

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-082-156

**LS 1020- Integrating Knowledge, Learning and Engagement
for Success (GE Area E)**

General Education Committee

Date: 2/4/2016

**Executive Committee
Received and Forwarded**

Date: 5/17/16

Academic Senate

**Date: 5/25/16
First Reading**

BACKGROUND:

The Liberal Studies Department introduced a new semester course to satisfy the requirements of GE Area E.

RESOURCES CONSULTED:

Faculty
Department Chairs
Associate Deans
Deans
Office of Academic Programs

DISCUSSION:

The GE Committee reviewed the Eco for this course and found it to satisfy the GE SLO's and other requirements of GE Area E.

RECOMMENDATION:

The GE Committee recommends approval of GE-082-156 (LS 1020-Integrating Knowledge, Learning and Engagement for Success for GE Area E)


LS - 1020 - Integrating Knowledge, Learning, and Engagement for Success

C. Course - New General Education* Updated

General Catalog Information


○ ****READ BEFORE YOU BEGIN****

○

1. Import curriculum data from the Catalog by clicking on the following icon . It is a BEST PRACTICE to always import data on existing courses. This will limit the opportunity for data errors.

2. Turn the help text on by clicking on the following icon .

3. All fields with an asterisk (*) are required fields. If left blank, the request will not be launched and cannot be acted upon.

4. Run and attach an impact report by clicking  to show all courses and programs impacted by this proposal.

5. Attach additional documentation by clicking .

○ Department*

Liberal Studies

○ Semester Subject Area*

LS

Semester Catalog Number*

1020

○ Quarter Subject Area

LS

Quarter Catalog Number

102/102A

○ Course Title*

Integrating Knowledge, Learning, and Engagement for Success

○ Units*

(3)

○ C/S Classification*

C-02 (Lecture Discussion)

○ To view C/S Classification Long Description click: http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix_C_CS_Classification.pdf

○ Component*

Lecture

○ Instruction Mode*

Face-to-Face

Hybrid w/Asynchronous Component

Hybrid w/Synchronous Component

Web-Assisted

○ Grading Basis*

Graded Only

○ Repeat Basis*

May be taken only once

○ If it may be taken multiple times, limit on number of enrollments

1

- **Cross Listed Course Subject Area and Catalog Nbr (if offered with another department)**

IGE 1020, EWS 1020

- **Dual Listed Course Subject Area and Catalog number (If offered as lower/upper division or ugrd/grad)**
- **Choose appropriate type(s) of course(s)***

- Major Course**
- Service Course**
- GE Course**
- None of the above**

- **General Education Area / Subarea***

E

- **To view the General Education SubArea definitions, click <http://www.cpp.edu/~academic-programs/scheduling/Documents/Ch.3-GeneralEducationProposals.pdf>.**

- **I. Catalog Description**

- **Catalog Description**

Using an interdisciplinary approach, this First-Year-Experience course is an introduction to the nature, meaning and purposes of higher education. Emphasis will be on the development of intellectual, social and personal skills to critically examine and integrate knowledge for civic and professional engagement in a socially diverse, complex and global society. Students will develop strategies and attitudes to maximize academic and personal success, learn about and use campus resources, think about career possibilities, build positive relationships with peers, faculty, and staff and foster a leadership perspective in a community setting.

- **II. Required Coursework and Background**

- **Prerequisite(s)**

- **Corequisite(s)**

- **Pre or Corequisite(s)**

- **Concurrent**

- **III. Expected Outcomes**

- **List the knowledge, skills, or abilities which students should possess upon completing the course.***

Students will be able to:

- 1. articulate the role and mission of higher education in society to determine personal, career and civic goals for completing a college degree.**
- 2. begin to think critically to explore and inquire about topics and issues relevant to the social, political and physical environments in academic and socially diverse communities.**
- 3. to write at a beginning academic, interdisciplinary standard to inquire about the importance of education and life-long learning in a democratic and socially diverse society.**

4. orally communicate at a beginning college-level for various audiences (class, peers, community) in a variety of settings (one-on-one and group) to engage in an academic community and local community and/or civic organizations.
 5. strategize to cope with the academic, social, financial, and health and wellness demands and expectations of the college-going experience.
 6. identify and foster leadership qualities and traits (style) during their college career.
- **If this is a course for the major, describe how these outcomes relate to the mission, goals and objectives of the major program.**

These outcomes align with five of our six program outcomes (*think critically, understand the broad spectrum of human experience, value the well being of society, write and speak at an academic level, and think interdisciplinarily to create interdisciplinary works*) and are specifically aimed at creating a foundation to these skills and abilities on which our introductory courses will build.

