ENGR 197: SEMINAR IN PEER-ASSISTED LEARNING

In Workflow

1. ECS College Committee Chair (figgess@csus.edu)
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7. Catalog Editor (torsetj@csus.edu)
8. Registrar's Office (wlindsey@csus.edu)
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Approval Path

1. Fri, 18 Sep 2020 03:32:48 GMT
   Gareth Figgess (figgess): Approved for ECS College Committee Chair
2. Fri, 18 Sep 2020 18:49:04 GMT
   Kevan Shafizadeh (kevan): Approved for ECS Dean

New Course Proposal

Date Submitted: Wed, 19 Aug 2020 17:36:14 GMT

Viewing: ENGR 197 : Seminar in Peer-Assisted Learning

Last edit: Fri, 18 Sep 2020 18:48:58 GMT

Changes proposed by: Julie Fogarty (218645519)

Contact(s):

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Catalog Title:

Seminar in Peer-Assisted Learning

Class Schedule Title:

Seminar Peer-Assisted Learning

Academic Group: (College)

ECS - Engineering & Computer Science

Academic Organization: (Department)

Engineering

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)

197

Course ID: (For administrative use only.)

TBD

Units:

2

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:
The Peer Assisted Learning (PAL) program is expanding to the College of Engineering and Computer Science through support from an NSF grant. This course serves as training and support for PAL Facilitators (students who have already successfully completed the course they are facilitating) as they support their peers in learning the material in gateway engineering courses.

This course is similar to NSM 197 but will be adapted to meet the specific needs of engineering and computer science students.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)
Specific classroom training for advanced students who are concurrently serving as PAL facilitators within ECS. Action research on learning theory as applied to classroom setting with culminating research presentation.

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?
Yes

Prerequisite:
Instructor Permission

Prerequisites Enforced at Registration?
Yes

Does this course have corequisites?
Yes

Corequisite:
Acceptance as PAL Facilitator

Corequisites Enforced at Registration?
Yes

Graded:
Letter

Approval required for enrollment?
Instructor Approval

Course Component(s) and Classification(s):
Independent Study

Independent Study Classification
S2/CS#36 - Independent Study/Field Work/Studio Instruction/Supervised Activity (S-factor=.333 WTU per student enrolled)

Independent Study Units

2

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)?

6

Total credits allowed (including first time passed)

12

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 should be able to:

1 Successfully facilitate problem-solving in engineering gateway courses
2 Empathize with the challenges faced by many students in gateway courses
3 Communicate effectively with others from diverse backgrounds
4 Critically evaluate and discuss literature related to Peer-Assisted Learning
5 Complete an action research project that addresses some aspect of Peer-Assisted Learning (project will culminate in a poster presentation)
6 Work effectively within a group setting

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.

Attendance and participation (ELOs 3 & 6)
Engagement in discussion/exercises (ELOs 1, 2, 4)
Action research project (ELOs 4, 5)

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?

No

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 197 syllabus and schedule.doc

Key: 14286