

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*) **SEPTEMBER 25, 2011; REV 10.24.11; REV 11.17.11; REV 12.15.11**
 PROGRAM AREA(S) _____ UNIVERSITY _____

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

Prefix(es) **UNIV** (Add additional prefixes if cross-listed) and Course No. **349**

Title: **TRANSFER YEAR SEMINAR** Units: **3**

Prerequisites

Corequisites This course is for transfer students in their first year at CI.

Consent of Instructor Required for Enrollment

Catalog Description (Do not use any symbols): **This interdisciplinary seminar for first year transfer students promotes successful intellectual and social transition to CSU Channel Islands through a problem-based approach. Students examine the modern world and issues facing societies from multiple perspectives, and develop and convey to others analyses of and solutions to problems using the methodologies, tools and techniques of academic disciplines. Students will develop inquiry skills that emphasize critical thinking and independent learning as well as identify how universities and specific disciplines relate to social problems. The seminar promotes students' reflection on prior learning at other institutions and its relationship to the CI mission and their degree program, and aims to increase student engagement in intellectual life at the university. Themes will vary.**

Grading Scheme:

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:

Undergraduate

Post-Baccalaureate/Credential Graduate

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

	Units	Hours per Unit	Benchmark Enrollment	Graded Component	CS & HEGIS # (Filled in by the De(n))
Lecture		1			
Seminar	3	1	25	Y	
Laboratory	<input type="checkbox"/>	3	<input type="checkbox"/>	<input type="checkbox"/>	
Activity		2			
Field Studies	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
Independent Study	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
Other Blank	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	

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

Is this course delivered online? Yes ___ No ___ x ___

2. Course Attributes:

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

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)**

X **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).

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

A. Justification:

Transfer Year Seminars are part of the University Experience program funded by the Title V Project ISLAS grant, which is focused on “first year at the university” programs (including freshman and transfer). The grant proposed 3 sections of Transfer Year Seminars to be piloted in Fall 2012. The ISLAS Academy will be offering faculty workshops on best practices for teaching transfer students.

Recent focus groups conducted by Project ISLAS with faculty, staff, and transfer students about the needs and experiences of students who transfer to CI suggest that many students suffer from “transfer shock” bot academically and socially: they are unprepared for or have unrealistic expectations about the level of reading, writing, and quantitative literacy they are expected to have mastered to succeed in upper division coursework; and they face challenges integrating themselves into university life, especially when they live off campus. Many transfer students will benefit from a Transfer Year Seminar focused on acclimating them to university-level workload and work quality expectations, informing them of the requirements for majors, and introducing them to curricular and co-curricular aspects of the CI mission pillars. Structured as a Seminar and not a straight lecture class, instructors will engage in high-impact teaching and active learning practices.

As transfer students must take 9 UDIGE units here as their “local” GE even though it is unlikely that they have had any exposure to interdisciplinary studies at their previous institutions, a 3-unit Transfer Year Seminar that introduces them to interdisciplinary exploration of real-world problems will serve to engage them in mission-based learning while fostering greater success in the remaining required UDIGEs.

The seminars will require substantial writing and rewriting, supported by interventions with peer mentors and writing tutors and the use of eportfolios, especially for those students whose writing needs more formative development of written communication skills in order to succeed in upper division courses for their majors. Recognizing that words are not the only way people communicate, and that in many fields ideas are conveyed through numbers, pictures, or signs, the course will provide opportunity to enhance critical thinking through practicing quantitative literacy skills. Both the written and quantitative communication skill development can be built into the eportfolio reflection by the student on their prior learning and how it relates to their academic plan at CI. Transfer students will have the chance to address in writing (or on camera, then loaded into the eportfolio) the degree to which their previous learning relates to the General Education Goals and Outcomes of CI (SP 06-06, revised).

As many students move through their first (and second) transfer semesters without sufficient advising, this seminar builds in students support services through University Experience Associates peer-mentors assigned to the classrooms, who will work with students to establish relationships with both the centralized Academic Advising advisors and with major advisors, as well as with tutors in the Writing and Learning Resource Centers. Transfer students in the seminar will also have the opportunity to

participate in the small (5 to 6 students) peer mentor-led Dolphin Interest Groups, or DIGS, established under Project ISLAS as part of the University Experience Program, where participation in the intellectual and social life of the campus are promoted.

