

Alignment Between the University General Education Policy and Student Learning Outcomes Assessment Goals and Objectives

C.5. Integrative Capstones in Humanities	
<p>Courses: Humanities 319 (4 units) Humanities 325 (4 units)</p> <p> Humanities 330 (4 units) Humanities 335 (4 units)</p> <p> Humanities 340 (4 units) Humanities 344 (4 units)</p> <p> Humanities 350 (4 units) Humanities 370 (4 units)</p> <p> Humanities 380 (4 units) Humanities 385 (4 units)</p>	
GE Policy	Outcomes Assessment Learning Goals
<p>The integrated learning intended with these courses is to provide students with an understanding of the interrelationships among disciplines and their applications to contemporary complex environments. Such courses will integrate, develop, and explore the implications of the skills and knowledge acquired in the lower division courses, in effect providing a culminating experience in each school by building upon that knowledge and those skills taught in the lower division General Education courses. In so doing, as with the upper division electives, the Integrative Capstone courses are expected to provide a higher level of analysis than lower division courses. More specifically, these Integrative Capstone courses should also:</p> <ol style="list-style-type: none"> 1. Be at the upper division level and in the large-lecture format, except when small classes are needed for off-campus offerings; 2. Extend, apply and integrate skills and knowledge gained in the basic skills and one or more of the lower division breadth areas, with prerequisites limited to the relevant basic skills or breadth courses required within the General Education program; 	<p>Upon Completion of this requirement students will be able to:</p> <p>Goal 1: Understand the interrelationships among disciplines and their applications to contemporary complex environments. Objectives:</p> <ol style="list-style-type: none"> 1. Recognize the relationships and dependencies between two (or more) disciplines, such as the relationship between developments in science and those in the arts; developments in biology or psychology and those in literature or philosophy; 2. Demonstrate an ability to apply knowledge of the discipline(s) in question to contemporary problems and issues (for example: recognize the social and moral implications of our current understanding of global warming) <p>Goal 2: Extend, apply and integrate basic skills such as critical thinking, composition, oral communication, and mathematics. Objectives:</p> <ol style="list-style-type: none"> 1. Critically reason about the interrelationships among the disciplines and their applications to contemporary environments; 2. Construct well-reasoned essays discussing the interrelations among the disciplines and applications of the disciplines to contemporary problems and environments;

<p>3. Be interdisciplinary, integrating knowledge across disciplines within and across the breadth areas, and placing each area in the broader context of human thought and social development (The cross-listing of such courses could also be done, but all must be classified within at least one of the three breadth areas.);</p> <p>4. Consider possible arrangements in clusters for thematic purposes, with the understanding that students must still meet the requirement of completing one such course in each of the three breadth areas. (Capstone courses may also be designated as meeting the Multicultural/Gender requirement.);</p> <p>5. Avoid the narrowness and specificity more appropriate to advanced courses in the program of a major, but, on the other hand, consider innovative directions and subject matter not easily included in the lower division courses;</p> <p>6. Where appropriate to the specific theme, incorporate multicultural and/or international issues from a comparative perspective that goes beyond a single country, culture or social system;</p> <p>7. Where appropriate, also include perspectives on human behavior, gender roles, and human sexuality as they relate to the theme topic, for example, either the impact of these on that topic or vice versa;</p> <p>8. Where appropriate, consider technological and organizational developments in relation to the theme topic; and</p> <p>9. While breadth, integration of knowledge and skills, and topic areas that go beyond the scope of</p>	<p>3. Where appropriate, use mathematical skills (numerical, graphical, symbolic) to support or criticize arguments;</p> <p>Goal 3: Consider timely (important) issues and subject matter not encountered within lower division courses or within the confines of upper division courses within specific disciplines; Objectives:</p> <ol style="list-style-type: none"> 1. Recognize and be able to summarize and discuss the issues presented; <p>Goal 4: Where appropriate to the specific theme of the course, incorporate multicultural and/or international issues from a comparative perspective that goes beyond a single country, culture or social system; Objectives:</p> <ol style="list-style-type: none"> 1. Be able to identify and describe cultural and social perspectives from those cultures and societies discussed in the course; <p>Goal 5: Where appropriate to the specific theme of the course, include perspectives on human behavior, gender roles, and human sexuality as they relate to the theme topic. Objectives:</p> <ol style="list-style-type: none"> 1. Recognize the diversity of perspectives and behaviors as regards gender roles and human sexuality in relation to the topics discussed in the course; 2. Demonstrate ability to cogently and rationally discuss the moral and social issues surrounding gender and human sexuality <p>Goal 6: Where appropriate to the theme of the course, consider cultural, technological and organizational developments in relation to the theme topic. Objectives:</p> <ol style="list-style-type: none"> 1. Accurately describe technological and organizational aspects of the topics covered in the course; 2. Cogently discuss the ethical and practical implications of
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<p>that go beyond the scope of traditional courses or disciplines are key objectives for these courses, each school may determine that extent to which it wants its integrative Capstone courses to more specifically expand upon what has been taught in its lower division courses. For example, Natural Sciences courses are expected to broaden students' knowledge of fundamental laws, theories, and facts that comprise our understanding of the contemporary physical world, of the origins of scientific discovery, and the implication of scientific and technological developments</p>	<p>the implementation of technological developments in relation to the topic.</p>
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