

TEACHING IN THE INTEGRATIVE STUDIES PROGRAM

**Keene State College
2010-11**

**This Manual will be available at
<http://www.keene.edu/isp>
after February 4, 2011**

Welcome -

The Integrative Studies Program (ISP) is designed to provide students with a unified, broad-based intellectual education during their experience at Keene State College. As a compliment to the work students will do in the more singularly focused realms of their individual college courses, students in the ISP program will be encouraged to draw connections across disciplinary divisions and between their lower- and upper-level courses. Such a unified approach to intellectual development requires structure, clear purpose and commitment to this shared pursuit which this manual is intended to facilitate. Whether you are new to Keene State, new to the ISP, or a veteran ISP professor, your attention to these details and your enactment of the program design will ensure that the program will work in practice as well as theory.

A large part of this manual is devoted to the intellectual outcomes that are a cornerstone of the ISP. Instead of simply assuming that incoming students will naturally pick up the intellectual skills we hope they will have by the time they reach their senior year, professors teaching ISP courses make a deliberate effort to teach, cultivate, develop and assess the particular skills needed to participate in a liberal arts education, and for lifelong learning. No one course can provide an in-depth focus on the totality of ISP outcomes and no student will be able to perfect his or her intellectual skills in one semester. By requiring all ISP courses to emphasize, encourage, and actively assess these various outcomes, and by designing the program to extend across a student's entire education, the Integrative Studies Program creates an environment where students acquire (and have ample opportunities to practice) a wide range of intellectual skills by the time they graduate.

The Integrative Studies Program at Keene State is a responsive and dynamic model. As the ISP continues to assess our students' mastery of program outcomes, professors in the ISP will rely upon ongoing professional development and the support of other professors within outcome-specific cohorts to fine-tune their pedagogical approaches. The strength of any campus-wide program is only as strong as the professors in that program. As a professor teaching in the Integrative Studies Program, you are a vital part in an ongoing effort to introduce our students to the intellectual rigors of academic inquiry. This manual explains some of the techniques, tools, and policies you'll employ as you take your place alongside your ISP colleagues.

Members of the ISP Council

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I. MISSION

The Integrative Studies Program is at the core of the College's commitment to a liberal arts education. The program's focus on broad questions, and the integration of knowledge and skills, complements student work in a chosen major. Drawing on disciplinary and interdisciplinary perspectives, the program offers students intellectual concepts and skills for understanding themselves and their place in the world, including the values that contribute to personal growth and social responsibility.

II. PROGRAM DESCRIPTION

Integrative Studies Program

Students at Keene State College complete two programs of study to earn a degree – the College's Integrative Studies Program (ISP) and their major program of study.

The ISP provides students with the opportunity to develop the skills necessary for success in academics and careers, and preserves the breadth of a liberal arts education that enables students to succeed in a global environment. The integrative teaching and learning process approaches teaching and learning in intentionally connected ways.

*Note: All courses taken at Keene State College that satisfy ISP requirements have subject codes that begin with the letter 'I', with the exception of a limited number of courses that are alternatives to IQL-101. See **Page 2**.*

Students will connect knowledge and skills from multiple sources and experiences, apply knowledge and skills in varied settings, utilize diverse points of view, and learn how to understand issues contextually. Knowledge in both individual and multiple disciplines is the foundation upon which integrative learning builds. Integrative learning often occurs as students put theory into practice, "making meaning" as students apply abstract concepts in practical settings.

Program Requirements

44 credits (minimum)

Students complete a total of 44 credits as follows. Students are expected to complete Thinking and Writing (ITW) 101 within their first two semesters and Quantitative Literacy (IQL) 101 within their first three semesters. Students may enroll in the upper-level courses once they have completed a minimum of 24 credits of lower-level (100 - 200 level) courses including the Foundations courses (ITW 101 and IQL 101). **A minimum of two of the perspectives and interdisciplinary courses (8 credits)**

must be at the 300 or 400 level. The upper-level requirement must be completed at Keene State College.

a. **Foundations** - 8 credits total

Essential question to be addressed in the foundations courses: *How do critical and creative thinking, researching, writing, and evaluating quantitative information inform scholarly endeavors?*

* Thinking and Writing (ITW 101) - 4 credits

* Quantitative Literacy (IQL 101 or alternative) - 4 credits

b. **Disciplinary and Interdisciplinary Perspectives** - 36 credits total

i. **Disciplinary Perspectives**

Four courses in the Arts and Humanities (**IA** and **IH** course prefixes) - 16 credits

Essential question to be addressed in the arts and humanities courses: *How are the arts and humanities constructed and defined, and how do they change, shape, provoke, and represent our perceptions and our world?*

Courses must be taken in four different disciplines.

- Two courses in the Humanities (**IH**)
- One course in the Fine and Performing Arts (**IA**)
- One additional course in either the Humanities or the Fine and Performing Arts (**IH** or **IA**)

Four courses in the Sciences (**IN** and **IS** course prefixes) - 16 credits

Essential question to be addressed in the science courses: *What assumptions, methodologies, and theoretical constructs define today's sciences, and how are they used to understand our world?*

Courses must be taken in four different disciplines.

- Two courses in the natural sciences (**IN**)
- Two courses in the social sciences (**IS**)

ii. **Interdisciplinary Perspectives (Making Connections)**

One course with a cross-disciplinary, multi-disciplinary or interdisciplinary perspective. (**II** course prefix) - 4 credits

Essential question to be addressed in the interdisciplinary course: *How are the skills, concepts, and values developed across disciplines applied to questions fundamental to today's interdependent world?*

Program Outcomes

The program has three sets of outcomes: disciplinary or interdisciplinary, intellectual skills (reading, writing, quantitative reasoning information literacy, critical thinking, creative thinking, critical dialogue, technological fluency), and integrative reasoning.

