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

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 prerequisites 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.

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:

7.10.6.3. Interdisciplinary courses that focus on a specific topic through comparative application or synthesis of knowledge using the theory and methodology from two or more disciplines.

7.10.6.3.1. Interdisciplinary courses require students to integrate knowledge from separate disciplines, to employ the perspectives from the differing views of disparate disciplines, and to coordinate the varying intellectual tools and methods of the General Education program. In an Interdisciplinary course, the different special knowledge, methods, and perspectives of two or more academic disciplines are brought together in the exposition or treatment of a particular topic or problem. Such a course exhibits interaction among disciplines in the approach to its subject matter, whether that results in mutual benefit or in stresses between or among disciplines. An Interdisciplinary course may be designed to lead students to integrate knowledge acquired in the previous study of separate disciplines (interdisciplinary), or it may approach one topic, problem, or phenomenon with the various tools and perspectives of different disciplines (multidisciplinary). A discipline is generally considered to be a system of learning or instruction, usually the basis for an academic department or program. When a course that claims to involve a discipline not clearly covered by this definition is proposed, the General Education Governing Committee will decide whether the course meets the intent of the Interdisciplinary course requirement.

7.10.6.3.2. Many courses deal with subject matter at the borderline between traditional disciplines. Faculty members frequently include information from other disciplines. These attributes do not suffice to qualify a course for Interdisciplinary status. Rather, an Interdisciplinary course has as an explicit objective throughout the course the requirement that students develop skills in approaching the topic through comparative application of the approaches and methodologies of different disciplines.

7.10.6.3.3. An Interdisciplinary course may be approved for more than one (1) General Education category or subcategory when the course’s disciplinary emphasis and content fall under more than one (1) General Education category, but the student will receive credit in only one (1).

EFFECTIVE: Fall 2012