Excerpt of the GE Policy relevant to Integrative Learning Capstone (F-Integrative)

For the complete GE policy, please visit the Academic Senate website

3. STRUCTURE OF THE GENERAL EDUCATION CURRICULUM

3.1. The General Education curriculum is organized as three (3) sequential phases... The third is the Capstone: courses designed to integrate knowledge and skills developed earlier in the curriculum.

3.7. Capstone

3.7.3. Capstone General Education courses shall be upper-division. These courses will have as prerequisites the entire Foundation curriculum along with one or more Explorations courses and upper-division standing.

4. GENERAL REGULATIONS

4.2. To ensure that every course in the General Education program contributes to student achievement of the goals of the entire program, all course syllabi for approved General Education courses must include information on the expected GE learning outcomes to be addressed in the course. It is not expected that every GE course will address every outcome; faculty are strongly encouraged to tailor specific course learning outcomes to a subset of the GE learning outcomes and to explain how those will be addressed in the particular course.

4.9. Because General Education is a breadth requirement, students will normally have no prior experience in the discipline beyond an introductory course. Therefore, upper-division courses designed primarily for students majoring in the discipline will not be acceptable for the General Education program, except for Integrative Learning capstones. Any course that has requisites that are not on the General Education Master Course List will need justification as to why such courses must be requisites and why such requisites will not unduly restrict enrollment. [Emphasis added]

4.10. No course identified in the catalog as available for credit in a graduate program will be permitted for General Education credit. Double-numbered courses (400 and 500 level) may not be used for General Education credit.

7. GENERAL EDUCATION COURSE CONTENT CRITERIA

7.10 Category F, Capstone Courses

7.10.1. Criteria for Capstones: All Capstone courses must demonstrably develop advanced college skills, including synthesis and application of knowledge, analysis, critique, and research. Capstone courses are intended to help students integrate knowledge and skills developed earlier in the curriculum, working at a more advanced level than in Explorations courses. Therefore, Capstone courses must require as prerequisites upper-division standing, completion of the entire Foundation, and one or more courses from the Explorations stage.

7.10.2. Advanced Skills, Service Learning, Interdisciplinary and Integrative capstones may also be designated Writing Intensive capstones if they meet the criteria for that capstone.

7.10.3. Instructors in all upper-division Capstone courses that carry General Education credit will integrate into the course a substantial writing component. This is usually interpreted to mean at least a total of 2,500 words in the various assignments. The writing component either may be integrated throughout the courses or may be a cumulative report or project that has, as part of the report or project, ongoing evaluation and feedback throughout the semester. The writing assignments may be in whatever form the instructor deems appropriate to the subject matter and methodology of the course, but the assignments must be a factor in evaluating student performance.

7.10.4. Faculty who teach these courses should refer students with serious writing difficulties to seek writing instruction, tutoring, or other appropriate assistance to improve their writing skills as early as possible. For this reason, there must be early (first one-
third of the term) feedback on student writing and further feedback throughout the term, including opportunity for revision where appropriate to the assignment.

7.10.5. Faculty may obtain guidance in the choice of writing assignments and information on evaluating writing through workshops and other supportive programs sponsored by the Division of Academic Affairs. [The GEGC encourages consultation with the Writing Across the Curriculum Director.]

7.10.6. Types of and criteria for Capstone courses -- Suitable courses for inclusion at the Capstone level include the following:

7.10.7. Integrative Learning Capstone

7.10.7.1. The Integrative Learning Capstone designation in General Education (1) integrates the learning of disciplinary knowledge with essential general education skills that students need to succeed in college, work, and life, and (2) utilizes the LEAP (Liberal Education America’s Promise) framework to bring interconnectivity to the entire university experience, providing students with meaning for how the learning of general education skills supports the learning of their majors, and (3) promotes synthesis and advanced accomplishment across general and specialized studies.

7.10.7.2. To qualify for the Integrative Learning Capstone designation, the course must have as its central focus the mastery and integration of core GE skills and disciplinary knowledge developed through ongoing practice and regular feedback resulting in a significant product (paper, portfolio, performance, research, etc.) that demonstrates advanced achievement in the discipline.

7.10.7.3. The essential general education student learning outcomes that are the central focus of advanced skill development in this capstone designation must include advancement of Written Communication and Critical Thinking and one (1) other Learning Outcome, as defined appropriately for the discipline.

7.10.7.4. Because General Education is a breadth requirement, students would normally have no prior experience in the discipline beyond an introductory course. However, the student learning outcome of this capstone focuses on integrative learning that promotes synthesis and advanced accomplishment across general and specialized studies. In addition, the Integrative Learning capstone is to provide interconnectivity for understanding how the learning of general education skill supports the learning of their majors. Therefore, the upper division Integrative Learning capstone is designed primarily for students majoring in the discipline. Thus, the Integrative Learning capstone will be acceptable for the General Education program.

7.10.7.5. The Integrative Learning capstone may also have requisites that are disciplinary specific or not on the General Education Master Course List in order to be appropriate for demonstrating advanced achievement in the discipline.

EFFECTIVE: Fall 2012