- a. Foundations Outcomes- see Tables 1 and 2 (pages 12 and 13)**
- b. Disciplinary and Interdisciplinary Perspectives Outcomes – see Table 3 (page 14)**
- c. Intellectual/Academic Skills Outcomes – see Table 4 (page 15)**

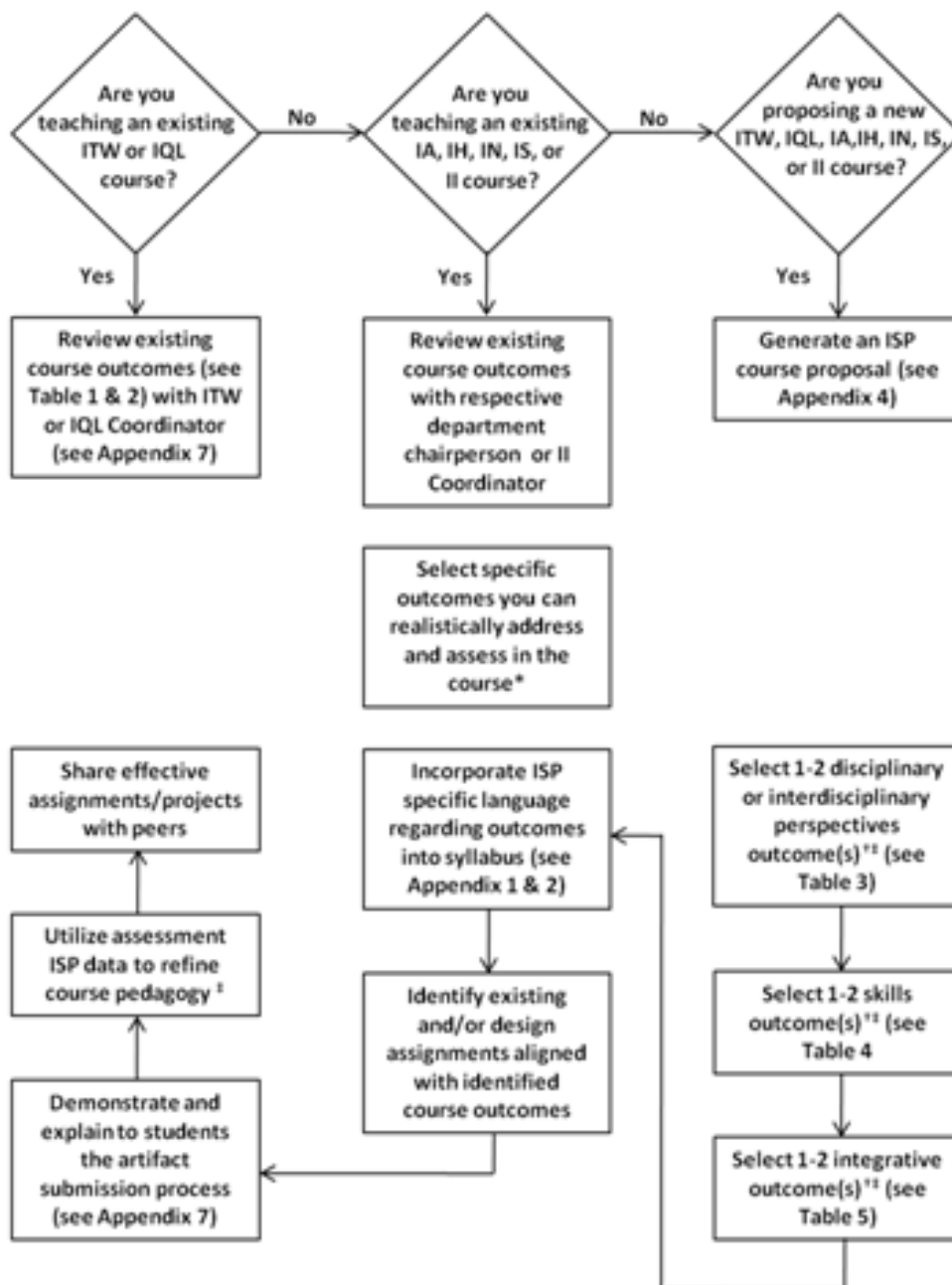
Critical reading and dialogue, writing, quantitative reasoning, critical and creative thinking, information literacy, and media fluency are the skills students use to communicate what they know. These are skills that lay the foundation for both academic and professional success. In the ISP, faculty work with students to develop these skills at a level commensurate with a baccalaureate degree. They are practiced extensively, across the program, in the context of progressively more challenging problems, projects, and expectations.

- d. Integrative Reasoning Outcomes – see Table 5 (page 17)**

The integrative outcomes provide students with the opportunity to learn and discuss overarching themes, perspectives, and paradigms that necessitate their active engagement in the KSC learning environment. In order to achieve this engagement, every course in the ISP must address at least one of the integrative outcomes.

The integrative outcomes reflect the mission and values of Keene State College in producing graduates who are engaged in active citizenship, and recognize the importance of service to the community, environmental stewardship and sustainability, and social justice and equity.

III. ISP FACULTY TEACHING RESPONSIBILITIES



*Your students will be required to submit an artifact(s) addressing identified outcomes.

†Every section of a given course must use the same set of outcomes, e.g. all sections of INBIO 101.

‡Outcomes for a given course may be changed based upon assessment results.

a. PROGRAM OUTCOMES

Every ISP course addresses three sets of learning outcomes: Disciplinary or Interdisciplinary Perspectives Outcomes, Integrative Reasoning Outcomes, and Intellectual/Academic Skills Outcomes. Faculty must identify at least one outcome from each set, and are encouraged to identify only the program outcome(s) and specific student learning outcomes that they can realistically address in their courses. One way to think about these primary learning outcomes is that these are the ones which you will explicitly 'teach' the students during the course as opposed to outcomes which you will expect the students to bring to the course. Please see **Tables 1-5 (pages 12-17)** for a list of the outcomes and **Tables 6-10 (pages 18-22)** for the rubrics for outcomes that have been reviewed and revised.

NOTE: ISP outcomes are dynamic and subject to continued review and revision.

b. SYLLABUS

ISP syllabi provide a brief description of the program and the program area (ITW, IQL, IA, IH, IN, IS, II), identify the outcomes being addressed, and identify the assignment(s) that will be used for the purposes of program assessment. Please see **Appendix 1** (page 23) for the syllabus template.

c. ASSIGNMENTS

Faculty teaching an ISP course must identify an assignment or assignments that will be submitted by students for the purposes of program assessment. Assignments identified need to align with the program outcomes being addressed. The outcomes being demonstrated in the assignment should be identified on a cover page attached to the assignment.

Faculty who teach ISP courses are fully responsible for complying with ISP requirements for program assessment.

- i.** Identify one or more ISP program and student learning outcomes as course learning outcomes. This will be done through communication with the ISP Assessment Committee.
- ii.** Include identified ISP program and student learning outcomes in syllabi and communicate them with students through a variety of channels, e.g., verbally, blackboard posting, etc.
- iii.** Demonstrate and explain to students the artifact submission procedure using written and video tutorials provided by the ISP Assessment Committee.

d. PROGRAM ASSESSMENT

ISP assessment is a collective effort among ISP faculty, students, ISP artifact reviewers, and the ISP Assessment Committee.

i. Faculty Responsibilities

Faculty who teach ISP courses are responsible for identifying one or more ISP program outcomes, including specific student learning outcomes, as their course outcome(s), developing assignments, and communicating with students about the submission of their artifacts (i.e., assignments) for program assessment. The assignments should be developed in a way that allows students the opportunity to demonstrate competencies being addressed and also should be appropriate for outside reviewers with identified outcomes appropriately reflected in the assignments.

