CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-011-156

ENV 1010L – Introduction to Design Theories and Methods Lab

General Education Committee

Executive Committee Received and Forwarded

Academic Senate

Date: 10/28/2016	,
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Date: 11/02/2016

Date: 11/09/2016 <u>First Reading</u> 11/30/2016 <u>Second Reading</u>

BACKGROUND:

The College of Environmental Design introduced a new semester length laboratory for 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-011-156, ENV 1010 – Introduction to Design Theories and Methods Laboratory.

ENV - 1010L - Introduction to Design Theories and Methods (GE) Lab

C. Course - New General Education* Updated

General Catalog Information

College/Department	College of Environmental Design
Semester Subject Area	ENV
Semester 101 Catalog Number	OL
Quarter Subject Area	
Quarter Catalog Number	
Course Title Int	roduction to Design Theories and Methods (GE) Lab
Units*	(1)
C/S Classification *	C-16 (Laboratory)

To view C/S Classification Long Description click: <u>http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix C CS Classifica</u> <u>tion.pdf</u>

Component*	
component	Laboratory

Instruction Mode*	Asynchronous Local Face-to-Face Fully Asynchronous
	Fully Synchronous Hybrid w/Asynchronous Component
	Hybrid w/Synchronous Component Synchronous Local
	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)	
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*	Ε

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

I. Catalog Description

Catalog Description	
-	This foundational, First-Year Experience course introduces students to
	'design thinking,' exploring the nature of design as a rational, problem- solving activity and the advantages and disadvantages of various

systematic approaches. Includes typical modes of reasoning; philosophies and styles of design; and tools, techniques, and methods relevant in the design process.

II. Required Coursework and Background

Prerequisite(s)

Co-requisite: ENV1010

Corequisite(s)

Pre or Corequisite(s)

Concurrent

III. Expected Outcomes

List the knowledge, skills, or abilities which students should possess upon completing the course.*	By successfully completing the course students will be able to:
	Demonstrate knowledge of the design process and its application in practice.
	Think critically about the nature of wicked problems and their resolution.
	a. Demonstrate activities, techniques, or behaviors that promote intellectual growth (GE area E IV.b.)
	Communicate orally, in writing, and graphically for various audiences (GE area E 1.a.) a. the nature of designing, various philosophies and styles of design, and b.
	particular difficulties in designing Demonstrate understanding of the tools, techniques, and methods in the design process to generate and evaluate alternatives and make decisions. Demonstrate knowledge about context, stakeholder
	participation, and user empathy in the design process and

their roles in providing design resolutions that improve the

environment and quality of life, including:

a.

Analyze the factors that contribute to individual well-being (GE area E IV.a.)

b.

Engage in communities (campus, regional, etc.) or participate in civic activities for the betterment of personal and public life (GE area E IV.c.)

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.

This course satisfies GE Area E Requirements, as described in Chapter 4 of the *Curriculum Guide*, as it is 'designed to equip learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings.' As a First-Year Experience course and introduction to design theories and methods, this course provides a foundation for understanding the nature of design, addressing 'wicked problems' that have social, environmental, and economic impacts on individuals and communities, and utilizing the methods and techniques for resolving them.

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

By successfully completing the course students will be able to:

Demonstrate knowledge of the design process and its application in practice.

Think critically about the nature of wicked problems and their resolution.

a.

Demonstrate activities, techniques, or behaviors that promote intellectual growth (GE area E IV.b.)

Communicate orally, in writing, and graphically for various audiences (GE area E 1.a.)

a.

the nature of designing, various philosophies and styles of design, and

b.

particular difficulties in designing

Demonstrate understanding of the tools, techniques, and methods in the design process to generate and evaluate alternatives and make decisions.

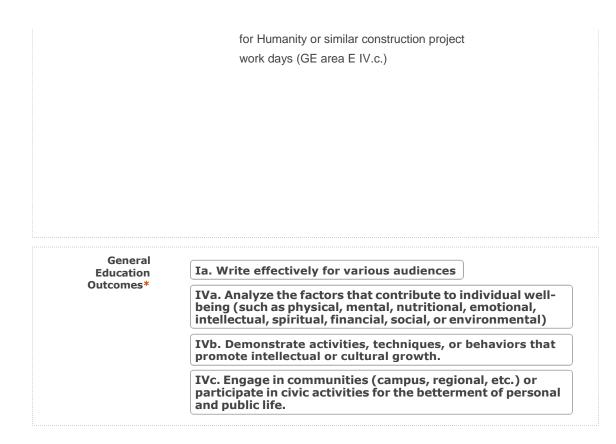
Demonstrate knowledge about context, stakeholder participation, and user empathy in the design process and their roles in providing design resolutions that improve the environment and quality of life, including:

a.

Analyze the factors that contribute to individual well-being (GE area E IV.a.)

b.

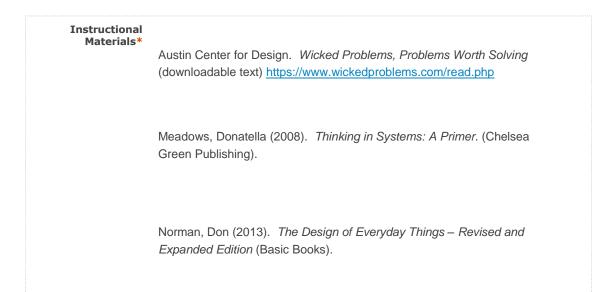
Engage in communities (campus, regional, etc.) or participate in civic activities for the betterment of personal and public life. Civic engagement activities may include students attending and reporting on a public city council/community planning/historic commission meeting or volunteering for Habitat



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



Polya, George (2014). *How to Solve It. A New Aspect of Mathematical Method.* (Princeton).

