

ORIGINATOR'S SECTION:														
1. College: (Undergraduate Studies; UGS)  <input type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008):  Spring 2016													
2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
3. Course will be a variable-topics (generic) course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No ("generic" is a placeholder for topics)														
4. Course abbreviation and Number:* TS 250														
5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) Transfer Success for Veterans and Military														
6. Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces) Veteran Transfer Success														
7. Number of Units: 1														
8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.)  This seminar is intended to facilitate the transition of military and veterans to a four-year university environment from the military, or community college, through education and into sustainable careers. The course will include an exploration of self as well as the opportunities available to veterans both on and off campus that will enhance their academic success and timely progression toward degree completion and achievement of their career goals.														
9. Why is this course being proposed?  The veteran and active military student population at CSUSM continues to increase. This course represents a highly specialized educational experience designed to meet the unique needs of students who are transitioning from life in the military to life in higher ed. The intended benefits of the course are expected to facilitate the time to degree and successful transition into a sustainable civilian career.														
10. Mode of Instruction* For definitions of the Course Classification Numbers: <a href="http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf">http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf</a>														
	<table border="1"> <thead> <tr> <th>Type of Instruction</th> <th>Number of Credit Units</th> <th>Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td>1</td> <td>C-02</td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table>	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture	1	C-02	Activity			Lab			
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11. Grading Method:* <input type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input checked="" type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)														
12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option. NA														
13. Course Requires Consent for Enrollment? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  <input checked="" type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department - Director/Chair														
14. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times? (including first offering)														
15. Is Course Crosslisted: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, indicate which course _____ and check "yes" in item #22 below.														

16. Prerequisite(s):  Yes  No

17. Corequisite(s):  Yes  No

18. Documentation attached:  
 Syllabus  Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:\*

20. How often will this course be offered once established?\* Fall and Spring semesters. The university admits veterans in Fall as well as Spring. The Veterans Center anticipates enough student demand to offer at least one section in Fall and at least one section in Spring.

**PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:**  
*(Mandatory information – all items in this section must be completed.)*

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)?  Yes  No

If yes, please specify:

22. Does this course impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)*  Yes  No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline	Signature	Date	Support	Oppose
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**SIGNATURES : (COLLEGE LEVEL) :**

**(UNIVERSITY LEVEL)**

Joanne Pedersen, Ph.D (Faculty Originator)  
 1. Originator (please print or type name) \_\_\_\_\_ Date \_\_\_\_\_

Joanne Pedersen *[Signature]* 10-19-15  
 2. Program Director/Chair \_\_\_\_\_ Date \_\_\_\_\_

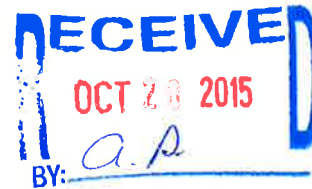
Dawn Formo *[Signature]* 10-19-15  
 3. College Curriculum Committee \_\_\_\_\_ Date \_\_\_\_\_

Dawn Formo *[Signature]* 10-19-15  
 4. College Dean (or Designee) \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_  
 5. UCC Committee Chair \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_  
 6. Vice President for Academic Affairs (or Designee) \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_  
 7. President (or Designee) \_\_\_\_\_ Date \_\_\_\_\_




\* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.



## MEMORANDUM

**DATE:** October 19, 2015

**TO:** University Curriculum Committee

**FROM:** Dawn M. Formo   
Dean, Undergraduate Studies

**SUBJECT:** Transfer Success 250: Veterans and Military Transition Seminar

It is with enthusiasm that I write to support the newly proposed course Transfer Success (TS) 250: Veterans and Military Transition Seminar. As you likely know, CSUSM has been named a Veteran Friendly campus by *Military Times Edge*. For fall 2015, 715 veterans have been certified for benefits, increasing our student veteran community from 3% to nearly 5%, according to the Veterans Director, Dr. Patricia Reily. We anticipate that this course, if approved, will support 60 to 100 students per year.

The retention rates of non-veteran and veteran students have often been similar. However, Dr. Reily noted that this past year, the retention rate of veterans dropped slightly. She is working to determine why. She knows that running out of VA benefits contributes to increased drop-out rates in the student veteran population. As an academic transition course, a concept supported by revered national organizations such as the National Resource Center,<sup>1</sup> courses such as TS 250 will positively impact student veterans' ability to manage their benefits wisely and leverage all resources at their disposal to complete their degrees. In addition to several pragmatic components in this course, a key overlay in this course is a comparative cultural analysis of the military and academic cultures.

