



# California Institute of Integral Studies

## Bachelor of Arts (BA) in Interdisciplinary Studies

### Program Learning Outcomes – SUS BIS BA

#### Intellectual and Practical Skills

***1.0 Intellectual and Practical Skills encompass more than cognitive capacities. While an emphasis is placed on critical thinking, we define critical thinking to include the ability to critically self-reflect upon and analyze assumptions of theoretical frameworks across disciplines. The examination of multiple frameworks requires students to demonstrate strong information literacy skills. Students are asked to do this in the context of a collaborative learning community that they co-create. This ongoing practice of critical engagement and analysis, results in a summative senior project that maybe theoretical, applied, performative, and/or critical reflective.***

- 1.1 Articulate a position and analyze assumptions across a variety of issues
- 1.2 Demonstrate a conscious awareness of learning process and co-create the learning environment
- 1.3 Analyze multiple frameworks of self across disciplines, such as psychological, spiritual, and sociological
- 1.4 Examine one's own epistemology, i.e. How do you know what you know?
- 1.5 Critically reflect upon and synthesize what they have learned in the program
- 1.6 Demonstrate information literacy skills including the ability to navigate, to access, evaluate, interpret and situate information from a variety of sources and to locate that information in relation to bodies of knowledge
- 1.7 Create, and present a culminating body of work: research paper, performance, community-based activity, and/or creative work
- 1.8 Co-create a collaborative learning environment and experiment with dynamics of group collaboration skills

#### Interdisciplinary Knowledge

***2.0 Interdisciplinary Knowledge is central to our academic program. Students' academic study focuses around the themes of self, culture and community, and global studies within the context of critical and integral pedagogies. While addressing the above themes from various disciplines, students are asked to examine social, cultural, political, global, historical, and philosophical underpinnings. Students are also expected to demonstrate competency in corresponding research paradigms and their related representation of quantitative or symbolic information.***

- 2.1 Articulate and differentiate between philosophical and political underpinnings of learning systems (integral, critical, transformative)
- 2.2 Integrate theories of social construction of self with the role of personal history and social location
- 2.3 Analyze the social, cultural, political, global and historical context which knowledge is produced
- 2.4 Understand research paradigms, the methods they use, and distinguish the kinds of knowledge they produce
- 2.5 Interpret concepts of epistemology and ontology in academic and personal contexts
- 2.6 Examine how knowledge is produced in the Global South
- 2.7 Represent and communicate quantitative or symbolic information as appropriate in the arts, humanities, or social sciences

### **Situated Knowledge**

***3.0 Situated Knowledge is a critical approach to understanding "what we know" and "how we know it." Drawing from our three main themes, students analyze how knowledge of self, culture, community, and global perspectives co-vary and are co-created across contexts, time, and space. As part of this process students actively participate in co-creating their learning environment while also taking responsibility for directing their interests and passions.***

- 3.1 Demonstrate a conscious awareness of learning process and co-create the learning environment
- 3.2 Integrate theories of social construction of self with the role of personal history and social location
- 3.3 Situate themselves in relationship to the specific modern context examined
- 3.4 Examine and critically reflect on the historical construction and significance of culture, cultural values, and cultural difference
- 3.5 Situate oneself within various communities and cultures
- 3.6 Examine and question ones relative privilege and marginalization with one's own community and in relationship to the global
- 3.7 Critically analyze the relationship between the global south and global north and ones own location within
- 3.8 Situate social change within personal, cultural, historical, global context and through the communities we inhabit
- 3.9 Take responsibility to identify their interests and passions and critically position themselves within the context of a particular community, practice, or scholarship.

## **Social Justice and Social Change**

***4.0 Social Justice and Social Change are themes that are infused throughout our curriculum. Students are asked to analyze social justice and social change in the context of local communities, the larger society, and global perspectives. These analyses include an understanding of historical constructions of cultural values and differences. Students are also asked to examine their respective relationships to these systems.***

- 4.1 Examine and critically reflect on the historical construction and significance of culture, cultural values, and cultural difference
- 4.2 Examine and question ones relative privilege and marginalization with one's own community and in relationship to the global
- 4.3 Examine how different people and communities attempt to change social structures, institutional systems, and value systems in our local communities and around the world
- 4.4 Problematize real world challenges such as globalization, violence or the ecological crisis
- 4.5 Analyze large systems political, economic, environmental and co-create alternatives