- **Explain how the course meets the description of the GE SubArea(s). Please select appropriate outcomes according to the GE Area/SLO mapping.**

Area E (Lifelong Understanding and Self-Development) addresses how students understand self in relation to their future personal and career goals in and beyond college. Given that Liberal Studies majors have several options for careers, although education-related ones have been predominant, they require a curricular experience to explore, evaluate and decide or verify their career choice. The increased number of first-generation college and low-income students warrants helping these students to understand the institution of higher education as they develop new attitudinal, social and personal perspectives as a result of the college experience. This is also advantageous to continuing-generation students (whose parents completed college) given the changing role of a college degree in a global, information society, which requires a life-long learning orientation.

- **Describe how these outcomes relate to the associated GE Learning Outcomes listed below.***

The department's learning outcomes of effective written and oral communication, and critical thinking coincide that that of GE Outcome 1a and 1c, which are emphasized in the course. Projects will be inquiry-based, the department pedagogy, which requires students to develop skills in GE Outcome 1b. Students will be asked to reflect on their own communities and those they will serve in, as well as discuss communities in other parts of the state, nation and world to consider the role of higher education.

- **General Education Outcomes***

Ia. Write effectively for various audiences

Ib. Speak effectively to various audiences.

Id. Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.

IIIb. Analyze principles, methods, value systems, and ethics of social issues confronting local and global communities.

IVa. Analyze the factors that contribute to individual well-being (such as physical, mental, nutritional, emotional, intellectual, spiritual, financial, social, or environmental)

IVc. Engage in communities (campus, regional, etc.) or participate in civic activities for the betterment of personal and public life.

- To view the mapping, click <https://www.cpp.edu/~academic-programs/Documents/GE%20SLO%20Mapping.pdf>

- **IV. Instructional Materials**

- **Provide bibliography that includes texts that may be used as the primary source for instruction, and other appropriate reference materials to be used in instruction. The reference list should be current, arranged alphabetically by author and the materials should be listed in accepted bibliographic form.**
- **Instructional Materials***

- Bain, K. (2012). *What the best college students do*. Cambridge, MA: Harvard University.
- Burger, E. B., and Starbird, M. (2012). *The 5 elements of effective thinking*. Princeton, NJ: Princeton University.
- Carnegie, D. (1990). *The quick and easy way to effective speaking*. New York: Pocket.
- Chavez, C. (2010). Critical liberal education: An undergraduate pedagogy in for teacher candidates for in a socially diverse university setting. *Teaching Education*, 21(3), 279-311.
- Chávez-Reyes, C. (2012). Engaging in critical social dialogue with socially diverse undergraduate teacher candidates in a California state university. *Teacher Education Quarterly*, 39(2) 43-62.
- Coelho, P. (1993). *The alchemist*. New York: HarpersCollin.
- Corbin, C., Welk, G., Corbin, W., & Welk, K. (2012). *Concepts in fitness and wellness*. San Francisco: McGraw Hill.
- Covey, S. R. (2013). *Seven habits of highly effective people* (Anniversary ed.). New York: Simon & Schuster.
- Creighton, J. L. (2005). *The Public Participation Handbook*. San Francisco: Jossey-Bass.
- Daloz, L. A. Parks, C. H. Keen, J. P., & Parks, S. D. (1997). *Common Fire: Lives of Commitment in a Complex World*. Boston: Beacon Press.
- Delbanco, A. (2013). *College: What is was, is and should be* (Updated ed.). Princeton, NJ: Princeton University.
- Duhigg, C. (2014). *The power of habit: Why we do what we do in life and business*. New York: Random House.
- Dweck, C. (2007). *Mindset: The psychology of success*. New York: Ballatine Books.
- Freire, P. (1970). *Pedagogy of the Oppressed*. New York: Seabury.
- Goleman, D. (2006). *Social Intelligence: The new science of human relationships*. New York: Random House.
- Graff, G., & Berkenstein, C. (2014). *'They say/I say': The moves that matter in academic writing* (3rd ed.). New York: W. W. Norton & Company.
- Gutman, A., and Tothmpson, D. (2013). *The spirit of compromise: Why governing demands it and campaigning undermines it*. Princeton, NJ: Princeton University.
- Hammer, D. M. (2002). *Building Bridges: Student Guide to Service-Learning*. Boston: Allyn & Bacon.
- hooks, b. (1994). *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge.
- Loeb, P. R. (1999). *Soul of a Citizen: Living with Conviction in a Cynical Time*. New York: St. Martins.
- Lucas, S. (2015). *The art of public speaking* (11th ed.). New York: McGraw Hill.
- Nieto, S. (1992). *Affirming Diversity: The Sociopolitical Context of Multicultural Education*. Longman.
- Northouse, P. G. (2012). *Leadership: Theory and Practice* (6th Ed). Thousand Oaks: Sage.
- Nussbaum, M. C. (2010). *Not for profit: Why democracy needs the humanities*. Princeton, NJ: Princeton University.

