

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

COURSE MODIFICATION PROPOSAL

Courses must be submitted by October 15, 2012, and finalized by the end of the fall semester to make the next catalog (2013-14) production

DATE (CHANGE DATE EACH TIME REVISED): 10.1.12; REV 11.28.12GE; REV 12.5.12

PROGRAM AREA(S): UNIV

Directions: All of sections of this form must be completed for course modifications. Use **YELLOWED** areas to enter data. All documents are stand alone sources of course information.

1. Indicate Changes and Justification for Each. [Mark all change areas that apply and follow with justification. Be as brief as possible but, use as much space as necessary.]

<input type="checkbox"/> Course title	<input type="checkbox"/> Course Content
<input type="checkbox"/> Prefix/suffix	<input type="checkbox"/> Course Learning Outcomes
<input type="checkbox"/> Course number	<input type="checkbox"/> References
<input type="checkbox"/> Units	<input checked="" type="checkbox"/> GE
<input type="checkbox"/> Staffing formula and enrollment limits	<input type="checkbox"/> Other
<input type="checkbox"/> Prerequisites/Corequisites	<input type="checkbox"/> Reactivate Course
<input checked="" type="checkbox"/> Catalog description	
<input checked="" type="checkbox"/> Mode of Instruction	

Justification: Adding expectation of out of class meetings on bi-weekly basis with peer mentors.

2. Course Information.

[Follow accepted catalog format.] (Add additional prefixes if cross-listed)

OLD

Prefix UNIV Course# 349
Title Transfer Year Seminar Units (3)
☐ hours lecture per week
☐ hours blank per week

☐ Prerequisites: ☐
☐ Consent of Instructor Required for Enrollment
s Corequisites: ENGL 102/103, 105 or 106

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.

General Education Categories: A3, E, UDIGE
Grading Scheme (Select one below):

☒ A – F
☐ Credit/No Credit

NEW

Prefix UNIV Course# 349
Title Transfer Year Seminar Units (3)
3 hours lecture per week
☐ hours blank per week

☐ Prerequisites: ☐
☐ Consent of Instructor Required for Enrollment
x Corequisites: ENGL 102/103, 105 or 106

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. **Students will meet outside of class for one hour on a bi-weekly basis in small groups with a peer leader.**

General Education Categories: A3, E UDIGE
Grading Scheme (Select one below):

☒ A – F
☐ Credit/No Credit

☐ Optional (Student's Choice)
 Repeatable for up to ☐ units
 Total Completions ☐
 Multiple Enrollment in Same Semester Y/N ☐
 Course Level:
☒ Undergraduate
☐ Post-Baccalaureate
☐ Graduate

☐ Optional (Student's Choice)
 Repeatable for up to ☐ units
 Total Completions ☐
 Multiple Enrollment in Same Semester Y/N ☐
 Course Level:
☒ Undergraduate
☐ Post-Baccalaureate
☐ Graduate

3. Mode of Instruction (Hours per Unit are defaulted)

Hegis Code(s) _____
 (Provided by the Dean)

Existing

Proposed

	Units	Hours Per Unit	Benchmark Enrollment	Graded		Units	Hours Per Unit	Benchmark Enrollment	Graded	CS No. (filled out by Dean)
Lecture	<input type="checkbox"/>	<u>1</u>	<input type="checkbox"/>	<input type="checkbox"/>	Lecture	<u>3</u>	<u>1</u>	<u>25</u>	<u>Y</u>	<input type="checkbox"/>
Seminar	<u>3</u>	<u>1</u>	<u>25</u>	<u>Y</u>	Seminar	<input type="checkbox"/>	<u>1</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lab	<input type="checkbox"/>	<u>3</u>	<input type="checkbox"/>	<input type="checkbox"/>	Lab	<input type="checkbox"/>	<u>3</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity	<input type="checkbox"/>	<u>2</u>	<input type="checkbox"/>	<input type="checkbox"/>	Activity	<input type="checkbox"/>	<u>2</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Field Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Field Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indep Study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Indep Study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other blank	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other blank	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. 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
☐ 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).

Online Course (Answer YES if the course is ALWAYS delivered online).

5. Justification and Requirements for the Course. [Make a brief statement to justify the need for the course]

OLD

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

NEW

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

Submit Program Modification if this course changes your program.

6. 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:

OLD

- _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)

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- _Write effectively in various forms. (GE 4.2)

7. Course Content in Outline Form. (Be as brief as possible, but use as much space as necessary)

OLD

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, e-portfolio 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 e-portfolio 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

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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.

8. 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).
- B. List each cross-listed prefix for the course: ☐
- C. Program responsible for staffing: UNIV

9. References. [Provide 3-5 references]

OLD 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.

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10. Tenure Track Faculty qualified to teach this course.

Julia Balen, Brad Monsma, Andrea Grove, Marie Francois, Cindy Wyels, Antonio Jimenez, Geoff Buhl, Kathryn Leonard, and many others

11. Requested Effective Date or First Semester offered: Fall 2013

12. New Resource 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 ☒ (Refer to the Dean's Office for additional processing)
- E. Other. ☐

13. Will this course modification 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, 2012** of preceding year.
Priority deadline for Course Proposals and Modifications: **October 15, 2012.**
Last day to submit forms to be considered during the current academic year: **April 15th.**

Marie Francois

10/1/12

Proposer(s) of Course Modification
Type in name. Signatures will be collected after Curriculum approval.
8.29.11 km2

Date

GE Committee response to your request have UNIV349: Transfer Year Seminar added to E: Human Physiological and Psychological Perspectives

Approved by 2011-2012 Committee:

Janet Rizzoli
Colleen Forest
Geoffrey Buhl
Nitika Parmar
Frank Barajas
Neva Kilpatrick
Claudio Paiva
Kathy Musashi
Todd Oberson

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: 11/28/2012 2:49:53 PM

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.

GE Committee response to your request have UNIV349: Transfer Year Seminar added to A3: Critical Thinking

Approved by 2011-2012 Committee:

Janet Rizzoli
Colleen Forest
Geoffrey Buhl
Nitika Parmar
Frank Barajas
Neva Kilpatrick
Claudio Paiva
Kathy Musashi
Todd Oberson

Request Submitted

Course: UNIV349 Transfer Year Seminar
Area: A3 Critical Thinking
Date Submitted: 10/6/2011 12:51:54 PM
Date Approved: 11/28/2012 2:51:12 PM

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 helping 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.

GE Committee response to your request have UNIV349: Transfer Year Seminar added to UDIGE: Upper Division Interdisciplinary GE

Approved by 2011-2012 Committee:

Janet Rizzoli
Colleen Forest
Geoffrey Buhl
Nitika Parmar
Frank Barajas
Neva Kilpatrick
Claudio Paiva
Kathy Musashi
Todd Oberson

Request Submitted

Course: UNIV349 Transfer Year Seminar
Area: UDIGE Upper Division Interdisciplinary GE
Date Submitted: 10/6/2011 12:54:56 PM
Date Approved: 11/28/2012 2:52:19 PM

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

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 Intl Affairs Director		
Signature		Date
Center for Integrative Studies Director		
Signature		Date
Center for Multicultural Engagement Director		
Signature		Date
Center for Civic Engagement and Service Learning Director		
Signature		Date
Curriculum Chair		
Signature		Date
AVP		
Signature		Date