This specialized 1-unit academic success course is intended for veterans who are either first-year students or transfer students. Notably, very few of our student veterans are first-year students. Some veterans come to CSUSM through the "Leader Scholar Program," which means they come directly from active duty. They are recommended by their chain of command for this highly selective program. For those veterans who are in fact first-year students, they are unlike most first-year students at CSUSM; they have had military careers before starting college, so they tend to be older. The design of this course recognizes the

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<sup>1</sup> The National Resource Center (NRC) guided CSUSM in designing and launching our First Year Experience (FYE) initiative, the results of which assisted us in closing our first-year retention and achievement gaps. In addition to FYE, NRC guides campuses in designing programs to support all students in transition, first year and beyond. See <http://www.sc.edu/fye/index.html>

military experience they have developed and aims to help them transition that expertise to the academic setting at CSUSM.

The Office of Undergraduate Studies (OUGS) would welcome the addition of Transition Success 250 for our student veterans. As an office within Academic Affairs that is home to CSUSM's award-winning first-year experience transition course, GEL 101; to ACE 70 and 80, transition courses for former foster youth; to Early Start, a transition program for students who are admitted to the university but who have not yet passed the ELM and/or EPT; and to an array of learning centers (Language Learning Center, Math Lab, Writing Center, STEM Center, and Supplemental Instruction), OUGS is becoming a hub for undergraduate academic support. If approved, TS 250 will be an important specialized transition course that positions our student veterans for academic success. My hope is that you agree this course will serve our student veterans well.

TS 250 Class Number: ####: Veterans and Military Transition Seminar  
*A College & Career Success Course for Veterans*  
SPRING 2015

**Course Theme:** *Developing Your Plan for College and Career*

**Instructor:** Dr. Patricia Reily, Ed.D.

**Office:** CRAWFORD 3700L **Office Hours:** by appointment

**Office phone:** 760-750-7050

**e-mail:** [preily@csusm.edu](mailto:preily@csusm.edu)

**Class Meeting Time:** Tuesdays 12pm to 12:50pm

### MATERIALS YOU WILL NEED

This course will require you to complete a series of readings and web site explorations related to course topics. See course schedule for details. There are no required materials to purchase for this course. All materials will be distributed in class, available on reserve in Kellogg Library or posted on Cougar Courses.

### WELCOME TO TS 250

TS 250 is a 1-unit baccalaureate level course designed to welcome you to academic and campus life here at CSUSM. Through committed and active engagement with the course, you will create an academic plan and a career plan that honors your current knowledge and skills, and places you on a path for a successful transition to life after college.

**Catalog description for TS 250-** This seminar is intended to facilitate the transition of military and veterans to a four-year university environment from the military, or community college, through education and into sustainable careers. The course will include an exploration of self as well as the opportunities available to veterans both on and off campus that will enhance their academic success and timely progression toward degree completion and achievement of their career goals.

### COURSE LEARNING OUTCOMES

Upon completion of TS 250 students will be able to:

- 1) Compare and contrast higher education and military cultures to maximize academic success.
- 2) Apply military values and behaviors to their own academic success.
- 3) Identify on and off-campus resources to achieve academic and career goals.
- 4) Identify networking opportunities and apply networking skills effectively.

### COURSE REQUIREMENTS/GRADED COMPONENTS

The grading scale for this course is pass/not pass. In addition to your level of engagement during class sessions and other class activities, your grade will be based on a pass/fail for the following assignments. These assignments address the course learning outcomes and also meet the All University Writing Requirement. **All assignments must be completed and turned into the instructor by the dates indicated.**

- 1) Resume (400 word minimum)
- 2) Personal Statement (400 word minimum)
- 3) You On a Page Worksheet (200)

**Policy on Late/Missed work:** All required work must be completed by the final day of the course to achieve a passing grade.

**Course attendance policy:** Missing five classes or more without advance excused time or a doctor's note will result in a grade of not pass.

**Class Behavior Expectations:**

Students in this class are expected to follow these basic principles:

- 1) Demonstrate respect for oneself and for others.
- 2) Treat others with dignity and behave in a way which promotes a physically and psychologically safe, secure and supportive climate.
- 3) Allow all community members to engage as full and active participants where the free flow of ideas is encouraged and affirmed.

**ADA STATEMENT**

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. **Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality.** For more information:

[www.csusm.edu/dss](http://www.csusm.edu/dss).

**ACADEMIC HONESTY POLICY STATEMENT & STUDENT CONDUCT CODE**

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy (2014-16 Catalog). All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly

Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention.