For information regarding how to help students prepare artifacts for ISP assessment, see Appendix 3 (page 28).

ii. Student Responsibilities

Students are responsible for preparing their artifacts in a digital format, including a cover page indicating specific ISP outcomes being demonstrated in each artifact, and submitting them to a designated artifact collection system (currently Blackboard).

For information regarding how to prepare artifacts for ISP assessment, see Appendix 3 (page 28).

iii. ISP Assessment Committee Responsibilities

The ISP Assessment Committee consists of three faculty representatives from each school and one staff representative from the Academic Technology Group. The ISP Assessment Committee serves as liaison between the ISP and the faculty who teach ISP courses in each school. The main charges of the ISP Assessment Committee include reviewing/updating ISP assessment policies, monitoring the integrity of assessment data, responding to ISP assessment-related inquiries, providing feedback to ISP Advisory Board and ISP Council, and disseminating ISP assessment information to necessary audiences.

The chair of the ISP Assessment Committee, also serving as Coordinator of ISP Assessment, specifically has the following responsibilities:

- Update assessment map for each semester. Three weeks prior to each semester, the chair will be collecting ISP program outcomes/student learning outcomes that are identified by ISP faculty in their individual courses.
- Collect student artifacts. The artifact submission system will be made open for submission for three weeks before the final days of each semester. The chair will be in charge of all the communications with ISP faculty and students with respect to ISP artifact submission.
- Organize artifact reviewing. Artifact reviewing will be held once every academic year. The chair will organize norming sessions and formal review sessions for each program outcome. The norming and review sessions will be held within three weeks after the final day of the spring semester and the chair will distribute sampled artifacts among reviewers. Volunteer reviewers will be paid a stipend.
- Coordinate ISP assessment report writing. The chair will collect, aggregate, and chart the assessment data from individual reviewers and then send them to assessment report writers, who will be one of the reviewers for a specific ISP program outcome.

iv. ISP Artifact Reviewers' Responsibilities

ISP artifact reviewers, drawn from the Keene State College faculty, are responsible for attending norming sessions, reviewing sampled student artifacts, and submitting rubric-based scores to the ISP Assessment Coordinator. One of the reviewers will serve as the assessment report writer for each ISP outcome.

v. ISP Assessment Process

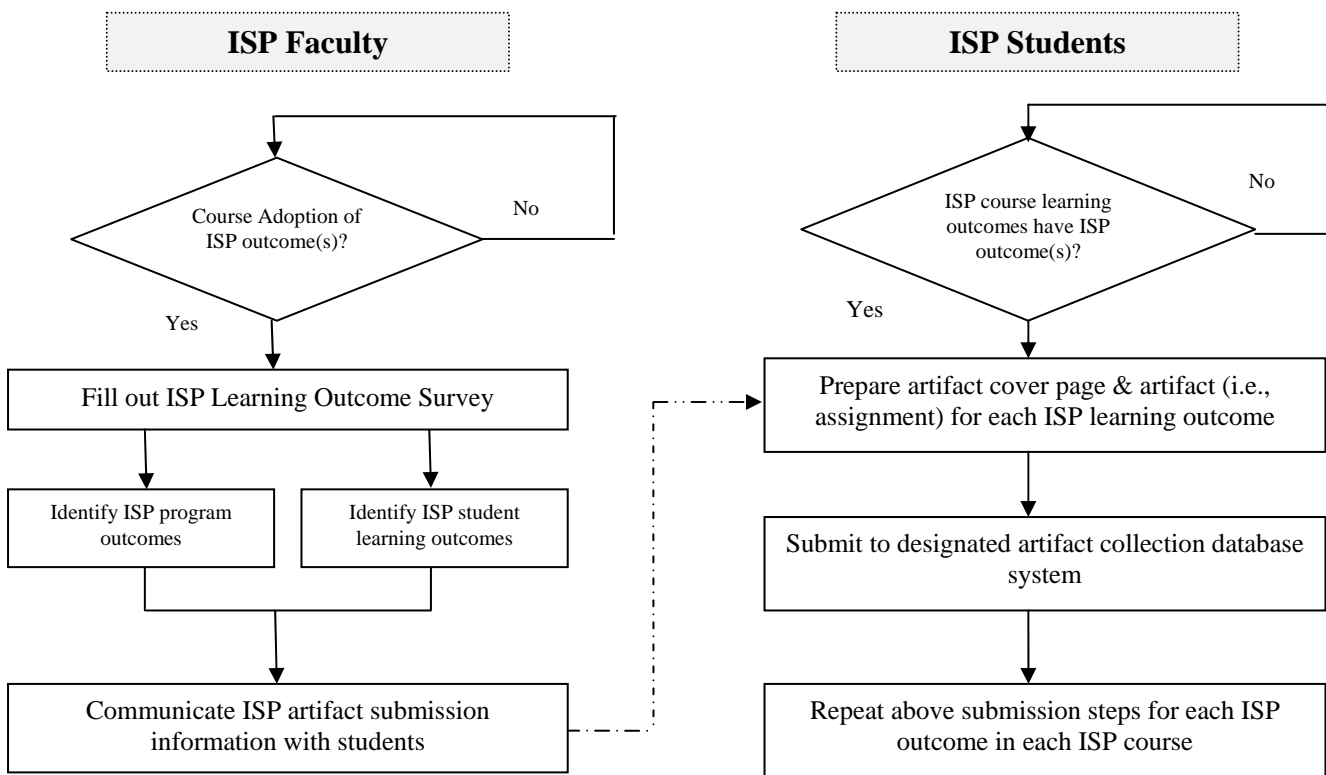
The ISP assessment cycle starts with a survey of ISP learning outcomes two weeks before each semester. ISP faculty indicate on the survey what ISP program outcomes and student learning outcomes that have been adopted as their course outcomes. The ISP Assessment Coordinator compiles the survey information and creates the ISP assessment map, which is used for setting up the artifact collection system (currently Blackboard). After mid-term, an ISP artifact submission practice site is available for faculty to show students detailed information about artifact preparation and submission. Artifact submission sites are available for students to submit their artifacts three weeks before the final week of each semester.

Students' artifacts are submitted and collected every semester. However, sampling and reviewing of the artifacts is done at the end of every academic year. Students' artifacts are randomly sampled by the ISP Assessment Coordinator within one week after the final day of spring semester. Norming sessions are then organized by the ISP Assessment Coordinator and attended by the ISP artifact reviewers. Reviewing of sampled artifacts is done by the end of the third week after spring semester. The ISP Assessment Coordinator collects scores from individual artifact reviewers and then sends them to the assessment report writers.

The ISP assessment reports are completed by the end of the fifth week after spring semester, and then disseminated through appropriate channels to ISP faculty and the campus community.