O'Hair, D., Rubenstein, H., & Stewart, R. (2012). *A pocket guide to public speaking* (4th ed.). New York: Bedford/St. Martin.

Pink, D. H. (2011). *Drive: The surprising truth about what motivates us*. New York: Riverhead.

Rath, T. (2013). *Strengths finder 2.0*. New York: Gallup.

Repko, A. F. (2013). *Introduction to interdisciplinary studies*. Thousand Oaks, CA: Sage.

Roberts, R. (2009). *The price of everything: A parable of Possibility and prosperity*. Princeton, NJ: Princeton University.

Schulz, K. (2011). *Being wrong: Adventures in the margin of error*. New York: Ecco.

Shor, I. 1992. *Empowering Education: Critical Teaching for Social Change*. Chicago: University of Chicago.

Sleeter, C. E. 1996. *Multicultural Education as Social Activism*. Albany: State University of New York.

Snyder, W. M., & Wagner, E. (2004). 'Our World as a Learning System: A Communities-of-Practice Approach.' In M. L. Conner and J. G. Clawson (Eds.), *Create a Learning Culture: Strategy, Practice, and Technology*. Cambridge, England: Cambridge University.

Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race Ethnicity and Education*,8(1) 69-91.

Weiss, P. A., & Friedman, M. (Eds.). (1995). *Feminism and Community*. Philadelphia: Temple University.

- Faculty are encouraged to make all materials accessible. Indicate with an asterisk those items that have had accessibility (ATI/Section 508) reviewed. For more information, <http://www.cpp.edu/~accessibility>
- **V. Minimum Student Material**
- List any materials, supplies, equipment, etc., which students must provide, such as notebooks, computers, internet access, special clothing or uniforms, safety equipment, lockers, sports equipment, etc. Note that materials that require the assessment of a fee may not be included unless the fee has been approved according to University procedures.
- **Minimum Student Material***

Students will need notebooks, required texts, access to a computer for printing and Internet access.

- **VI. Minimum College Facilities**
- List the university facilities/equipment that will be required in order to offer this class, such as gymnastic equipment, special classroom, technological equipment, laboratories, etc.
- **Minimum College Facilities***

Classroom with space for breakout groups, access to computer lab or mobile computer lab/devices, robust wi-fi, audio-visual equipment, and projector.

- **VII. Course Outline**
- Describe specifically what will be included in the course content. This should not be a repetition of the course description but an expansion that provides information on specific material to be included in the class, e.g. lecture topics, skills to be taught, etc. This should not be a week-by-week guide unless all instructors are expected to follow that schedule.

- **Course Outline***

- I. History and Purposes of Higher Education**
 - a. Origins of the university
 - b. Role of university in society
 - c. Definitions and theories of education
 - d. Meaning and value of college to college students
- II. The college-going experience: Academic skills**
 - a. Learning disposition: Growth mindset, models of wrongness, the construction of knowledge and life-long learning
 - b. Intellectual skills: Inquiry, interdisciplinary thinking and critical thinking
 - c. Communication skills: Writing across disciplines and speaking in multiple situations (presentation, in small groups, in meetings)
 - d. Researching skills: The library, information literacy, and researching tools
 - e. Collaboration skills: group work, team work, social networking and leadership
 - f. Professionalism: Careers, Personal Learning Networks and Digital Identity
- III. The college-going experience: Health and Wellness**
 - a. Independence and self-reliance
 - b. mental and physical health
 - c. financial literacy
 - d. spiritual well being
 - e. building and sustaining relationships with peers, professors and other adults
 - f. help-seeking strategies and self care
- IV. Higher Education and Society's Needs**
 - a. Engaged citizen, digital citizenship, and open source culture
 - b. Social diversity: perspective taking, heterogeneity and difference, and the value of diversity
 - c. Civic (political and non-political) and professional leaders
- V. Acclimation to the Major/Program: Degree Program, Value and Expectations**
 - a. Ethnic and Women Studies
 - b. Interdisciplinary General Education
 - c. Liberal Studies
- VI. Role of Advising in Degree Completion – Responsibility, Resources & Timely Progress**
- VII. Planning and strategizing a college experience Cal Poly Pomona**
 - a. Personal
 - b. Social

