

Great Issues Seminar (ISEM 301)

UCGE Proposal Criteria & Suggestions

Along with ISEM 101 and Senior Experience, the ISEM 301 seminars are part of the Integrated Studies component of the university's General Education. This curriculum seeks to enhance student competencies in integrative thinking, which are critical for problem solving, creativity and innovation, and communication and collaboration. Integrated learning is defined as the competency to attain, use, and develop knowledge from a variety of disciplines and perspectives, such as the arts, humanities, sciences, and social sciences, with disciplinary specialization (to think divergently, distinguishing different perspectives), and to incorporate information across disciplines and perspectives (to think convergently, re-connecting diverse perspectives in novel ways). It is a cumulative learning competency, initiated as a first-year student and culminating as reflected in a graduating senior. (Please include this paragraph in your course syllabus)

Seminars fulfilling the General Education Great Issues requirement seek to integrate disciplines and university learning outcomes. Seminars are interdisciplinary courses that can be linked with an annual "signature event" of the university (e.g. the Bellwood Lecture, Austin Lecture, Borah Symposium, Jazz Festival, and VIEW business plan competition) that integrate the University Learning Outcomes and general education goals with a critical examination of the great issues. The activities of campus-wide significance that focus on a great issue other than annual signature events will also be considered for approval (e.g. lecture by a nationally/internationally known speaker or an innovative reading series such as the Common Read). Attendance at an event may be required. The focus of this requirement is to help students integrate educational experiences and to provide them with an opportunity to connect with faculty and librarians and ideas from disciplines outside their major.

Faculty members are invited to develop and submit plans for a Great Issues (ISEM 301) seminar to their department chairs/directors. In turn, these proposals will be submitted and reviewed by the University Committee on General Education for final approval. These one-semester seminars for third-year students should meet the following goals, themes and conditions:

- The seminar offers a multiple disciplinary approach to addressing a current, campus-wide issue or event. The seminar should offer the theory and methodology of at least two distinct disciplines.
- The seminar addresses the topics of and is linked to an annual university "signature event," or of an equivalent activity in scope and implications.
- The seminar seeks to integrate the multi-disciplines, with the University Learning Outcomes, to better understand the topic.
- Reintroduce students through practice and course design to the multiple disciplinary learning outcomes and the University-wide Learning Outcomes.
- At least one learning activity (e.g., written paper, oral presentation, collaborative project, poster, etc.) is to be directly embedded with one or more of Learning Outcomes, and this assignment can be used as an "assessment artifact."
- Student competencies in meeting these outcomes should be measurable.
- Seminars may address American Diversity or International Diversity, and may be proposed to meet one of these General Education requirements.
- The seminar may involve service learning or other outreach program components.
- The seminar seeks to improve information literacy and research skills, as well as oral and written communication skills.
- Be taught by a faculty member who is willing to meet with the Director of General Education, as needed, to discuss pedagogical approaches, General Education assessment, and other issues

common to this seminar and General Education. The faculty member should also be willing to provide to the Director of General Education a copy of the seminar syllabus at the beginning of the semester in which the seminar is taught, as well as identify the “assessment artifacts” to be submitted at the end of the seminar

DIRECTIONS FOR DEVELOPING AND SUBMITTING AN ISEM 301 COURSE

Instructor: Name and title of instructor. If the instructor is not a full-time faculty member, please briefly describe experience teaching general education or in teaching in professional preparation.

Course Outline and Description: In one or two pages, briefly describe the course and its objectives, and how it will address each of the seminar’s themes and goals. Provide as detailed a schedule and syllabus as possible. Include the proposed signature event or other great issue that will serve as the focus of the course, likely texts and materials relevant to the integrated issues addressed in the course, and indicate possible supplementary activities you would like to incorporate. Describe how the seminar addresses one or more of the University Learning Outcomes listed below. Describe how at least one of the seminar learning activities (e.g., written paper, oral presentation, collaborative project) is directly linked to one or more of the University Learning Outcomes.

Department Support: A signature line indicating department support for the seminar.

ISEM Coordination and Assessment Strategy: Be willing to meet with the Director of General Education, as needed, to discuss pedagogical approaches, General Education assessment, and other issues common to this seminar and General Education. Provide a copy of the seminar’s syllabus at the beginning of the semester. Be willing to assist the Director of General Education with your seminar’s participation in an overall and section specific General Education Assessment Strategy.

Institutional Learning Outcomes: Briefly describe how the course addresses each of the University-Wide learning outcomes

Learn and integrate - Through independent learning and collaborative study, attain, use, and develop knowledge in the humanities and social sciences, with disciplinary specialization and the ability to integrate information across disciplines.

Think and create - Use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems, and make consequential decisions.

Communicate – Acquire, articulate, create and convey intended meaning using verbal and non-verbal methods of communication that demonstrate respect and understanding in a complex society.

Clarify purpose and perspective – Explore one’s life purpose and meaning through transformational experiences that foster an understanding of self, relationships, and diverse global perspectives.

Practice citizenship – Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and a service-oriented commitment to advance and sustain local and global communities.

Source: <http://www.uidaho.edu/learningoutcomes>

Please review your proposal with your departmental chair or director, and submit this Proposal to the Director of General Education, Dean Panttaja. panttaja@uidaho.edu

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