The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University

**ADDITIONAL CAMPUS POLICIES**

Cal State San Marcos also has policies on Drug-Free Campus & Smoking, Nondiscrimination, Sexual Assault & Harassment, Student Complaint Procedure (see page 553 of the 2014-16 Catalog), and Student Conduct/Discipline (see page 101-102 of the 2014-16 Catalog).

**Course/Outline Schedule, Readings and Assignments**

**Week One:** Introduction, Overview and assignment of mentors

- Overview
  - Syllabus review (handout)
- Introductions and Icebreaker
- Assignments: MBTI, Values Store (handout) readings of selected chapters
  - **Kennedy, R.B. and Kennedy, D.A. (2004) "Using the Myers-Briggs Type Indicator in Career Counseling," *Journal of Employment Counseling*, 41, no. 1**

- **Bloch, D.P. and Richmond, L.J. (2007), *SoulWork: finding the work you love, loving the work you have*, Verdant House Publishing, Salem, OR**

**Week Two:** Veterans' Survival Guide

- Overview of resources at CSUSM
- Overview of veterans resources in the region (handout)
- How to leverage resources and build your "success team" (handout)
- Assignment: Guided inquiry using CSUSM website ([www.csusm.edu](http://www.csusm.edu))

**Week Three:** Welcome to the University

- Introduction to the culture of higher education from a Veteran's perspective
  - **Tierney, W.G. (1988), *Organizational culture in higher education: Defining the essentials*, Journal of Higher Education, Vol. 59, no.1, pp. 2-21**
- Compare and contrast military culture and the culture of higher education
  - **Institute for Veterans and Military Families, Syracuse University (2012) *Guide to leading policies, practices and resources supporting the employment of veterans and military families*, Syracuse NY (selected portions of)**
  - **Robbins, S.P. and Judge, T.A. (2013) *Organizational Behavior 15<sup>th</sup> Ed.*, Prentice Hall, NJ (selected portions of)**

**Week Four:** You and your benefits

- Veterans Administration (VA) Benefits
- ARR review and certification process
- Vocational Rehab and Post 9/11 G.I. Bill
- The difference between State and Extended Learning (EL) programs
- Assignment: Guided inquiry using VA website: <http://www.benefits.va.gov/gibill/>

**Week Five:** How to stretch a dollar

- Financial aid and financial literacy
  - **Green, G.W., Jr., (2010) *Making your education work for you*, Forge, NY (selected portions of)**
- Scholarships and grants (web resources to be provided by Financial Aid)
- Assignment: Research a scholarship and write a scholarship application

**Week Six:** Insider's guide to getting the most out of your academic experience

- Academic Advising
- Academic Support Services
- Students with Disabilities Services
- Assignment: Meet with your academic advisor and review your education plan

**Week Seven:** How to land your dream job

- Professional Development (Operation Connect readings and Department of Labor O\*Net)
- Career Services (Handout to be provided by Career Services)
- Internships
  - **Sweitzer, H.F. and King, M.A. (2009) *The Successful Internship*, Brooks/Cole, Belmont CA (selected portions of)**
- Assignments:
  - "You on a Page" (precursor to your resume, materials from Operation Connect)
  - **O\*Net assessments (<https://www.onetcenter.org>)**

**Week Eight:** It's not what you know it's who you know

- Operation Connect (Materials from Operation Connect)
- Networking (Materials from Operation Connect)
- LinkedIn
  - **Breitbarth, W. (2013) *The power formula for LinkedIn success*, Greenleaf, Austin TX (selected portions of)**
- Assignments:
  - Resume
  - Meet with professional development advisor
  - Develop LinkedIn profile

**Week Nine:** Get a librarian on your team

- Library services and tour
- Assignment: research fellowships and grant opportunities for veterans with library resources

**Week Ten:** Mid-term review and scavenger hunt**Week Eleven:** Be a leader not a victim

- Time management (readings TBD by Academic Support services)
- Self-management
- Assignment: EQ Assessment
  -

**Week Twelve:** Leveraging opportunities

- Veterans support resources
- Veterans support resources on campus
- Assignment: attend an on campus resource fair

**Week Thirteen:** Graduate School

- GRE and GMAT
- Graduate School application
- How to choose a graduate program
- Financing graduate school
- Assignment: Research graduate schools and graduate school requirements for your major

**Week Fourteen**

- How to make a name for yourself and stay out of trouble
- Veterans panel discussion
- All assignments due

**Week Fifteen**

- Wrap up discussion and awards

**Credit Hour Policy Statement**

Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning.

**Final Exam Statement**

There will be no final exam