After every two cycles of assessment of a specific ISP outcome, based on the information from assessment reports, the ISP outcome and the rubrics used for assessing it are reviewed and revised. Updated ISP outcomes and rubrics are communicated with ISP faculty at the end of spring semester, so they can be adopted in syllabi for the upcoming semesters.

ISP Assessment Responsibility Chart



Note: For a full ISP Assessment Responsibility Chart and ISP Assessment Cycle Chart, please see Appendix 4 (page 31).

e. PROFESSIONAL DEVELOPMENT

The Integrative Studies Program Committee and CELT provide a number of faculty development opportunities throughout the academic year in order to support the important work that ISP faculty are doing in the classroom. Each year during opening week CELT provides an orientation to the ISP as part of the new faculty orientation program. In addition, the coordinators of the various areas of the ISP curriculum (ITW, IQL, Perspectives, and Interdisciplinary) arrange two faculty cohort meetings per semester. The meetings are opportunities for faculty teaching or planning to teach in each of the areas to come together, exchange ideas, and discuss the practice of teaching. These sessions may include a workshop component. In May the Integrative Studies Program Committee organizes and offers a number of workshops focusing on a range of topics, from interdisciplinary pedagogy to creating outcomes-based assignments.

The various professional development opportunities offered by the ISPC are designed so faculty can seek both support and creative inspiration. Please see the CELT website (<http://keeneweb.org/celt/>) for a calendar of current ISP workshop events.

IV. ADVISING

All faculty are encouraged to familiarize themselves with the program so that they can appropriately advise students. Students are required to complete eleven courses (44 credits) in the ISP distributed as outlined below. In addition, two courses (8 credits) must be taken at the 300 or 400 level. Students may enroll in the upper level courses once they have completed a minimum of 24 credits of 100 and 200 level courses, including the two foundations courses (ITW and IQL). Courses in the ISP may meet major, minor, and elective requirements. The ISP requirements are:

Foundations (ITW and IQL):

Students are expected to complete ITW 101 within their first two semesters and IQL 101 within their first three semesters. Keene State College students must meet the quantitative literacy requirement. Most students will meet the requirement by successfully completing an IQL 101 course in their first year at Keene State. Students who successfully complete MATH 120, or MATH 141, or MATH 172, or MGT 202 will meet, in lieu of IQL 101, the quantitative literacy requirement. However, IQL 101 courses do not substitute for MATH 120, or MATH 141, or MATH 172, or MGT 202.

Disciplinary Perspectives The eight Disciplinary Perspectives courses must be taken in *eight different disciplines*.

Four courses (16 credits) in the *Arts (IA) and Humanities (IH)* distributed as:

One course in the Fine and Performing Arts (*IA*)

Two courses in the Humanities (*IH*)

One additional course in *either* the Humanities or the Fine and Performing Arts (*IH or IA prefixes*)

Four courses (16 credits) in the *Natural (IN) and Social Sciences (IS)* distributed as:

Two courses in the natural sciences (*IN*) and

Two courses in the social sciences (*IS*)

Interdisciplinary Perspectives: One course with a cross-disciplinary, multi-disciplinary, or interdisciplinary perspective. (*II* course prefix)

V. CURRICULUM PROCESS

ITW and IQL course proposals are submitted to the area Coordinators and are reviewed and approved by the ITW and IQL subcommittees. Interdisciplinary course proposals are submitted to the area Coordinator and reviewed and approved by the Interdisciplinary subcommittee and forwarded to the SCC. Perspectives course proposals are submitted to the respective School Curriculum Committees and forwarded to the SCC. Please see **Appendix 4** (page 31) for specific information regarding course proposals.

Individuals, Departments, or Schools that would like to change the Program content, outcomes, or structure should contact the Faculty Co-Chair of ISP and request a meeting with the Integrative Studies Program Council to present their position. See **Section VII** and **Appendix 7 (page 36)** for the ISP governance structure, committee membership, and contact information.

VI. POLICIES

Policies are generated by the Integrative Studies Program Council and reviewed and approved by the Advisory Board. Approved policies are then forwarded to the appropriate Senate committee for review and approval. Please see **Appendix 6** (page 34) for all approved policies.

VII. ORGANIZATIONAL STRUCTURE

The ISP has two governing bodies – the Integrative Studies Program Council (ISPC) and the Integrative Studies Program Advisory Board (ISPAB). The Council is co-chaired by a faculty member and the Associate Provost. Members include the Coordinators of each area (ITW, IQL, IA&IH - Assistant Dean of Arts & Humanities, IN&IS - Assistant Dean of Science & Social Science, and II), the chair of the ISP Assessment Subcommittee, and the Executive Director of CELT. Faculty teaching courses in an area are encouraged to contact the area Coordinator with any questions or concerns they have.

Please see **Appendix 7 (page 36)** for ISP Committee members' contact information. The Council's role is to ensure that issues and policies related to the program are discussed, to provide individual members of the KSC community, departments, or schools a venue to raise questions or concerns about the ISP, and after deliberation, to make recommendations for changes to the Program to the ISPAB.

The ISPAB is a larger body with elected faculty from all schools, the library, adjunct faculty, two students, and representatives from the College Senate, Student Affairs, and Academic Affairs (see

Appendix 7 for representatives and their contact information). The ISPAB functions as the voting body of the ISP. Program changes or revisions approved by the ISPAB are forwarded to the Senate Executive Committee for distribution to the appropriate Senate Subcommittee for deliberation and ultimate Senate consideration.

VIII. INFORMATION FOR CHAIRS

Program chairs play a key role in ensuring that full time tenured and tenure track faculty and adjunct faculty are familiar with program requirements.

ISP Expectations

Chairs should provide faculty with the ISP expectations (ISP outcomes, assessment process, meetings). Contact area coordinators about outcomes, assessment information, and area meeting times.

ISP Meetings

Chairs should convey to faculty teaching ISP courses the expectation to attend 1-2 semester meetings to discuss issues related to courses they are teaching and to engage in discussions about how to improve student learning. In addition, faculty should be encouraged to take advantage of the numerous meetings, workshops, and institutes offered by ISP and CELT. A listing of all these events can be found in the calendar on the CELT webpage (<http://keeneweb.org/celt/>) where ISP events are shown in **green** and CELT events in **red**.

ISP Outcomes

Chairs are asked to ensure ISP outcomes are identified on course syllabi for courses in their disciplinary area, and that the course's core set of ISP outcomes is identified in syllabi for each section of a course.

Adjunct Orientation and Oversight

Adjunct faculty who are hired to teach disciplinary and interdisciplinary courses in the ISP are hired by departments. Chairs are asked to work with the ISPC in scheduling orientation meetings for adjunct faculty teaching in the program for the first time. A list of new faculty should be sent to the ISP Faculty Co-Chair who will then work with department chairs and the Executive Director of CELT in coordinating an orientation session.

