

**General Education Assessment
Integrative Studies Course Memo AY 2017-2018**

Course name:

Course code:

Term:

Faculty name(s):

Campus:

Number students started course/ completed course: (complete when course completed)

Instructions: Complete sections A-E by Fall 2017. Complete sections F-J after your course is completed.

A. Course materials checklist

Item	Included?
Syllabus	
Course materials list (readings, etc.)	
Lecture notes	
In-class course activity descriptions	
Assignment prompts including scoring schemes (e.g. rubrics)	
Quiz, exam questions	

B. Curriculum rationale:

Main purpose:

What is significant topic, issue, or product to be approached in interdisciplinary fashion?

Reason for interdisciplinary approach:

Why is an interdisciplinary approach valuable or necessary for this issue(s) or topic?

Integrative objects for student work:

What is aim of taking integrative approach? What are students expected to produce?

Interdisciplinary tasks:

What sort of interdisciplinary tasks will students need to make to produce the integrative objects?

Disciplines to be integrated:

Why is it important for interdisciplinary work on this issue?

What substantial contribution does each discipline make?

How does each present a clearly distinct perspective, mode of knowing and inquiry?

What would be missing if this discipline were not represented?

Course structure:

Does the syllabus serve as a map of, or orientation, to the course? Do tools, readings, message for each week reinforce each other and take students on a developmental path toward integrative thinking?

C. Integrative Studies Courses must address TWO Knowledge Domains. In the table below, mark the domains addressed in your course:

Knowledge Domain	Mark X for two domains:
GA	
GH	
GHW	
GN	
GS	

D. List course learning objectives. Mark the Gen Ed Knowledge Domain and Key Learning Objectives addressed by each course objective (at least 3 out of 5 objectives for each Domain must be addressed; at least 2 out of 7 objectives for each Key objective including Integrative Thinking Key objective). See appendix for list of Knowledge Domain and Key Learning Objectives at end of document. (BY FALL 2017)

COURSE LEARNING OBJECTIVE	Gen Ed Knowledge Domain Objective Addressed	Gen Ed Key Learning Objective Addressed
Example: 1. Students will be able to use methods of literary analysis to examine science fiction novel and produce an essay.	GH2, GH3	K1, K2, K3
Example: 2. Students will be able to discuss use of science concepts in science fiction novel with peers.	GN1	K1, K2
Example: 3. Students will be able to analyze use of science concepts as a literary device in early 20 th century science fiction novels in presentation to class and leading class discussion.	GH1, GN1	K1, K2, K3, K4

E. For each course objective listed in D, list in-class course activities to develop each course objective. Also note how you will assess each course objective. Attach course activity descriptions, assignment prompts and any related assessment documents (e.g. rubrics, exam questions).

COURSE LEARNING OBJECTIVE	Course activity and purpose	Course assessment
Example: 1. Students will be able to use methods of literary analysis to review science fiction novel and produce an essay.	Class discussion of Moby Dick in order to learn about process of literary analysis from instructor and peers	Assessment 1: 500 word essay uses literary analysis method. Essay scored using rubric.
Example: 3. Students will be able to analyze use of science concepts as a literary device in early 20 th century science fiction novels and present analysis in oral presentation to class and lead class discussion.	Collaborative in-class team project to develop ideas for novel analysis for presentation to class. Team must also develop questions for class discussion.	Assessment 2: Team analyzes science fiction novel and create presentation and discussion questions. Assessed using rubric.

F. For each course assessment listed in E, note how students performed.

Student Assessment	Student Performance
Assessment 1: 500 word essay uses literary analysis method. Essay scored using rubric.	Students scored as follows for each rubric element (5 point scale): a- Use literary analysis conventions: 80% scored 4 or above b- Develop argument: 70% scored 3 or above c- Grammar

- G. Did students have expected prior knowledge and skills to commence study in your course? If not, how did you address lack of expected knowledge/skills?
- H. Discuss student reaction to course activities with particular attention to grasp of each Knowledge Domain’s modes of inquiry, and integrative thinking ability development. Did student reaction to course activities meet your expectations? If not, will you improve any course activities in the next course offering?
- I. Discuss student performance on assessments with particular attention to grasp of each Knowledge Domain’s modes of inquiry, and integrative thinking ability development. Did student performance for each assessment meet your expectations? If students did not meet your performance expectations, what will change in the next course offering to improve student performance?
- J. Reflect as Knowledge Domain expert(s) on teaching an interdisciplinary course. Did you teach the course alone or as a faculty team? What did you learn about interdisciplinary course teaching? Were you able to sufficiently grasp modes of inquiry in each Knowledge Domain in order to lead integrative course activities and assess student integrative thinking? What do you plan to improve as a teacher to ensure course success the next time you teach the course?

