

# General Education Curriculum and Planning Committee

2/20/15 12:45 PM

Proposed Agenda

Wednesday 25 February 2015

Room GHH 300

3:30-4:30 pm

## Attendees

Bender, Paul (WTNG)	Hall, Michael (SCS)	Koelle, Ruth (Math)	Pasquarelli, Susan (SED)	Updike, Adria (CAS-MNS)
Bosco, Sue (At-Large)	Hawkes, Catherine (CAS- HPA)	McKenzie, Brett (GSB)	Ruocco, Tony (SECCM)	
Fenske, Gail (AAHP)	Jacobs, Jason (ex officio)	McMullen, Sue (Lib)	Spritz, Becky (CAS-SS)	

## Meeting Called to Order

1. Academic Standards Committee (student petition) (Bosco)
  - a. M.Cardi individualized Core Concentration in Film Studies
  - b. Motion to Approve: Second
  - c. Discussion of the Motion:
  - d. Motion is
  - e. Vote:
2. CISS Guidelines (Jacobs)
  - a. Motion to Approve Guidelines for the CISS: Second:
  - b. Discussion of the Motion
  - c. Motion is
  - d. Vote:
3. GEC Report Recommended Outcomes (Bender)
  - a. GECPC requests formal senate approval of the proposed GEC outcomes
  - b. Motion to Approve: Second
  - c. Discussion of the Motion:
  - d. Motion is
  - e. Vote
4. Creation of a Strategic Planning Sub-Committee(s) (Bender)
  - a. First Year Seminar: Feasibility of a First Year Seminar or First Year Experience
  - b. CORE Concentrations: Feasibility of Alternatives/Restructuring
  - c. Outcomes, Mission, and Gaps: Needed Reforms and Recommendations

Meeting Adjourned

**Roger Williams University**  
**Description and Proposal Guidelines for**  
**Core Interdisciplinary Senior Seminar (CISS)**

---

**I. CISS Learning Outcomes**

- Create an artifact that communicates and defends the student's original ideas based on synthesis of the course topic and his/her interdisciplinary Core Education.
- Analyze, synthesize, and evaluate significant ideas from across the arts and sciences

**II. Common Seminar Requirements. Each CISS will:**

- Reflect on the topic of the seminar and on the central questions of the Core: Who am I? What can I know? Based on what I know, what should I do?
- Approach the subject in an interdisciplinary manner, integrating the approaches to knowledge of the five domains of the Core curriculum: science, history, human behavior, literature/philosophy, and aesthetics.
- Require guided reading of texts drawn from a variety of perspectives and disciplines but related to the Core central questions.
- Ask students to provide competent summaries, analyses, and synthesis in presentation and in writing.
- Incorporate student-led seminar discussions and prepared in-class presentations.
- Require a final project that demonstrates synthesis of course materials and competent writing.

**III. Common Seminar Format**

The seminar serves as the participants' culminating liberal arts experience and must fully realize the definition of a seminar. A CISS:

- Is not a lecture course.
- Is clearly distinguished from lower-level courses in its purpose, method, and standards.
- Teaches and requires the practice of disciplined thinking, scholarly discourse, and advanced academic work.
- Meets the dictionary definition of a seminar: a small group of advanced students engaged in special study or original inquiry under the guidance of a professor.

**IV. Proposal Process**

- Petitioner completes the attached form along with a syllabus indicating outcomes, readings, assignments, assessment criteria, and a course calendar and submits full proposal to the Associate Dean of General Education.
- Associate Dean Review (feedback and revisions as necessary).
- CISS Core Course Unit Committee Review and Evaluation (feedback and revisions as necessary).
- General Education Curriculum and Planning Committee Review and Approval (feedback and revisions as necessary)
- Upon GECPC Approval the course may run as CORE 430: Special Topics.
- Petitioner may submit to Curricunet for formal catalog approval

- Formal Faculty Senate Curriculum Committee Approval and Catalog designation (feedback and revisions as necessary)
- This course is regularly assessed and revised as part of ongoing General Education Curriculum Assessment

#### **V. Course Number/Credits**

All sections of the Core Interdisciplinary Senior Seminar (CISS) will carry the prefix CORE and will be assigned a number between 430-470, with 430 designating a Special Topics CISS. The CISS carries 3 credits; credit for this required course may be applied only to the Core Curriculum graduation requirement for senior seminar. Seniors may take a second Core Interdisciplinary Senior Seminar for elective credit, subject to administrative and instructor approval. Should students choose to enroll in two or more CISS courses, credit earned for the additional courses may not be applied to satisfy any requirement in the major, minor or Core Curriculum.

#### **VI. Course Prerequisites**

Students must achieve sixth-semester status, completion of writing and mathematics requirements, and completion of the five-course interdisciplinary Core; they must also have declared their major and Core Concentration before registering for the Core Interdisciplinary Senior Seminar.

#### **VII. Transfer Credit**

The CISS is a unique course to RWU and students may not substitute any other course for the CISS requirement.

#### **VIII. Waivers for the Core Interdisciplinary Senior Seminar Requirement**

As of the Fall 2006 catalogue year, all RWU students must complete a CISS.

### **Roger Williams University CISS Course Proposal Form**

---

Please populate all areas of this form and submit it to the Associate Dean of General Education.