Integration Between the Majors and the ISP

We share a common goal of ensuring that there is integration between ISP and departmental program outcomes, specifically the intellectual skills outcomes. Department chairs are asked to work with the ISP Faculty Co-Chair if there are issues that need to be discussed.

TABLE 1 - ITW STUDENT LEARNING OUTCOMES

Critical Thinking	Information Literacy	Reading	Writing
<p>1. Move beyond initial reactions to an issue, topic, or idea toward a deeper understanding of the complexity of the issue.</p> <p>2. Examine an issue, topic, or idea within a broader context, (for example, where does this issue sit within a larger social, political, or historical framework?).</p> <p>3. Examine an issue, topic, or idea from more than one perspective (for example, reading not just those authors who support the writer’s position or viewpoint), punctuation, and spelling.</p>	<p>1. Integrate their own ideas with those of others.</p> <p>2. Practice appropriate means of documenting their work.</p> <p>3. Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources.</p>	<p>1. Use reading for inquiry, learning, thinking, and communicating.</p> <p>2. Analyze and evaluate the rhetorical features of peer and published texts (audience, thesis or main argument, quality of evidence, structure).</p> <p>3. Understand the importance of reading in academic inquiry and research.</p>	<p>1. Use writing for inquiry, learning, thinking, and communicating.</p> <p>2. Understand writing as a process that requires sustained thought over time and permits writers to use later invention and re-thinking to revise their work.</p> <p>3. Formulate an original, complex and debatable claim, thesis, or hypothesis relating to the course theme or topic and develop that claim, thesis, or hypothesis in a 15-20 page semester-long researched writing project.</p> <p>4. Control syntax, grammar</p>

TABLE 2 - IQL STUDENT LEARNING OUTCOMES

<p>Critical Dialogue</p> <ol style="list-style-type: none"> 1. Organize what one wishes to convey . 2. Speak with purpose when conveying thoughts/ideas . 3. Avoid “fillers” (uh, you know, like) when conveying thoughts/ideas. 4. Meet allotted time guidelines . 5. Project voice so all can hear . 6. Use language appropriate for the audience or other discussion participants . 7. Demonstrate thoroughness of research and effective preparation in making a formal presentation. <p>-----</p> <p>Writing</p> <ol style="list-style-type: none"> 1. Develop and support complex perspectives, positions, or arguments. 	<p>Critical Thinking</p> <ol style="list-style-type: none"> 1. Use credible evidence to support or refute an idea. 2. Synthesize ideas and information to create new understanding. <p>-----</p> <p>Information Literacy</p> <ol style="list-style-type: none"> 1. Incorporate information into written work and oral presentations . 2. Develop research (paper or project) using information appropriately. 3. Evaluate usefulness and reliability of information and sources. <p>-----</p> <p>Media Fluency</p> <ol style="list-style-type: none"> 1. Use technology to solve problems, create products, engage in creative endeavor, or perform an analysis in an appropriate and ethical way. <p>-----</p> <p>Reading</p> <ol style="list-style-type: none"> 1. Identify and summarize key points. 	<p>Quantitative Literacy</p> <ol style="list-style-type: none"> 1. Apply the basic methods of descriptive statistics, including both pictorial representations and numerical summary measures, to analyze data. 2. Use appropriate software to create spreadsheets, tables, graphs and charts. 3. Read and interpret visually represented data. 4. Distinguish among various types of growth models (e.g., linear, exponential) and the types of situations for which the models are appropriate. 5. Critically read and interpret a quantitative problem. 6. Apply acquired quantitative skills and concepts to describe and analyze a real life situation. <p>-----</p>
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TABLE 3 - DISCIPLINARY AND INTERDISCIPLINARY PERSPECTIVES STUDENT LEARNING OUTCOMES*

Disciplinary Perspectives	Interdisciplinary Perspectives
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Articulate an understanding of representative theories in the natural and social sciences. 2. Explore language use, linguistic forms, and language’s ability to change society and ourselves. 3. Distinguish and assess the impact that knowledge and methodology in the natural and social sciences have on our understanding of self, society and environment. 4. Critically and creatively engage in the aesthetic and intellectual components of the fine and performing arts. 5. Articulate the ways that the arts and humanities shape, change, provoke, and represent our world and our perception of the world. 6. Understand and interpret diverse evidence about past societies and cultures. 7. Understand how the scientific method differs from other modes of inquiry and ways of knowing. 8. Evaluate diverse approaches to the study of history and their relationship to power, privilege and difference. 9. Use and understand the power of mathematics, statistics, and qualitative analysis to represent and investigate ideas and evidence, as well as evaluate data dependent arguments. 10. Analyze a creative text within its cultural, aesthetic, historical, and intellectual contexts. 11. Identify the values and concerns expressed in creative works. 	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Cross disciplinary boundaries to reveal new patterns and connections that reframe knowledge. 2. Analyze the assumptions and actions of society from multiple perspectives. 3. Examine national and international issues through artistic, philosophical, cultural, scientific, technological, economic, social and political lenses. 4. Assess their own roles and responsibilities as members of diverse communities.

***These outcomes are the initial outcomes and are in the process of review and may be revised.**

TABLE 4 - INTELLECTUAL/ACADEMIC SKILLS STUDENT LEARNING OUTCOMES

Creative Thinking*	Critical Dialogue*	Critical Reading	Critical Thinking
<p>1. Use novel ideas, perspectives, or solutions when engaging with a problem, task, or goal.</p> <p>2. Engage a problem, task, or goal with sustained effort over a period of time.</p> <p>3. Use multiple models or representations of ideas.</p> <p>4. Express personal ideas, points of view, or feelings and bring those to a product.</p> <p>5. Invent and re-apply ideas.</p> <p>6. Confront questions with multiple answers.</p> <p>7. Form new combinations of ideas.</p> <p>8. Reframe new ideas (metaphors, analogies, use of models).</p> <p>9. Consider diverse points of view in order to reconstruct them imaginatively, emphatically, and accurately.</p> <p>10. Demonstrate open-mindedness and flexibility in thinking.</p> <p>11. Create new uses for existing patterns or structures.</p> <p>12. Go beyond standard schema when investigating a problem.</p> <p>13. Solve unstructured problems.</p>	<p>1. Organize what one wishes to convey.</p> <p>2. Speak with purpose when conveying thoughts/ideas.</p> <p>3. Avoid “fillers” (uh, you know, like) when conveying thoughts/ideas.</p> <p>4. Develop the skill to use emotional involvement as a tool of respectful engagement with the listener.</p> <p>5. Meet allotted time guidelines.</p> <p>6. Project voice so all can hear.</p> <p>7. Use language appropriate for the audience or other discussion participants.</p> <p>8. Demonstrate thoroughness of research and effective preparation in making a formal presentation.</p> <p>9. Engage the listener through verbal and non-verbal behaviors.</p> <p>10. Demonstrate an awareness of the listener and the response of others to what is being said.</p> <p>11. Use paraphrase or restatement in responding to a listener.</p> <p>12. Demonstrate active listening in order to avoid disengagement with the speaker.</p> <p>13. Maintain focus on the content of the presentation, regardless of the speaker’s style of delivery.</p> <p>14. Demonstrate appropriate nonverbal behaviors (attention, engagement).</p> <p>15. Practice listening objectively.</p> <p>16. Recognize emotional involvement while listening.</p> <p>17. Practice mental engagement with the speaker in order to formulate thoughtful questions based on conversations and presentations.</p> <p>18. Make notes regarding key points in order to question or respond effectively.</p>	<p>1. Identify contextual issues (e.g., author, date of publication) in print and online publications.</p> <p>3. Ask questions that lead to greater understanding of the material.</p> <p>4. Demonstrate the ability to identify and summarize key points.</p> <p>5. Demonstrate the ability to connect readings to other concepts in the course</p>	<p>1. Use credible evidence to support or refute an idea.</p> <p>2. Incorporate multiple perspectives in examining an issue.</p> <p>3. Evaluate a source’s use of evidence to support an idea.</p>

