California State University Channel Islands

NEW COURSE PROPOSAL

Courses must be submitted by October 15, 2011, and finalized by the end of the fall semester for the next catalog production.

Use YELLOWED areas to enter data.

DATE (Change if modified and redate file with current date))	10.12.11; REV 11.10.11; REV 12.13.11; REV 1.19.12
PROGRAM AREA(S)	UNIV

. Course Information.	[Follow accepted catalog format.
-----------------------	----------------------------------

Prefix(es) (Add additional prefixes if cross-listed) and Course No. UNIV 198

Title: INTRODUCTION TO INTERDISCIPLINARY RESEARCH Units: 3

Prerequisites Corequisites

X Consent of Instructor Required for Enrollment

Catalog Description (Do not use any symbols): Students develop quantitative and qualitative data collection and interpretation skills, learn to use and evaluate various information sources, and develop an awareness of how both methods and sources arise from disciplinary contexts. Students will be introduced to current theory on interdisciplinary learning and begin to practice methods and processes that lead to interdisciplinary thinking and collaboration. Repeatable up to 6 units.

Grading Scheme: Repeatability: Course Level Informa	1110111;						
X A-F Grades X Repeatable for a maximum of 6 units X Undergraduate							
Credit/No Credit Total Completions Allowed Post-Baccalaureate/C	Credential						
Optional (Student Choice) Multiple Enrollment in Same Semester Graduate							
Mode of Instruction/Components (Hours per Unit are defaulted).	NTO II						
Hours Benchmark Graded CS & HEC							
per Enrollment Component (Filled in by the	e Dean)						
Units Unit							
L□cture 1							
Seminar 1							
Laboratory 3							
Activity 3 2 20 Y							
Field 1							
Studies							
Indep Study							
Other Blank							
Leave the following hours per week areas blank. The hours per week will be filled out for you.							
6 hours activity per week							
hour per week Is this course delivered online? Yes No_X_							

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)

A-1 Oral Communication

A-2 English Writing

X A-3 Critical Thinking

B (Mathematics, Sciences & Technology)

B-1 Physical Sciences B-2 Life Sciences – Biology

6.2.10 km2

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)

E (Human Psychological and Physiological Perspectives)

UDIGE/INTD Interdisciplinary

Meets University Writing Requirement

Meets University Language Requirement

American Institutions, Title V Section 40404: Government US Constitution US History Refer to website, 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).

NOTE: All 198 courses will meet outcome A-3. Depending on the chosen topic and faculty expertise, particular offerings of 198 may also meet specified outcomes in GE Goals 5, 6, and 7 (calibrated to the current CSU A-E for purposes of transfer). The total number of outcomes will remain within GE Program policies, and the additional outcomes will be formalized by processes specified by the GE Committee within normal windows for course planning and scheduling.

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

A. Justification:

UNIV 498 and various Capstone courses provide excellent research opportunities for upper division students. Unfortunately, many of our students are not ready to perform research by the time they are junior or seniors. UNIV 198 is part of a stepladder of courses that will eventually include 198/298/398/498 to build student research skills from early on in the college experience. Funding for development of the stepladder has been provided by the Keck Foundation.

Research shows that students who engage in research projects early in their college careers are more likely to remain in school and graduate with higher GPAs than students who do not. Students from under-represented groups are particularly impacted by involvement in research.

Students in the x98 sequence will use the e-portfolio system (funded by the Title V HSI grant) to upload their coursework. Faculty will assess the outcome with e-rubrics developed in collaboration with CIS and SRSC as part of the regular grading for the course. Faculty teaching in the x98 sequence for the first time will be required to participate in workshops about the e-portfolio system, interdisciplinary pedagogy, and mentoring student research. These courses will therefore serve as a prototype for the new GE assessment system.

B. Degree Requirement:

Requirement for the Major/Minor
Elective for the Major/Minor
X Free Elective

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

4. Student Learning Outcomes. (List in numerical order. You may wish to use the following resource in utilizing measurable verbs: http://senate.csuci.edu/comm/curriculum/resources.htm)

Upon completion of the course, the student will be able to:

- 1. Integrate disciplinary perspectives and practice interdisciplinary collaboration (Outcome 1.1c)
- 2. Find, critically evaluate, and effectively use information (Goal 3)
- 3. Additional outcomes may be identified according to the focus of particular 198 offerings.