Appendix: General Education Objectives: Knowledge Domain, Key and Integrative Thinking (with number codes)

Knowledge Domain

RECOMMENDED Bloom's taxonomy level	GA
EXPLAIN	GA1. Explain the methods of inquiry in arts fields and describe how the contributions of these fields complement inquiry in other areas
DEFINE, COMPREHEND	GA2. Demonstrate an expanded knowledge and comprehension of the role that the arts play in various aspects of human endeavor
CREATE	GA3. Demonstrate competence in the creation of works of art and design
ANALYZE, CRITICAL THINK	GA4. Demonstrate competence in analysis, critical thinking and interpretive reasoning through the exploration of creative works
IDENTIFY, EXPLAIN	GA5. Identify and explain the aesthetic, historic, social, and cultural significance of important works of art and critically assess creative works, their own or others', through evaluative processes of analysis and interpretation
	GH
EXPLAIN	GH1. Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas
CRITICAL THINK	GH2. Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses
CRITICAL THINK, EVALUATE	GH3. Critically evaluate texts in the humanities– whether verbal, visual, or digital– and identify and explain moral or ethical dimensions within the disciplines of the humanities
DEFINE	GH4. Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range
DEFINE	GH5. Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities
	GHW
EXPLAIN	GHW1. Explain the methods of inquiry in Health and Wellness fields and describe how the contributions of these fields complement inquiry in other areas
DESCRIBE	GHW2. Describe multiple perceptions and dimensions of health and wellness (emotional, spiritual, environmental, physical, social, intellectual, and occupational)
IDENTIFY, EXPLAIN	GHW3. Identify and explain ways individuals and/or communities can achieve and maintain health and wellness
DESCRIBE, EXPLAIN	GHW4. Describe health-related risk factors and explain changes in knowledge, attitudes, behaviors, activities or skills that have the potential of improving health and wellness
DISSEMINATE KNOWLEDGE, DEMONSTRATE BEHAVIOR	GHW5. Disseminate knowledge about health and wellness and demonstrate behavioral practices needed to engage in healthy living across the life span.
	GN
EXPLAIN, DESCRIBE	GN1. Explain the methods of inquiry in the natural science fields and describe how the contributions of these fields complement inquiry in other areas
EXPLAIN	GN2. Construct evidence-based explanations of natural phenomena
COMPREHEND	GN3. Demonstrate informed understandings of scientific claims and their applications
EVALUATE	GN4. Evaluate the quality of the data, methods, and inferences used to generate scientific knowledge
IDENTIFY	GN5. Identify societal or philosophical implications of discoveries in the natural sciences, as well as their potential to address contemporary problems

	GS
EXPLAIN	GS1. Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas
IDENTIFY, EXPLAIN	GS2. Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences
DESCRIBE	GS3. Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings
EXPLAIN	GS4. Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems
RECOGNIZE	GS5. Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences.

Key Objectives

K1. EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.
K2. KEY LITERACIES – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.
K3. CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.
K5. CREATIVE THINKING – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.
K6. GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people’s lives.
K7. SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one’s own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self- knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

Integrative Thinking Objectives

K4. INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

Disciplinary grounding
IT1. Define/ recognize/ apply disciplinary theories, findings, examples, methods, validation criteria, genres, communication forms
Advancement through integration
IT2. Use integrative structures such as conceptual frameworks, graphic representations, models, metaphors, explanations, solutions that result in more complex, effective, empirically grounded or comprehensive accounts or products than would have been possible under single disciplinary framework.
Critical awareness
IT3. Frame problems or solutions in ways that show reflection on choices, opportunities, compromises by taking interdisciplinary approach
IT4. Exhibit awareness of of disciplinary contributions, how disciplines are integrated, limitations of integration
IT5. Recognize personal and disciplinary bias and the role such bias may play in framing of issues, events, ideas or works as well as the development of ideas or solutions (optional).