## Great Issues Seminar (ISEM 301)

**UCGE Proposal Criteria Suggestions** 

University of Idaho Faculty is invited to submit proposals for the ISEM 301 Great Issues seminar, as part of the General Education curriculum.

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)

Content Guidelines for the Great Issues Component of the University General Education: 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. Consider what generally constitutes a "discipline" at the General Education Resources for Faculty page: http://www.uidaho.edu/~/media/Files/orgs/CLASS/Gen-Ed/Faculty%20Resources/Disciplinarity.ashx
  - The seminar should offer the theory and methodology of at least **two distinct** disciplines. It can include that of the student's own discipline, as well as another discipline. The seminar may develop cross-disciplinary teams to address issues. The seminar may address synergies between academic disciplines or majors.
- 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. (You have the option in your proposal to
  seek consideration for your seminar to also meet an American Diversity or International course
  requirement. If so, provide information that this seminar meets the guidelines of an American
  Diversity or International course.)
- 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. **Library** research is encouraged.
- This seminar should be designed for students in their 2<sup>nd</sup> or 3<sup>rd</sup> year at the university. No
  prerequisites necessary.
- 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.

## Proposals should consist of the following:

- 1) **Title and Synopsis of Seminar:** Select a short descriptive title, applicable for registration and student transcript identification. Keep to 30 or less characters. Provide a short (125 words or less) seminar synopsis to be placed on the Web Class Schedule.
- 2) **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.
- 3) 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 (bulleted points above). Provide as detailed a schedule 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's learning activities (e.g., written paper, oral presentation, collaborative project) is directly linked to one or more of multiple disciplinary and University Learning Outcomes, and is measurable. You will also be asked to have your students participate in a Gen Ed "assessment artifact." The seminar syllabus may also be included in the course proposal packet to supplement this information.
- 4) **Seminar Format:** Briefly discuss how your seminar would be formatted as a "seminar." For example, would there be a series of large-group presentations with seminar break-out sessions (providing an opportunity of a larger total enrollment), or would the total enrollment be limited within a typical seminar range (e.g., between 30 and 40 students)? The ISEM 101 seminars are capped at 34 students, for instance. Identify total enrollment for your seminar.
- 5) **Department Support**: A signature line indicating department support for the seminar.

6) **Sponsoring Event Support:** A signature line indicating the sponsor's support of the seminar (primarily for the accommodation of possible additional students at the event).

For more information, contact the current UCGE Chair at <a href="mailto:ucge@uidaho.edu">ucge@uidaho.edu</a>

For assistance with the course proposal, contact Kenton Bird, Director of General Education at <a href="mailto:kbird@uidaho.edu">kbird@uidaho.edu</a> or visit the General Education, Resources for Faculty page at <a href="http://www.uidaho.edu/class/general-education/faculty-advisor-information/resources-for-faculty">http://www.uidaho.edu/class/general-education/faculty-advisor-information/resources-for-faculty</a>

University Learning Outcomes to be considered in the development of the seminar:

University level learning outcomes broadly describe expected and desired consequences of learning through integrated curricular and co-curricular experiences. The outcomes become an expression of the desired attributes of an educated person and guide coherent, integrated and intentional educational experiences. They provide us with a basis for ongoing assessment to continuously improve teaching and learning.

- a. Learn and integrate Through independent learning and collaborative study, attain, use, and develop knowledge in the arts, humanities, sciences, and social sciences, with disciplinary specialization and the ability to integrate information across disciplines.
- b. Think and create Use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems, and make consequential decisions.
- c. 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.
- d. 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.
- e. 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.

(Please include these University Learning Outcomes, along with your course/departmental Learning Outcomes, in your course syllabus)

Revised 16 May2015