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. 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 students will be able to:

- Describe “the university” as an institution and a culture, and CI’s mission, identity and place within that larger context.
- Identify their own intellectual strengths, weaknesses, and ambitions, and learn independently.
- Analyze their major and other disciplines through a problem-based approach to critical thinking, integrating content, ideas, and approaches from perspectives across disciplines. (GE 1.1)
- Deliberate with others and present arguments clearly, logically, and creatively. (GE 2.2)
- Write effectively in various forms. (GE 4.2)

Depending on the chosen topic and faculty expertise, particular offerings of UNIV 349 will also meet specified outcomes in Goals, 5, 6 and 7. 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.

*General Education Learning Goals: 1. Evaluate issues and integrate ideas from multiple perspectives, including cultural, national and international, and disciplinary perspectives, and identify actions consistent with their own civic responsibility. 2. Identify clear, logical, and creative arguments. 3. Find and critically examine information. 4. Communicate effectively using a variety of formats. 5. Understand the physical universe and its life forms, scientific methodology, and mathematical concepts, and use quantitative reasoning. 6. Cultivate intellect, imagination, sensibility and sensitivity through the study of philosophy, literature, languages, and the arts. 7. Understand social, cultural, political, and economic institutions and their historical backgrounds, as well as human behavior and the principles of social interaction.”
(General Education Learning Goals and Outcomes, SP #06-06, revised 2007)

Comment [FM1]: This SLO is verbatim from Senate Policy 0-06 GE Learning Goals and Outcomes. We could reword it as Curriculum Committee suggests --it seems the suggestion is to leave out “deliberate with others” altogether -- but this removes the teamwork component. The rubric that will be used to measure this outcome descibes the teamwork criteria at the highest level (4) as “Helps the team move forward in **deliberations** by articulating the merits of alternative ideas or proposals.”

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

The content of each section of UNIV 349 will vary from semester to semester, reflecting the expertise of the faculty.

Topics are listed here separately, but will be integrated in practice through juxtaposition of readings and analytic frames, eportfolio reflection and writing prompts drawing connections among topics, Blackboard Discussion board, in-class group work, problem solving projects, etc.

- CI Mission: definitions and understandings
- Integration of multiple disciplinary perspectives in the examination of a pressing social problem (which might involve a combination of policy, scientific research, ethnography, artistic expression, etc.)
- Reflection (recorded in an eportfolio in *folioCI*) on prior learning, and its connections to the university mission, the major field of study, and the problem that the seminar focuses on.
- Transition from community college/lower division to university/upper division academic work and campus life; commuter culture; intellectual toolbox for university success; multicultural legacies and education
- Self-assessment of “university readiness,” development of individual plans to enhance success, honing of time management and study skills, identification of transition points and mentors
- Modes of critical thinking, evaluation of evidence, argument, rhetorical perspectives, and the relationship of language to logic in different contexts
- Exploration of requirements for majors, as well as funding, undergraduate research, and enrichment opportunities on campus related to specific majors
- Substantial writing and rewriting: in assignments based on readings, presentation of findings about the theme/social problem focused on, and on reflection on own learning.
- Disciplinary and interdisciplinary knowledge: building blocks, ways of knowing, research methods, interdisciplinary intersections

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)

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: University Experience

7. References. [Provide 3 - 5 references]

The texts listed below will provide theoretical and practical guides for students and faculty. Faculty will choose additional course texts relevant to the topics of particular UNIV 349 courses.

Augsburg, T. *Becoming Interdisciplinary: An Introduction to Interdisciplinary Studies*. 2nd Ed. Dubuque, IA: Kendall/Hunt, 2006. [This book is accessible to undergraduate readers.]

Duch, B. J. et al. The power of problem-based learning: a practical "how to" for teaching undergraduate courses in any discipline, Stylus Publications, 2001.

Fink, L.D. *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*. Jossey-Bass, 2003.

