

Integrated Seminar (ISEM 101)

UCGE Proposal Criteria & Suggestions

Integrated Seminar (ISEM 101) courses are one-semester courses for first-year students focused on the central role of the humanities, arts, and social sciences in understanding the human condition. ISEM 101 courses aim to encourage students to think critically, reflectively, and synthetically about a topic, specifically relating to the theme of “Human Communities.” Such thinking requires the use of *multiple* disciplinary perspectives; thus, assignments and assessments in ISEM 101 courses should encourage a breadth of thought that expands beyond narrow disciplinary boundaries. Students will take the course either their first or second semester to lay groundwork for their participation in an academic community committed to the interdisciplinary pursuit of knowledge, creativity, and understanding.

Along with ISEM 301 and the Senior Experience, the ISEM 101 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)

Faculty members are invited to develop and submit ongoing plans for Integrated Seminar (ISEM 101) courses to their department chairs. These one-semester courses for first-year students have the following goals:

1. To familiarize incoming students with academic expectations and foster their commitment to their own education through encouraging their engagement with faculty and the university.
2. To foster students’ ability to gather, interpret, and use diverse sources of information, and to examine enduring topics of inquiry through the use of multiple disciplines, methodologies, and perspectives.
3. To give students tools for thinking critically and creatively about a topic; to foster the spirit of *seminar* by helping students learn to ask many different kinds of questions about a topic rather than to simply seek answers.
4. To encourage students to work independently and collaboratively towards the study, improvement, and celebration of human communities in their widest possible expressions. To foster an understanding and appreciation of their place within local, regional, and global communities through an understanding of the rich diversity and the shared humanity of human communities.
5. To introduce students through practice and course design to the five University-wide learning outcomes: learn & integrate, think & create, communicate, clarify purpose & perspective, practice citizenship.
6. To introduce the student to some expression of human communities. See below.

DIRECTIONS FOR DEVELOPING AND SUBMITTING AN ISEM 101 COURSE

Title and Instructor: List the title of the seminar. Select a short descriptive title (30 or less characters which includes spaces). Include name and title of instructor. If the instructor is not a full-time faculty member, briefly describe the experiences and competencies that qualify applicant to teach a general education seminar to first-year students.

Seminar Outline & Description: Describe the seminar and its objectives. Briefly explain how your seminar will integrate the topic you have selected with the primary themes of ISEM 101: use of a multi-disciplinary humanities and social science perspective and methodology in the study and interpretation of human communities in their varied and diverse expressions, with an appreciation of the student's place within these communities.

Textbooks and Learning Activities: List the textbooks and learning activities within a seminar format. Describe how at least one of the end-of-the-semester learning activities will be integrated with key University Learning Outcomes in such a way that student levels of competency can be identified and measured.

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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