**1. Proposer's name:**

**2. Proposed course title:**

**3. Course description** (Provide a description as you would hope to see it in the RWU Catalog. Please refer to published CISS course descriptions in the current catalog for appropriate length and level of detail):

**4. Discuss in detail how the proposed CISS is thoroughly interdisciplinary, will meet the CISS outcomes, and engages each of the five domains of the Core.**

**a. Interdisciplinary integration:**

**b. CISS outcomes:**

**c. CORE 101:**

**d. CORE 102:**

**e. CORE 103:**

**f. CORE 104:**

**g. CORE 105:**

**5. How will the proposed CISS address the three Core questions: Who am I? What can I know? Based on what I know, what should I do?**

**6. Discuss in detail how the proposed CISS will meet the Common Seminar Requirements in terms of:**

**a. Guided readings**

**b. Emphasis on summary, analysis, and synthesis in presentations and writing**

**c. Student-led seminar discussions**

**d. Research**

**e. Final project**

**7. Discuss how the proposed CISS will reflect the common seminar format in terms of purpose, method, delivery, assignments, and assessments.**

**8. Commitment statement:**

**a. Are you willing to participate in CISS assessment?**

**b. How often do you anticipate offering the proposed CISS?**

**c. Will this CISS run first as a Special Topics course (CORE 430), or will you immediately seek a course number and inclusion in the RWU Course Catalog?**

**9. Will additional resources (library holdings, AV, etc) be required?** Please describe and estimate cost.

**10. Please paste a draft syllabus here.**

## **Recommendations from the GEC Final Report**

Based on the data analyzed from the above sources, the General Education Committee puts forward recommendations in the following areas. The specific recommendations are explained more fully at the end of this report:

### **1. Mission Statement: Approved**

The GEC recommends that a mission statement be adopted to clearly communicate the highest aspirations for our students, and in order to guide curriculum and learning outcome development for the general education program at RWU:

*The RWU General Education program fosters inquisitive, reflective, and creative learners who use a breadth of knowledge and skills to enrich their personal, public and professional lives. Throughout this program students will learn how to synthesize information from across their academic experience, to examine the world holistically, appreciate the diversity of their local and global communities, and participate in them effectively and ethically.*

### **2. Program Learning Outcomes: Pending**

The GEC recommends the following program-level Student Learning Outcomes as the basis for Roger Williams University's general education program. Upon the successful completion of Roger Williams University's general education program, students will be able to:

- I. Demonstrate knowledge of diverse human cultures, histories, and physical environments.*
- II. Purposefully communicate and participate in varied discourse communities in appropriate formats.*
- III. Synthesize knowledge and think creatively.*
- IV. Demonstrate information literacy through quantitative and qualitative inquiry.*
- V. Make connections across disciplines by employing systems thinking.*
- VI. Engage in self-reflection and ethical reasoning to develop an understanding of social responsibility.*

### **3. First Year Seminar: Pending**

**That a first year seminar be developed as an integral part of the RWU General Education Program.**

### **4. Administration/Oversight (developed in concert with the CCC): Approved**

**That a new administrative and oversight structure for the CORE/GenEd be implemented in order to develop, oversee, administer, and assess the curriculum and faculty of the present and future general education program at RWU.**

**From FAC. Senate Minutes (5/7/2014)**

**Motion:** (R. VanSchepen, C. Menton): To endorse the objectives developed by Gen Ed Committee

**Discussion:** Regarding the terminology, "discourse communities", it is term of art in writing studies and it was suggested using a different term that was more common parlance. Would like to see the term remain, but have a definition built into it. The language should express more than knowledge (e.g., value, understanding).

Dr. VanSchepen suggested approving the outcome areas, reserving the specific language for later refinement. Senator Tehrani indicated it was not appropriate to approve a motion where the language could be changed later.

**Motion:** (J. Roberts, M. Sawoski): To table the motion and ask the Gen Ed committee to think about the language and get broader buy-in, perhaps with a survey to faculty, so they can come back in the fall with very clear learning outcomes.

Dr. VanSchepen stated that these objectives were derived from the faculty involvement in the fall 2013 faculty conference.

**Motion carried with 12 in favor, 10 opposed.**

### **A Slightly Modified Version**

- I. Demonstrate knowledge of diverse human cultures, histories, and the physical environments on which these depend.
- II. Communicate purposefully, ethically, and in a variety of formats and situations.
- III. Synthesize knowledge and think creatively.
- IV. Demonstrate information, quantitative, and qualitative literacy.
- V. Inquire and make connections within, across, and beyond disciplines.
- VI. Engage in self-reflection and ethical reasoning

## **LEAP Essential Learning Outcomes**

The LEAP campaign is organized around a robust set of "Essential Learning Outcomes" -- all of which are best developed by a contemporary liberal education. Described in *College Learning for the New Global Century*, these essential learning outcomes and a set of "Principles of Excellence" provide a new framework to guide students' cumulative progress through college.

Through its VALUE Initiative, AAC&U has developed a set of rubrics to assess many of the following learning outcomes. Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

### **Knowledge of Human Cultures and the Physical and Natural World**

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

*Focused* by engagement with big questions, both contemporary and enduring

### **Intellectual and Practical Skills, Including**

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

*Practiced extensively*, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

### **Personal and Social Responsibility, Including**

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

*Anchored* through active involvement with diverse communities and real-world challenges

### **Integrative and Applied Learning, Including**

- Synthesis and advanced accomplishment across general and specialized studies
- *Demonstrated* through the application of knowledge, skills, and responsibilities to new settings and complex problem.