

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-013-156

IGE 3100 – Interdisciplinary Perspectives: Capstone Seminar (GE Areas C4 and D4)

General Education Committee

Date: 07/13/2016

Executive Committee
Received and Forwarded

Date: 08/17/2016

Academic Senate

Date: 08/31/2016
First Reading

BACKGROUND:

This is a revised course for the semester calendar. The quarter course is IGE 224 - Connections Seminar: Exploration and Personal Expression.

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 Student Learning Outcomes and other requirements for GE Areas C4 and D4.

RECOMMENDATION:

The GE Committee recommends approval of GE-013-156 IGE 3100 – Interdisciplinary Perspectives: Capstone Seminar for GE Areas C4 and D4.

IGE - 3100 - Interdisciplinary Perspectives: Capstone Seminar

C. Course - New General Education* Updated

General Catalog Information

College/Department Interdisciplinary General Education	
Semester Subject Area IGE	Semester Catalog Number 3100
Quarter Subject Area IGE	Quarter Catalog Number 224
Course Title Interdisciplinary Perspectives: Capstone Seminar	
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
Grading Basis* Graded Only
Repeat Basis* May be taken only once

<p>If it may be taken multiple times, limit on number of enrollments</p>	<p>1</p>
<p>Cross Listed Course Subject Area and Catalog Nbr (if offered with another department)</p>	
<p>Dual Listed Course Subject Area and Catalog number (If offered as lower/upper division or ugrd/grad)</p>	
<p>Choose appropriate type (s) of course(s)*</p>	<p><input type="checkbox"/> Major Course</p> <p><input type="checkbox"/> Service Course</p> <p><input checked="" type="checkbox"/> GE Course</p> <p><input type="checkbox"/> None of the above</p>
<p>General Education Area / Subarea*</p>	<p>C4</p> <p>D4</p>

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

I. Catalog Description

<p>Catalog Description</p>	<p>Theories of interdisciplinarity, histories of knowledge; interrelatedness of the college curriculum; research and presentation of an interdisciplinary capstone project which synthesizes and extends themes from the IGE experience in the humanities, arts, and social sciences, and may connect to students' individual majors. Lecture/discussion. Final course, fourth IGE year. Interdisciplinary upper-division synthesis C4/D4.</p>
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II. Required Coursework and Background

<p>Prerequisite(s)</p>	<p>Pre-requisite IGE 2400 and A1 and A3. Final IGE sequence course, fourth IGE year.</p>
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Corequisite(s)

Pre or Corequisite (s)

Concurrent

III. Expected Outcomes

List the knowledge, skills, or abilities which students should possess upon By completing this course, students will:

completing the course.*

1. Synthesize sustained research of a problem or issue of their choice emerging from their IGE experience and may connect to their majors, and advance an original point of view by integrating materials from diverse sources.

2. Discuss the relationship between general education and their personal and professional development.

3. Generate original ideas, evaluate and organize evidence, and revise prose to produce logically and stylistically compelling analyses and arguments.

4. Integrate moral, social, and ethical facets of their identity.

5. Integrate knowledge and make connections across multiple perspectives and frameworks, across courses, and between academic, personal, and community life.

6. Demonstrate capacity to be an autonomous learner.

7. Synthesize ideas and evidence, and express them in creative modes.

8. Examine problems and issues through multiple perspectives (aesthetic, historical, multicultural, moral, etc), maintaining a global consciousness.

By completing this course, students will meet mastery level of IGE Program Learning Outcomes:

Course and Program Outcomes	PO #1 - Effective Communication	PO #2 - Critical Thinking	PO #3 - Historical, Social, and Multicultural Understanding	PO #4 - Articulation Values
SLO 1	x	x	x	x
SLO 2	x	x		
SLO3	x	x		x
SLO 4	x	x	x	x
SLO 5	x	x	x	x

SLO 6	x			x
SLO 7	x	x		
SLO 8	x	x	x	x

If this is a course for the major, describe how these outcomes relate to the mission, goals and objectives of the major program.

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

C4: Arts and Humanities Synthesis:

'Courses in this area shall emphasize the humanistic or expressive aspects of culture. Synthesis offerings should provide temporal and cultural context that will illuminate contemporary thought and behavior-global, regional, and local – showing the bonds between the past, present, and future.'

D4: Social Science Synthesis

'Courses in this area shall focus on either a deeper or broader understanding of a set of concepts and their application in the solution of a variety of specific social problems. Courses shall take a more integrative approach and examine the historical development and cross-cultural distribution of patterns of social behavior as well as different theories and approaches in the field.'

