

ENGR 12A: PEER-ASSISTED LEARNING ENGR 30

In Workflow

1. ECS College Committee Chair (figgess@csus.edu)
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Approval Path

1. Fri, 18 Sep 2020 03:32:59 GMT
Gareth Figgess (figgess): Approved for ECS College Committee Chair
2. Fri, 18 Sep 2020 18:47:07 GMT
Kevan Shafizadeh (kevan): Approved for ECS Dean

New Course Proposal

Date Submitted: Tue, 18 Aug 2020 20:06:12 GMT

Viewing: ENGR 12A : Peer-Assisted Learning ENGR 30

Last edit: Fri, 18 Sep 2020 18:46:53 GMT

Changes proposed by: Julie Fogarty (218645519)

Contact(s):

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Catalog Title:

Peer-Assisted Learning ENGR 30

Class Schedule Title:

Peer-Assisted Learning ENGR 30

Academic Group: (College)

ECS - Engineering & Computer Science

Academic Organization: (Department)

College of Engineering & Computer Science

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Spring 2021 (2021/2022 Catalog)

Subject Area: (prefix)

ENGR - Engineering

Catalog Number: (course number)

12A

Course ID: (For administrative use only.)

TBD

Units:

1

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

No, final exam does not require a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

ENGR 12A will provide students who are concurrently enrolled in ENGR 30 with an opportunity to improve their understanding of content and facility with problem-solving, which should improve their performance in the course. In ENGR 30, small groups of students tackle instructor-designed problems with the support of a trained PAL facilitator. This model has been successfully used in math and science courses across the country over the past 15+ years with consistent success.

This is an extension of the NSM PAL program into the college of ECS supported by an NSF Grant.

If students enroll in ENGR 30, they are not required to take this course, therefore the co-requisite only appears on ENGR 12A and is not enforced at registration.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

Students concurrently enrolled in ENGR 30 and under the guidance of a trained student facilitator work collaboratively through problem sets designed by an ENGR 30 instructor. Pedagogical strategies that encourage active, engaged learning are employed to facilitate student success in ENGR 30. Discussion, 2 hours.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

No

Does this course have corequisites?

Yes

Corequisite:

ENGR 30

Corequisites Enforced at Registration?

No

Graded:

Credit / No Credit

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Activity

Activity Classification

CS#77 - Peer-taught Course, ROTC or Non-Workload Instruction which is not state supported (no WTU generated)

Activity Units

1

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

Yes

How many times can the course be taken (not including first time passed)?

2

Total credits allowed (including first time passed)

3

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: 'Students will be able to: 1), 2), etc.'

Students will be able to

- 1) Work collaboratively with others to find solutions to challenging problems in analytic mechanics: statics
- 2) Recognize effective strategies for learning analytic mechanics: statics
- 3) Assume greater responsibility for their own success in analytic mechanics: statics

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.

Students will complete surveys about their own approach and attitudes towards learning analytic mechanics: statics (pre and post) [ELO #3]

Students enrolled in PALs will be evaluated by PAL Facilitators regarding their approach to problems [ELO #2]

Attendance and participation of all enrolled students will be tracked by PAL facilitators and the instructor [ELO #1]

For whom is this course being developed?

Majors in the Dept

Minors in the Dept

Majors of other Depts

Is this course required in a degree program (major, minor, graduate degree, certificate?)

No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

Yes

Indicate which department(s) will be affected by the proposed course:**Department(s)**

Civil Engineering

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals**Undergraduate Learning Goals:**

Competence in the disciplines

Knowledge of human cultures and the physical and natural world

Integrative learning

Personal and social responsibility
Intellectual and practical skills

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

No

Please attach any additional files not requested above:

ENGR 12A Syllabus ENGR 30.doc

ENGR_30_112PAL.pdf

Key: 14284