**TABLE 4 - INTELLECTUAL/ACADEMIC SKILLS STUDENT LEARNING OUTCOMES
(continued)**

	Media Fluency	Quantitative Reasoning	Writing
<p>1. Students identify appropriate potential information sources as part of the process of identifying and refining the information needed.</p> <p>2. Students develop and implement appropriate methods and effective strategies to search for and access information.</p> <p>3. Students critically evaluate information sources in order to identify the appropriate use of information. (Evaluative criteria should be appropriate for the project. Example criteria include timeliness, reliability, authority, purpose, relevance.)</p> <p>4. Students use information effectively to create and communicate their projects or performances. (Also see other ISP outcomes such as writing, critical thinking, creative thinking, reading).</p> <p>5. Students use information ethically and legally and accurately document their use of information sources.</p>	<p>Critical Consumption 1. Use appropriate technology and methods to evaluate credibility of networked information</p> <p>Creative and Analytic Technology 2. Use technology to solve problems, create products, engage in creative endeavor, or perform an analysis in an appropriate and ethical way.</p> <p>Collaborative Technology 3. Use technology to collaborate and communicate with groups on meaningful projects.</p> <p>Participatory Media 4. Use media to expand personal and group knowledge, solve problems, and engage with online communities.</p>	<p>Application 1. Develop appropriate quantitative problem solving strategies and apply them to real-world phenomena.</p> <p>Analysis 2. Analyze, summarize, and interpret quantitative data and effectively communicate the findings.</p> <p>Evaluation 3. Critically evaluate quantitative processes and results, which could include data collection, analysis, interpretation, predictions and conclusions.</p>	<p>1. Develop complex perspectives, positions, and/or arguments.</p> <p>2. Support complex perspectives, positions and/or arguments.</p> <p>3. Use revision effectively as part of the writing process.</p> <p>4. Use grammar effectively to communicate ideas.</p> <p>5. Use organization effectively to communicate ideas.</p>

***These outcomes are the initial outcomes and are in the process of review and may be revised.**

TABLE 5 - INTEGRATIVE REASONING STUDENT LEARNING OUTCOMES *

The integrative outcomes provide students with the opportunity to learn and discuss overarching themes, perspectives, and paradigms that necessitate their active engagement in the KSC learning environment. In order to achieve this engagement, every course in the Integrative Studies Program must address at least one of the integrative outcomes.

Diversity	Ethics	Global Issues	Social and Environmental Engagement
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Recognize how differences shape approaches to identity, knowledge, and power. 2. Apply diverse perspectives and experiences to develop disciplinary arguments. 	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify the ethical issues within a discipline. 2. Solve an ethical problem associated with a discipline. 	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Approach global issues from multiple perspectives in deriving solutions to potential conflicts. 2. Critique a discipline through the lens of other cultural values. 3. Demonstrate a commitment to analyzing and/or solving global issues. 4. Demonstrate knowledge about cultures, societies, religious worldviews and/or political/economic systems outside of the western context. 5. Demonstrate an understanding of non-western cultures from the context of those cultures. 	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify elements of social and/or environmental structures: individual, group and system. 2. Demonstrate a commitment to analyzing and/or solving social and/or environmental issues. 3. Articulate the interrelations of natural and social-cultural systems, and the ways in which human agency can both degrade and sustain the environment.

***These outcomes are the initial outcomes and are in the process of review and may be revised.**

RUBRICS

Rubrics identify the specific student learning outcomes (criteria) and the standards that will be used in assessing student work. To date faculty have created and revised five rubrics for the purposes of assessing critical thinking, writing, quantitative reasoning, critical reading and media fluency.

TABLE 6 - CRITICAL THINKING RUBRIC

Student Learning Outcomes (SLO)	Needs Improvement	Meets Expectation	Exceeds Expectation
SLO 1: Use credible evidence to support or refute an idea.	Does not use credible evidence to support or refute an idea.	Articulates adequate connections through credible evidence to support or refute an idea.	Makes convincing and comprehensive connections using evidence to support or refute an idea.
SLO 2: Incorporates multiple perspectives in examining an issue.	Does not incorporate multiple perspectives.	Incorporates multiple perspectives while examining an issue.	Thoroughly integrates multiple perspectives while examining an issue.
SLO 3: Evaluates a source's use of evidence to support an idea.	Does not accurately identify a source's main idea, or does not adequately evaluate the source's use of evidence.	Accurately identifies a source's main idea, and sufficiently evaluates the source's use of evidence.	Accurately identifies a source's main idea, and thoroughly evaluates the source's use of evidence.