As a capstone experience of the IGE program, this course is an upper-division synthesis course that will integrate GE areas C and D as covered in the IGE program. Students will have the opportunity to synthesize their interdisciplinary learning by choosing themes from the IGE experience in the humanities, arts, and social sciences, conducting independent research, and connecting to their own experiences and/or majors. Student will define their capstone project topics based on themes covered across the IGE program and integrate humanistic and/or expressive aspects of culture, literary and/or artistic works, with social and historical concepts, to further examine these topics.

Upper-division synthesis requirements:

1) Include readings from original primary/historical sources, as opposed to only secondary sources.

- The capstone projects must include analysis and interpretation of primary and secondary sources.

2) Promote original and critical thinking in writing and/or discussion.

- The capstone projects will critically evaluate the literature and present original ideas and personal connections. (see also SLO 3 and GE SLO 1d)

3) Focus attention on understanding the interrelationships among the disciplines and their applications.

- Students will study the role and value of interdisciplinary learning and writing in various course readings. (SLO 5).

4) Examine ideas and issues covered in this area in deeper and/or broader more integrative ways.

- Projects must integrate IGE themes across areas C and D (see SLO 4 and 5; GE SLO 2d)

5) Encourage synthetic-creative thinking in order to identify problems, understand broader implications and construct original ideas:

- Part of the capstone project is also a creative visual representation of the project in which students will synthesize main ideas and evidence of their research. (SLO 7)

6) Identify and evaluate assumptions and limitations of ideas and models:

- In their research and evaluation of literature students will identify and critically evaluate authors' main ideas and models.

7) Develop written and oral communication skills appropriate for an upper division course:

(see SLO 1 and 3)

8) Provide student work for assessment of the student's understanding of the required educational objectives in this subarea or in this course.

· Students will demonstrate their learning in their capstone projects, oral presentations, and visual representations.

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

GE Area C4:

1a: Write effectively for various audiences.

Main objective of the class is a capstone project which includes a 15-20 page paper that combines research, IGE topics, and may connect to majors. Students will also complete several reading responses and responses to arts events.
(Course SLO #1, 3, 4, 5, 6, 7, 8; PO#1, 2, 3, 4, 5, 6, 7)

1b: Speak effectively to various audiences

Student will conduct oral in-class presentations to share their capstone project.
(Course SLO #1, 2, 3, 4, 5, 6; PO#1, 2, 3, 4, 5, 6, 7)

1c: Find, evaluate, use, and share information effectively and ethically.

Students will conduct research for capstone projects, complete an annotated bibliography, and present to class using various media as appropriate. (Course SLO #1,7, 8; PO#1, 2, 6, 7)

1d: Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.

Students will generate original ideas, evaluate and organize evidence, and support analyses and arguments as one of the main objectives of their capstone projects. (Course SLO #1, 3, 4, 5, 7, 8; PO#1, 2, 6, 7)

2b: Analyze major literary, philosophical, historical or artistic works and explain their significance in society.

Students are required to analyze and explain the significance of primary and secondary sources for their capstone projects, these may include historical, literary, artistic and other genres. (Course SLO #1, 3, 5, 7, 8; PO#1, 2, 3, 4, 7)

2d: Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.

Students' capstone projects are required to draw connections across multiple perspectives and disciplinary frameworks and between academic, personal, and community life. (Course SLO #1, 4, 5, 7, 8; PO#1, 2, 3, 6, 7)

3a. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.

The research part of the capstone projects will look at the historical development

of the topic of choice and analyze the problems and issues through multicultural and global perspectives as they relate to social practices and institutions.
(Course SLO #1, 4, 5, 6; PO#1, 2, 3, 4, 7)

GE Area D4:

1a: Write effectively for various audiences.

See above.

1b: Speak effectively to various audiences.

See above.

1c: Find, evaluate, use, and share information effectively and ethically.

See above.

1d: Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.

See above.

2d: Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.

See above.

3a. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.

See above.

3b: Analyze principles, methods, value systems, and ethics of social issues confronting local and global communities.

In their capstone projects students will analyze principles and integrate moral, social, and ethical facets of their identity as it relates to local and global communities to which they belong.

(Course SLO #1, 4, 5, 7, 8; PO#1, 2, 3, 4, 7)

General Education Outcomes*

Ia. Write effectively for various audiences

Ib. Speak effectively to various audiences.

Ic. Find, evaluate, use, and share information effectively and ethically.

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

IIb. Analyze major literary, philosophical, historical or artistic works and explain their significance in society.

IIId. Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.

IIIa. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.

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

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*

Hacker, Diane. *A Pocket Style Manual*. Boston: Bedford St. Martin's 2011.

Levine, Lawrence. *The Opening of the American Mind: Canons, Culture, and History*. N.Y.: Beacon Press, 1997.

IGE Online Readers and texts from IGE 1100-IGE 2400.

