

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

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

Prefix(es) (Add additional prefixes if cross-listed) and **Course No.** UNIV 398

Title: ADVANCED RESEARCH INVESTIGATIONS **Units:** 3

Prerequisites Completion of UNIV 198 and/or 298 recommended

Corequisites

X Consent of Instructor Required for Enrollment

Catalog Description (Do not use any symbols): Students will explore an interdisciplinary research question in independent groups. With faculty mentoring, students develop their own research plans, drawing on multiple disciplines and the multiple approaches to research. Students will disseminate results through a research paper and presentations on campus and in local schools. In addition, students will be required to identify and apply to relevant summer research programs, internships, and scholarships. Repeatable up to 6 units.

Grading Scheme:

X A-F Grades

Credit/No Credit

Optional (Student Choice)

Repeatability:

X Repeatable for a maximum of 6 units

Total Completions Allowed

Multiple Enrollment in Same Semester

Course Level Information:

X 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 Dean)
Lecture		1			
Seminar		1			
Laboratory		3			
Activity	3	2	20	Y	
Field 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

hours field study 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)

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 398 courses will meet outcome A-3. Depending on the chosen topic and faculty expertise, particular offerings of 398 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 398 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
☒ 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 398 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]

1. Identification of interdisciplinary research problems; formation of research groups.
2. Development of individual research plans related to the group goal.
3. Identification, collection, and evaluation of research sources and data.
4. Integration of individual projects; written and public presentation of research results.
5. Identification and application to relevant summer research programs, internships, and scholarships.

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 (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: CIS/ UNIV

7. References. [Provide 3 - 5 references]

Augsburg, Tanya. *Becoming Interdisciplinary: An Introduction to Interdisciplinary Studies*. 2nd 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." *Journal of Higher Education* 80.3 (2009): 334-353.

Newell, J., Newell, H., Dahm, K., "Rubric Development for Assessment of Undergraduate Research: Evaluating Multidisciplinary Team Projects", *Chemical Engineering Education*, 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.

Faculty will respond to a call for proposals each year and will be selected by the SPIRaL co-directors in consultation with faculty associated 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.

A. Computer Needs (data processing, audio visual, broadcasting, other equipment, etc.)
X

B. Library Needs (streaming media, video hosting, databases, exhibit space, etc.)
X

C. Facility/Space/Transportation Needs
X

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

E. Other



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

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.

Kathryn Leonard

Brad Monsma



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

Date

Course: UNIV398 Advanced Research Investigations

Area: A3 Critical Thinking

Date Submitted: 10/7/2011 8:20:33 AM

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

Since this is an upper division course, students will be evaluated, following a brief review, on their abilities to apply inductive and/or deductive reasoning appropriately as they develop their research plans. If learning outcomes exist on a continuum, this course is toward the higher end and expects students to be able to apply and articulate their use of reasoning skills.

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

The course content includes two items focusing on communication:

4. Integration of individual projects; written and public presentation of research results.

5. Identification and application to relevant summer research programs, internships, and scholarships.

Students will be evaluated and receive feedback from both faculty and classmates in organized peer review sessions.

3. Prepare the student to assess common fallacies in reasoning

As students define their research problems and their approach to those problems, faculty will guide them in assessing fallacies (which generally have to do with understanding failures in the validity of arguments and with understanding how evidence supports conclusions or does not).

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

As students present their work both in writing and presentation, they will learn how awareness of a given audience must affect their choices in format and rhetoric. For example, they will present both to classmates and faculty and also to local junior high and high school students. The course also requires that they prepare applications for scholarships and intern programs that will likely be judged by experts in their fields. All of these experiences will provide opportunities for students to improve their rhetorical flexibility.

Approval Sheet

Program/Course: UNIV 398

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