Outcomes will be assessed using rubrics developed to correspond to GE Goals and Outcomes and FolioCI.

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

Throughout the semester, students will submit written work, give oral presentations and develop collaborative research proposals that demonstrate an understanding of relationships between research questions, methods, and sources of information.

Block 1: Interdisciplinary theory and process

Block 2: Quantitative data collection, interpretation, and contextualization

6.2.10 km²

	Block 3: Library and source-based research Block 4: Qualitative data collection, analysis, and contextualization Block 5: Writing Block: Research Proposal
	ulty in 198 courses may choose to focus on particular interdisciplinary topics, but the emphasis will be to develop a common set of ls, knowledge, and experiences in students.
	Does this course content overlap with a course offered in your academic program? Yes No X 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 X If YES, what course(s) and provide a justification of the overlap.
	Overlapping courses require Chairs' signatures.
6.	 Cross-listed Courses (<i>Please note each prefix in item No. 1</i>) 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:
	B. Program responsible for staffing: CIS/UNIV
7.	References. [Provide 3 - 5 references]
	Augsburg, Tanya. <i>Becoming Interdisciplinary: An Introduction to Interdisciplinary Studies</i> . 2 nd Ed. Dubuque, IA: Kendall/Hunt, 2006. [This book is accessible to undergraduate readers.]
	Mansilla, V., Duraisingh, E., Wolfe, C., et al. "Targeted Assessment Rubric: An Empirically Grounded Rubric for Interdisciplinary Writing." <i>Journal of Higher Education</i> 80.3 (2009): 334-353.
	Newell, J., Newell, H., Dahm, K., "Rubric Development for Assessment of Undergraduate Research: Evaluating Multidisciplinary Team Projects", <i>Chemical Engineering Education</i> , 37 no. 3.
	Repko, Allen F. Interdisciplinary Research: Process and Theory. Thousand Oaks, CA: Sage, 2008.
8.	Tenure Track Faculty Qualified to Teach This Course.
	Brad Monsma, Kathryn Leonard, many others. ulty will respond to a call for proposals each year and will be selected by the SPIRaL co-directors in consultation with faculty ociated with other SPIRaL courses.
9.	Requested Effective Date: First semester offered: Fall 2012
10.	New Resources Requested. Yes No X If YES, list the resources needed.

D. Lab Fee Requested (please refer to Dean's Office for additional processing) Yes X No

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

6.2.10 km2

11. Will this new course alter any degree, credential, certificate, or minor in your program? Yes

If, YES attach a program update or program modification form for all programs affected.

Priority deadline for New Minors and Programs: October 1, 2011 of preceding year.

Priority deadline for Course Proposals and Modifications: October 15, 2011, of preceding year.

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

Brad Monsma

Kathryn Leonard

Date

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

6.2.10 km²

Course: UNIV198 Introduction to Interdisciplinary Research

Area: A3 Critical Thinking

Date Submitted: 10/7/2011 8:22:18 AM

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

Because the course introduces students to various forms and methods of research, it will be essential for students to understand reasoning that proceeds from generally agreed upon principles and that which draws conclusions based on observation and data.

The 5 "Learning Blocks" outlines in the course proposal include introductions to both quantitative and qualitative research and will provide ample opportunity to cover these fundamentals.

2. Focus on the analysis of written, oral, visual and/or symbolic communication

Throughout the semester, students will submit written work, give oral presentations and develop collaborative research proposals that demonstrate an understanding of relationships between research questions, methods, and sources of information.

Students will learn to evaluate such work both in peer groups and through feedback from faculty.

3. Prepare the student to assess common fallacies in reasoning

At each point in their introduction to various forms of research, students will be asked to evaluate and understand logical pitfalls most likely to be encountered in that form of information gathering and evaluation.

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

At each point in their introduction to various forms of research, students will be asked to evaluate and understand logical pitfalls most likely to be encountered in that form of information gathering and evaluation.

6.2.10 km2

Approval Sheet

Program/Course: UNIV 198

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	

6.2.10 km²