IGE 3100 Online Reader on Blackboard to include various primary and secondary sources.

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*

Assigned texts, notepaper, and other usual student materials

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*

A classroom with moveable desks and ability to access visual aids, VCR and DVD equipment, PC 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*

1. Goals and purposes of higher education.
2. General education, and the integration of one's knowledge and experience.
3. Value and role of interdisciplinary learning.

4. Synthesis of major IGE themes of first, second, and third year, integrating humanities, arts, and social sciences.

5. Developing and supporting an original position including awareness of the audience, articulating questions, contextualizing ideas within a scholarly literature and community, evidence-based reasoning, thoughtful and well-supported reflection, synthesis of diverse kinds of evidence, respect for cultural difference, engagement with moral and ethical considerations.

6. Editing and revision including organization, coherence, voice, stylistic variety, and correct grammar and syntax

7. Generating questions and developing a research strategy; identifying information needs; evaluating evidence and its sources.

VIII. Instructional Methods

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.

Instructional Methods*

Interactive approaches which require student responsibility for learning, including small group discussion, group and individual projects, and independent activities.

IX. Evaluation of Outcomes

Describe the methods to be used to evaluate

Evaluation of students is based on:

**students’
learning, i.e.
written exams,
term papers,
projects,
participation,
quizzes,
attendance, etc.***

1. In class participation (small and large group discussions and activities).
2. Written responses to assigned readings.
3. Completion of multi-stage individual project (15-20 page paper with annotated bibliography).
4. Creative expression of the individual project ideas.
5. Participation in and responses to three arts events.
6. In class oral presentation of individual project.

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

- During the course of the term students will go through the process of defining their capstone projects, conducting research, and completing a 15-20 page paper. The paper will go through multiple steps of review and conferencing: From framing statement, initial proposal, revised proposal, through various stages of the drafts and editing, until the completed final version.
- Students will also complete reading responses to assigned texts that instructors should grade and return promptly.
- Students are required to submit three 1-2 page responses to arts events.

**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.*

IGE 3100 course outcomes and evaluation methods

	SLO #1	SLO #2	SLO #3	SLO #4	SLO #5
In class participation (small and large group discussions and activities)		x			x
Written responses to assigned readings.		x			x
Project (15-20 page paper with annotated bibliography)	x	x	x	x	x

Creative expression of the individual project ideas	x		x	x	x
Oral presentation	x				x
Participation in and responses to three arts events.					
		x			

IGE 3100 evaluation methods and IGE program outcomes

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	PO #1 - Effective Communication	PO #2 - Critical Thinking	PO #3 - Historical, Social, and Multicultural Understanding	PO #4 - Articulation of Values	PO #5 - Understanding and Appreciation of Aesthetic Experiences
In class participation (small and large group discussions and activities)	x	x	x	x	x
Written responses to assigned readings.	x	x	x	x	
Project (15-20 page paper with annotated bibliography)	x	x	x	x	x
Creative expression of the					

individual project ideas	x	x	x	x	x
Oral presentation	x	x	x		x
Participation in and responses to three arts events.	x			x	x

Assessment of IGE Program learning outcomes is based on:

1. Student self-evaluation, at the beginning and at the end of the quarter.
2. Exit interviews.
3. Survey to determine if stated educational outcomes were met, giving students the opportunity to describe what they learned in class and to suggest how the course might be improved.
4. Review of capstone projects.
5. IGE 3100 will be used to collect assessment data for IGE outcomes 4, 6.1 and 6.2, and 7.1 and 7.2 (see IGE Assessment plan).

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.*

IGE 3100 evaluation methods and GE SLOs

	GESLO1a	GESLO1b	GESLO1c	GESLO2b	GESLO3a	GESLO4a
In class participation (small and large group discussions and activities)		x	x		x	x
Written responses to assigned readings.						
	x		x	x	x	x
Project (15-20 page paper with annotated bibliography)						

	x		x	x	x	x
Creative expression of the individual project ideas	x		x	x		x
Oral presentation	x	x	x	x		x
Participation in and responses to three arts events.	x					



X. This OPTIONAL Section is for describing Course/Department/College specific requirements.

**Department/
College Required
ECO Information
(Optional)**

This course is one of the integrated IGE sequence courses. No single course alone within the IGE sequence grants credit GE. Students are encouraged to complete the entire seven-course sequence, though they may opt out after the first, second, or third years to receive GE credit. Under semester calendar, they must begin in IGE 1100 (usually fall their first year) and complete the first two classes to earn A2 and C3. Then they continue to the second year (C1 and C2), third year (D1 and D3), and then fall of the fourth year (C4/D4), an upper division interdisciplinary synthesis capstone course for IGE students to complete the program.