Rith, Chanpory. 'Why Horst W.J. Rittel Matters.' http://www.dubberly.com/articles/why-horst-wj-rittel-matters.html (January 1, 2007)

Selections from:

Protzen, Jean-Pierre and David J. Harris (2010). *The Universe of Design: Horst Rittel's Theories of Design and Planning.* (New York: Routledge)

Simonsen, Jasper, ed., et al (2014). *Design Thinking, Design Theory* (Boston: MIT)

Up-to-date commentary sources specific to particular issues.

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* Course Textbooks, access to the internet

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*

Computer Labs, Library, Course management software (e.g. Blackboard)

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*

The Reasoning of the Designer and the Planner; Designers' Self-Images

What is Design? The Nature of Design Projects; Doctrines of Creativity; Recurring Issues Generating Alternatives: Morphological and Topological Methods Values in Design and the Formation of Judgement Evaluating Alternatives: Methods for Individuals and Groups Anticipating the Context of Design: The Unknown User and Unknown Context Conflict and Decisions: Consensus-Building and Decision-**Making Techniques** First Generation Theories: Survey and Critique of Systematic Approaches Orders of Magnitude; Procedural vs Prescriptive Theories Design as Information Processing and Decomposition; **Communication Systems** Second Generation Theories: Paradoxes of Rationality and Wicked Problems Design as Argumentation Designing for Others: Empathy and The Role of Participation Design as Reflection-in-Action

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* A variety of instructional methods will be used to help students achieve expected course outcomes. They include the following:

1. Lecture

2. Discussion of assigned reading

3. Small group activities

4. In class and online presentations

5. Student feedback on in class and online presentations

There may be a course management component (e.g. Blackboard) to this course. If so, students will be expected to check the course management site regularly, contribute to online discussions, and get course information and submit course work through the site.

IX. Evaluation of Outcomes

Describe the methods to be used to evaluate students' learning, i.e. written exams, term papers, projects, participation, quizzes, attendance, etc.*		(DS), Short Papers or Analyses (SP), esign Projects (DP), Term Papers (TP), and
Describe the meaningful writing	5 short analytical papers.	After participating in each of the five design

writing assignments to be included.*

exercises, each student will write a paper of 800-1000 words. The exercise and subsequent papers will focus on resolving a design problem of the student's choosing related to the environmental design disciplines.

The group term project will include a written report of 10-15 pages and a presentation to be delivered either in class or online. The assignment will bring students together around a common design problem, but each will be accountable individually (grade-wise) for preparing a substantive part of the project, report, and presentation.

Discuss how these methods may be used to address the course and program outcomes, as

Learning outcome

Assessment too

appropriate. Include or attach a matrix to align	<u> </u>	Individual
the evaluation methods to the outcomes.*	Demonstrate knowledge of the design process and its application in practice	QU (2 IC or OL)
	Think critically about the nature of wicked problems and their resolution	DIS (5 IC or OL SP (5)
	Communicate orally, in writing, and graphically for various audiences, about the nature of designing and particular difficulties in designing	DE (5 IC of OL) SP (5)
	Demonstrate understanding of the tools, techniques, and methods in the design process to generate and evaluate alternatives and make decisions	DE (5 IC or OL) SP (5 IC or OL)
	Demonstrate knowledge about stakeholder participation and user empathy in the design process and its role in providing design resolutions that improve the environment and quality of life	
If this is a general	Courses in GE Area E shall fulfill the following General Ed	ucation Learning

ducation education course, discuss how these nethods may be Courses in Outcomes: 1a. Write ef

Courses in GE Area E shall fulfill the following General Education Learning Dutcomes:

methods may be 1a. Write effectively for various audience.

used to address the associated GE Learning Outcomes listed below. Include or attach a matrix to align the evaluation methods to the outcomes.*

4a. Analyze the factors that contribute to individual well-being (such as physical, mental, nutritional,

emotional, intellectual, spiritual, financial, social, or environmental)

4b. Demonstrate activities, techniques, or behaviors that promote intellectual or cultural growth.

4c. Engage in communities (campus, regional, etc.) or participate in civic activities for the betterment of

personal and public life.

The following matrix shows what course attributes fulfill what GE SLOs for GE Area E:

GE Outcomes Quizzes Discussion	Short Design Papers or Analyses	Design Projects	Ter Pap
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1 Acquire foundational skills and capacities.

a. Write effectively				
for various		Х		X
audiences.				

4 Develop capacities for continued development and lifelong learning.

	r				1	
a. Analyze the factors that contribute to individual well- being (such as physical, mental, nutritional, emotional, intellectual, spiritual, financial, social, or environmental)	x	x	x	x	x	x
 bemonstrate activities, techniques, or behaviors that promote intellectual or cultural growth. 	x	x	x	x	x	x
		x		x	x	

c. Engage in communities (computer regional			
(campus, regional, etc.) or participate in civic activities for			
the betterment of personal and public life.			
	<u> </u>	. <u> </u>	<u> </u>

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

Department/ College Required ECO Information (Optional)