TABLE 7 - QUANTITATIVE REASONING RUBRIC

Student Learning Outcomes (SLO)	Needs Improvement	Meets Expectations	Exceeds Expectations
<p>SLO 1: Application - Develop appropriate quantitative problem solving strategies and apply them to real-world phenomena.</p>	<p>Does not use a quantitative problem solving strategy appropriately. No or weak connection shown between quantitative tools and real world cases. Fails to use appropriate quantitative language.</p>	<p>Uses a quantitative problem solving strategy appropriately. Successfully applies quantitative tools such as statistical methods, mathematical and/or graphical representations of real world cases. Uses quantitative language appropriately.</p>	<p>Demonstrates mastery of quantitative problem-solving strategies. Shows creative and innovative uses of quantitative tools such as statistical methods, mathematical and/or graphical representations.</p>
<p>SLO 2: Analysis - Analyze, summarize, and interpret quantitative data and effectively communicate the findings.</p>	<p>Uses inappropriate pictorial, verbal, and/or numerical representation and/or shows a misunderstanding or limited understanding of the data.</p>	<p>Uses pictorial, verbal, and/or numerical representation appropriately to demonstrate an understanding of the data.</p>	<p>Uses appropriate pictorial, verbal, and/or numerical representations. Analysis is particularly creative and effective or demonstrates unique insights about the data.</p>
<p>SLO 3: Evaluation - Critically evaluate quantitative processes and results, which could include data collection, analysis, interpretation, predictions and conclusions.</p>	<p>(as appropriate for the assignment) Fails to suggest or incorrectly/inadequately suggests possible errors in data collection, analysis, interpretation, predictions or conclusions. Fails to relate errors in methodology to errors in prediction or conclusion. Fails to identify when choice of quantitative information or presentation is used to emphasize a particular point of view.</p>	<p>(as appropriate for the assignment) Suggests possible errors in data collection, analysis, interpretation, predictions or conclusions. Relates errors in methodology to errors in prediction/conclusion. Identifies when choice of quantitative information or presentation is used to emphasize a particular point of view.</p>	<p>(as appropriate for the assignment) Suggests corrections to possible errors in data collection, analysis, interpretation, predictions or conclusions. Suggests corrections to the methodology or to prediction/conclusion. Suggests different presentation format to suggest an alternate point of view.</p>

TABLE 8 – WRITING RUBRIC

Student Learning Outcomes (SLO)	Needs Improvement	Meets Expectations	Exceeds Expectations
SLO 1: Develop complex perspectives, positions, and/or arguments.	Only the writer’s perspective provided. No clear evidence of any perspective, position, or argument.	Evidence of at least one other perspective, position, or argument.	Evidence of multiple perspectives, positions, or arguments.
SLO 2: Support complex perspectives, positions and/or arguments.	Little or no supporting evidence (i.e. studies, interviews, observations, examples, quotations, etc.).	Moderate / adequate evidence present.	Evidence of in-depth, detailed, supporting data.
SLO 3: Use revision effectively as part of the writing process.	Multiple drafts not submitted OR no changes evident in drafts OR changes evident, but do not improve the final draft’s meaning and/or clarity.	Changes improve the final draft’s meaning and/or clarity.	Changes significantly improve the final draft’s meaning and/or clarity. (Note: This will require instructors to submit at least two drafts.)
SLO 4: Use grammar effectively to communicate ideas.	Multiple errors; errors impact clarity of ideas.	A few errors; errors generally don’t impact clarity of ideas.	No errors that impact clarity of ideas.
SLO 5: Use organization effectively to communicate ideas.	Rarely demonstrates an effective progression of ideas.	Usually, but not always, demonstrates an effective progression of ideas.	Consistently demonstrates an effective progression of ideas

TABLE 9 - CRITICAL READING RUBRIC

Student Learning Outcomes (SLO)	Needs Improvement	Meets expectations	Exceeds expectations
SLO 1: Identifies contextual issues (e.g., author, date of publication) in print and online publications. Determines credibility of sources.	Does not identify appropriate contextual issues. Is not able to determine credibility of sources.	Identifies appropriate contextual issues. Able to adequately determine credibility of sources.	Identifies all contextual issues. Able to fully determine credibility of sources.
SLO 2: Asks questions that lead to greater understanding of the material	Does not ask sufficient number of questions, or does not ask relevant and appropriate questions.	Asks questions that demonstrate interaction and involvement with the reading.	Questions show creativity and/or insight
SLO 3: Demonstrates the ability to identify and summarize key points	Misses key points or confuses key points with secondary points. Is not able to describe key points coherently and clearly.	Identifies most of the key points and summarizes them adequately.	Demonstrates exceptional depth of understanding
SLO 4: Demonstrates the ability to connect readings to other concepts in the course.	Makes few connections and/or misses major connections.	Makes adequate number of connections and connections are significant.	Makes multiple connections that go beyond the obvious.

TABLE 10- MEDIA FLUENCY RUBRIC

Student Learning Outcomes (SLO)	Needs Improvement	Meets Expectation	Exceeds Expectation
<p>SLO 1: Critical Consumption - Use appropriate technology and methods to evaluate credibility of networked information.</p> <p>[Please refer also to relevant Information Literacy Outcomes of ISP]</p>	<p>Unable to ascertain accuracy of online data and resources. Requires assistance in developing networked research strategies.</p>	<p>Demonstrates ability to navigate online information effectively. Deploys appropriate strategy in ascertaining credibility of networked information.</p>	<p>Deploys novel and effective strategies in ascertaining credibility of networked information. Creatively applies advanced networked research methodologies.</p>
<p>SLO 2: Creative and Analytic Technology - Uses technology to solve problems, create products, engage in creative endeavor, or perform an analysis in an appropriate and ethical way.</p>	<p>Fails to apply chosen technology effectively and independently.</p>	<p>Demonstrates ability to apply chosen technology effectively and independently.</p> <p>Chooses either appropriate technology or appropriate methods to a technology.</p> <p>Uses technology ethically and is able to detail ethical questions associated with use of specific technology.</p>	<p>Deploys novel and effective applications of chosen technology.</p> <p>Independently expands knowledge and use of the technology.</p>
<p>SLO 3: Collaborative Technology - Use technology to collaborate and communicate with groups on meaningful projects.</p>	<p>Fails to use collaborative technology effectively and independently</p>	<p>Demonstrates ability to use collaborative technology effectively. Deploys appropriate strategies to engage professionally and ethically with individuals and working groups.</p>	<p>Deploys novel and effective applications of collaborative technology. Uses technology to collaborate and communicate in ways not possible in traditional face-to-face interaction.</p>
<p>SLO 4: Participatory Media -Use media to expand personal and group knowledge, solve problems, and engage with online communities.</p>	<p>Fails to use participatory media effectively and independently.</p>	<p>Demonstrates ability to use participatory media effectively. Deploys appropriate strategies to engage professionally and ethically with online communities.</p>	<p>Deploys novel and effective applications of participatory media. Uses participatory media not only to achieve own ends, but to broaden beliefs, knowledge, advocacy, and solutions.</p>

Appendix 1

SYLLABUS TEMPLATE - INFORMATION TO BE INCLUDED SPECIFIC TO ALL ISP COURSES

Integrative Studies Program Course

So what is Integrative Studies? The Integrative Studies Program is the College's liberal arts program. You will take 11 courses in the program (two foundation courses, eight arts and science courses, and an interdisciplinary course). The goal is that once you have completed the program you will be aware of the various ways of knowing in the liberal arts and you will have further developed intellectual skills so important to, not only academic, but lifelong learning.