- c. Academic
- d. Career
- e. Civic

- o **VIII. Instructional Methods**

- o Describe the type(s) of method(s) that are required or recommended for the instruction of this course (lectures, demonstrations, etc.). Include any method that is essential to the course, such as the use of particular tools or software.
- o **Instructional Methods***

A variety of instructional methods will be used to support student achievement of the course outcomes. These methods include:

0. Lecture/discussion and small group discussion. Students are expected to attend class regularly, and to be prepared to discuss the assigned readings and course topics in large and small groups.
1. Quizzes. Students will be asked to complete short quizzes to assess their pre-knowledge or comprehension of content.
2. Individual/Group Presentations. Students will contribute to the course with individual or group presentations.
3. Online activities. Students will contribute to the course through completing online activities (chats, discussion board, and wikis) and/or interacting on social media and other online platforms.
4. LMS (Blackboard). If a LMS is used, student will be expected to check the site regularly, contribute to online discussions, get course information and submit course work through the site.
5. Guest speakers.
6. Co-curricular activities. Students will be asked to attend a few co-curricular activities (lectures, celebrations, exhibits, performances) to apply their learning.
7. Volunteer activities. Students will be asked to engage in one volunteer activity in a local civic event or community organization to experience civic engagement.

- o **IX. Evaluation of Outcomes**

- o Describe the methods to be used to evaluate students' learning, i.e. written exams, term papers, projects, participation, quizzes, attendance, etc.*
0. Essay Exam (mid-term and final) that demonstrates the students' ability to understand the required course reading and its application to civic engagement and co-curricular experiences.
 1. Research Paper/Individual Project that demonstrates students' analysis of topics related to the course.
 2. Individual/Group Presentations that demonstrate students' analysis of topics related to the course or application of content to co-curricular activities.
 3. Short In-class assignments that demonstrate students' understanding of readings and lectures related to daily topics.
 4. Individual Academic Plan that demonstrates students' understanding of course material and its application to their educational, career and civic trajectory after the course.

5. **Instructor holistic assessment of participation in a college classroom**

- **Describe the meaningful writing assignments to be included.***

Students will submit a draft of the Research Paper/Individual Project based on their interest in a topic in the course. Drafts will receive instructor and/or peer feedback, which will be used to revise a final draft at the end of the course.

Department Assessment: Oral Presentation Rating will be used as entering data to be compared with capstone data.

Department Assessment: Written Essay Rating will be used as entering data to be compared with capstone data.

- **Discuss how these methods may be used to address the course and program outcomes, as appropriate. Include or attach a matrix to align the evaluation methods to the outcomes.***

Evaluation of Student Assessment	GE Learning Outcomes E						
	1a	1b	1d	3b	4a	4c	
1. Essay Exam	X		X	X	X		
2. Research Paper/Individual Project	X	X	X	X	X	X	
3. Short In-class assignments		X			X		
4. Individual/Group Presentations	X		X	X	X	X	
5. Individual Academic Plan	X	X				X	
6. Instructor holistic assessment of college class participation	X		X				

- **If this is a general education course, discuss how these methods may be used to address the associated GE Learning Outcomes listed below. Include or attach a matrix to align the evaluation methods to the outcomes.***

	CO#1:	CO#2: begin to think critically to explore and inquire about topics and issues relevant to the	CO#3: write at a novice academic, interdisciplinary standard to inquire about the importance of	CO#4: orally communicate at a novice college-level for various audiences to	CO#5: strategize to cope with the academic, social, financial, and	CO#6: identify and foster a leadership qualities and traits (style)
	articulate the role and mission of higher					

Course Learning Outcome	education in society to determine personal and civic goals for completing a college degree	social, political and physical environments in academic and socially diverse communities	education and life-long learning in a democratic and socially diverse society	engage in an academic community and local community and/or civic organizations	health and wellness demands and expectations of the college-going experience	during their college career
1. Essay Exam	X	X	X		X	X
2. Research Paper/Individual Project	X	X	X		X	
3. Oral presentations		X		X	X	
4. Short In-class assignments			X	X	X	X
5. Individual Academic Plan	X				X	X
6. Instructor holistic assessment of college class participation	X	X		X	X	X

- **X. This OPTIONAL Section is for describing Course/Department/College specific requirements.**
- **Department/ College Required ECO Information (Optional)**