Weir, S. *Transitions: A Guide for the Transfer Student*. Thomson/Wadsworth, 2008

Poisel, M.A. and S. Joseph., eds. *Transfer Student in Higher Education: Building Foundations for Policies, Programs and Services that Foster Student Success*. National Resource Center for the First-Year Experience and Students in Transition, 2011.

8. Tenure Track Faculty Qualified to Teach This Course.

All tenure track faculty at CI have been hired because they have interdisciplinary background, and we all have experience with transfer students. Geoff Buhl, Julia Balen

9. Requested Effective Date:

First semester offered: Fall 2012

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 (please refer to Dean's Office for additional processing) Yes No

E. Other

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

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.

Marie Francois, Geoff Buhl, Julia Balen

10/6/11

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

Date

Request Submitted

Course: UNIV349 Transfer Year Seminar
Area: A3 Critical Thinking
Date Submitted: 10/6/2011 12:51:54 PM
Date Approved: 10/24/2011 11:48:50 AM

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

Through the textbooks and supplemental readings, students will be introduced to both types of reasoning. We will use mission-based examples for students to practice using inductive and deductive reasoning skills.

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

Within this course, students will have the opportunity to analyze scholarly work related to a focus issue or societal problem, including narrative and quantitative arguments.

3. Prepare the student to assess common fallacies in reasoning

This course will present students with tools to identify common fallacies in the context of studying a social problem as they examine related arguments. The students will have to recognize which fallacies are commonly used within particular discourses. Furthermore, students will have to critique particular messages while abstaining from common fallacious traps. This course will introduce students, through critical thinking models, to academic discourse expectations in different disciplines with regard to these topics.

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

Examining scholarly journals, newspaper editorials, newscasts, popular magazine articles, literature, and non-fiction writing (for some examples) related to problem-based inquiry will help students learn to discern the relationship between language and action. Through reading assignments, group projects and class discussion, students will have to compare different perspectives and produce logically sound arguments.

Request Submitted

Course: UNIV349 Transfer Year Seminar

Area: E Human Physiological and Psychological Perspectives

Date Submitted: 10/12/2011 12:42:21 PM

Date Approved: 10/24/2011 11:51:06 AM

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

Students in this course will critically assess the psychological, societal and economical impact of social problems or issues on human populations in their communities, countries and in the world. For example, a course with a focus on ocean fisheries might engage issues around lead and other unhealthy elements found in fish, and will learn about the healthy attributes of seafood such as omega3 fatty acids. Another course on land use and farmworker issues might engage issues of pesticide use, which affects both farm workers and consumers, and learn about the physical demands of stoop labor. As a third example, in a course addressing adult illiteracy students could focus on the psychological impact of this impediment to communicating in a digital world.

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 in their existence as both psychological and physiological beings. It also develops students' habits of mind that promote life-long learning and wellness.

Request Submitted

Course: UNIV349 Transfer Year Seminar

Area: UDIGE Upper Division Interdisciplinary GE

Date Submitted: 10/6/2011 12:54:56 PM

Date Approved: 10/24/2011 11:52:06 AM

1. Emphasize interdisciplinarity by integrating content, ideas, and approaches from two or more disciplines

Each Transfer Year Seminar will integrate content, ideas and approaches to examine a compelling social issue or problem from multiple disciplinary perspectives. For example, students might focus on ocean fisheries, combining aspects of biology, business, and policy. Another course might approach land use issues from resource management, political, economic, and anthropological perspectives. As a third example, students might approach solving the problem of adult illiteracy through sociological, educational, and psychological lenses.

2. Include substantive written work consisting of in-class writing as well as outside class writing of revised prose. Examples of appropriate written work include: short papers, long papers, term papers, lab reports, documentation, disciplinary-based letters and memos, and essays.

The Transfer Year Seminar will be writing intensive with written reflections on the transfer experience, on the disciplinary readings, and problem-solving. Students will do substantial writing and rewriting, supported by interventions with peer mentors and writing tutors and the use of eportfolios, especially for those students whose writing needs more formative development of written communication skills in order to succeed in upper division courses for their majors.

Approval Sheet

Program/Course: UNIV 349

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