding local, national, and global communities. Practicum students engage in projects that focus on their academic development, personal and professional growth and civic engagement as part of their General Education curriculum. Sixth College faculty encourages students to satisfy the requirement through alternative and creative projects, consistent with Sixth College’s mission to educate students who are innovative, interconnected, and aware. Many of these courses involve service-learning and community-based research and learning. Although many kinds of courses based on clinical, laboratory, archival, fieldwork, or other research experiences fulfill the practicum requirement within departmental majors, it is also possible to enroll in an interdisciplinary practicum through **CAT 124** or **CAT 198**.

### **Internships**

Many Sixth College students satisfy Practicum credit with internships from **AIP** (Academic Internship Program), **PRIME** (Pacific Rim Undergraduate Experiences), **UCDC**, **UCCS** (UC Center Sacramento), or **LARSS/NASA internships**.

### **Capstone Courses and Projects**

**CAT 192:** Senior Seminars on specialized CAT topics are periodically taught by research faculty. Faculty in STEM disciplines are actively recruited.

**CAT 124: Practicum** offers a number of courses in which, in accordance with the Academic Plan, students are “placed on interdisciplinary teams” that are “given an assignment that fulfills

the intent of the requirement” to “integrate ideas and methods learned while pursuing the undergraduate curriculum.” Students have brought their disciplinary expertise to a number of different capstone projects, including implementing changes at the Sixth College Writing Studio and launching initiatives to increase awareness about sexual assault prevention.

**CAT 125: Public Rhetoric and Practical Communication** is a required course for all Sixth College students that invites them to integrate what they have learned at UCSD and apply it as they prepare to communicate their expertise to audiences outside the university. Projects include digital portfolios showcasing a student’s expertise, multimodal adaptations of academic writing for non-expert audiences, and public presentations with automatically-advancing slides.

### **Collaborative Assignments and Projects**

The Academic Plan of Sixth College specifies that students work on hands-on collaborative multimedia projects in their CAT courses with “project-based learning” in **CAT 1 and CAT 2** and “intensive teamwork projects” in **CAT 3**. According to the Academic Plan, the college is “committed to the use of Internet and multimedia technologies and electronic classroom communication systems to create an ‘active learning’ environment and to enhance and enrich classroom learning and teaching.” The Sixth College Practicum (**CAT 124, CAT 198**) also involves project-based and collaborative assignments that integrate theory and practice in exciting ways.

**CAT 75:** Students enrolled in “Experience Art!” courses attend 3-4 arts events (exhibits, concerts, films, etc.) together (maximum 20 students/course) with a professor and discuss the experiences before and after. The course is designed to engage critical thinking about their experiences and the collaborative roles played by artists, audiences, curators, and communities.

### **Common Intellectual Experiences**

**CAT 1, CAT 2, and CAT 3** classes offer different tracks in a common core with shared thematic questions about the intersections of culture, art, and technology in the past, present, and future. Faculty and TAs work toward shared learning outcomes, and students participate in shared co-curricular activities with the library and the ARTifact gallery at Sixth College.

### **Learning Communities**

Sixth College offers a number of living and learning communities, including specialized housing for students enrolled in the OASIS program (Office of Academic Support & Instructional Services). CAT courses frequently offer review sessions, film screenings, and student research presentations led by faculty in the residence halls.

### **Diversity/Global Learning**

Diversity and Global Learning are important themes in many CAT courses. See CAT syllabi from Patrick Anderson, Teddy Cruz, Diane Forbes, Catherina Gere, Nancy Kwak, Martha Lampland, Elizabeth Losh, David Pedersen, Paul G. Pickowicz, Alexandra Sartor, Eliza Slavet, Michael Trigilio, and K. Wayne Yang for examples. In CAT we do not believe that cultural values are absolute, that aesthetic standards for beauty are universal, or that technologies are neutral.

**Practicum Study Abroad** is available through EAP, OAP, CAPA International Education, and Arcadia University. Students intern in various industries, such as business, politics, education, journalism, fashion, engineering and biological sciences.

**Global Seminars** are being planned for future years working with the UCSD International Center.