Area Course – the purpose of the area course being taught is explained to students:

For Example – if the course were an interdisciplinary course, one might say:

Interdisciplinary Course –This course is an interdisciplinary course. In this course, rather than examining the issue of poverty from one perspective we will examine the issue from what are considered the four liberal arts perspectives (arts, humanities, social, and natural sciences). We will work together using a variety of artifacts to, hopefully, come to a more integrative understanding of poverty and the impact of the liberal arts in more fully understanding it.

Thinking and Writing Course – This course is a thinking and writing course. In this course,

Quantitative Literacy Course - This course is a quantitative literacy course. In this course,

Art Course - This course is an art course. In this course,

Humanities Course - This course is a humanities course. In this course,

Social Science Course - This course is a social science course. In this course,

Natural Science Course - This course is a natural science course. In this course,

See Appendix 2 (page 25) for sample syllabus content from INGEOL 151

Integrative Studies Program Outcomes – Guidelines for Selecting Outcomes:

1. Identify the outcomes that you are addressing in your course.
2. Align at least one assignment for each ISP outcome that has been adopted in your course.

- I. Disciplinary or Interdisciplinary Perspectives Outcome(s) -- see **Table 3 (page 14)**
- II. Skills Outcomes – identify only the skill(s) that you will pay primary attention to and for which you will create an assignment that is aligned with the outcome(s) you are addressing: (critical thinking, writing, quantitative reasoning, critical reading, media fluency, creative thinking, critical dialogue, information literacy)-- see **Table 4 (page 15)**
- III. Integrative Outcome (Diversity, Ethics, Global Issues or Social and Environmental Engagement) -- see **Table 5 (page 17)**

Program Assessment

Please include this paragraph in your syllabus in order to contextualize the purpose of ISP assessment for the student. Please note that your work may be randomly selected for review for the purposes of assessing the effectiveness of the Integrative Studies Program. Your work will be reviewed only by faculty responsible for assessing the effectiveness of the Integrative Studies Program, and your confidentiality will be maintained.

- 1. Identify the assignment students will submit that is aligned with one or more of the outcomes you are addressing in your course.
- 2. Ask students to include a cover page that identifies the outcomes being demonstrated in the assignment.

Suggested inserted student learning outcome matrix in syllabus

Course Learning Outcome	Course Assignment	ISP Program Outcome(s)/Student Learning Outcome(s)
Explain the role institutions play in the social construction of identity.	Reading Response #1: Make the argument that class identity, gender identity, and racial identity are socially constructed. Specifically, discuss the role science, education, and the law play in the social construction of race, class, and gender, using the following readings: Emily Martin, “The Egg and the Sperm: How Science has Constructed a Romance Based on Stereotypical Male-Female Roles;” Joanna Kadi, “Stupidity ‘Deconstructed;’” and Ian Haney Lopez, “White Lines.”	<i>Critical Reading:</i> SLO3 Demonstrates the ability to connect readings to other concepts in the course.

Appendix 2

Sample ISP syllabus component from INGEOL 151

Integrative Studies Program Course

The Integrative Studies Program is the College's liberal arts program. You will take 11 courses in the program (two foundation courses, eight arts and science courses, and an interdisciplinary course). The goal is that once you have completed the program you will be aware of the various ways of knowing in the liberal arts and you will have further developed intellectual skills so important to, not only academic, but to lifelong learning.

Please note that your work may be randomly selected for review for the purposes of assessing the effectiveness of the Integrative Studies Program. Your work will be reviewed only by faculty responsible for assessing the effectiveness of the Integrative Studies Program, and your confidentiality will be maintained. I will ask you to submit an assignment for the purposes of program assessment. You will receive notification when you have submitted and you will need to give that to me.

Integrative Studies Program Objectives for this course:

I. Natural Science Course

This course is a natural science course. In this course we are addressing the following science outcome: [SCIENCE OUTCOME: SCIENTIFIC METHOD, THEORIES] Understand how the scientific method led to the Theory of Plate Tectonics, a major paradigm shift that revolutionized our understanding of the earth, its history and the environmental hazards associated with both internal and surface processes. Understand how the scientific method is applied in geology for problems that transcend the time and spatial boundaries of typical experiments.

II. Integrative Outcomes:

[ETHICS] Examine the ethical and socio-economic implications and consequences associated with a range of issues including human attempts to control dynamic environments (including flood-plains and shorelines) and exploit resources.

[SOCIAL AND ENVIRONMENTAL ENGAGEMENT] Recognize the importance of geology to human activities and demonstrate an understanding of the strong feedback loops involving earth processes and human actions (*i.e.* social policy related to geo-hazards).

III. Skills Outcomes.

Skills that you will be using and expectations for those skills:

[CORE SKILLS OUTCOMES] Achieve higher proficiency in the following skills areas by practicing them throughout the semester through class preparation and class participation:

Quantitative Reasoning through analysis of both graphical and tabulated data as presented in the assigned readings as well as successfully completing class exercises, and

§ to interpret basic information

§ Analyze the relationships between two variables

§ Read and interpret graphs, charts and tables in discipline specific media

§ Critically evaluate conclusions and inferences drawn by others based on data presented as support

Critical and Creative Thinking, and Critical Dialogue through participation in class discussion of the origin and evolution of the earth, important questions related to energy and environmental issues, and social policy related to geo-hazards (earthquakes, tsunamis, and floods).

Critical thinking

§ Analyze and interpret evidence, conjectures, and alternative strategies related to a given idea, problem, task, or goal

Appendix 3

How to Prepare a Submission Document for ISP Assessment

To Instructors

Considering not all of you use every single **Student Learning Outcome (SLO)** in the rubrics for ISP Program Outcomes, to make it easy for reviewers, please have your students add a **cover page** to their document indicating the specific student learning outcomes they are expected to demonstrate in the assignment.

For example, below is the rubric for the **ISP Writing Outcome (WR)** and not all of you will use all the student learning outcomes in this rubric.

	Doesn't meet expectation	Meets Expectations	Exceeds Expectations
WR SLO 1: Develop complex perspectives, positions, and/or arguments.	Only the writer's perspective provided. No clear evidence of any perspective, position, or argument.	Evidence of at least one other perspective, position, or argument.	Evidence of multiple perspectives, positions, or arguments.
WR SLO 2: Support complex perspectives, positions and/or arguments.	Little or no supporting evidence (i.e. studies, interviews, observations, examples, quotations, etc.).	Moderate / adequate evidence present.	Evidence of in-depth, detailed, supporting data.
WR SLO 3: Use revision effectively as part of the writing process. (Note: This will require instructors to submit at least two drafts.)	Multiple drafts not submitted OR no changes evident in drafts OR changes evident, but do not improve the final draft's meaning and/or clarity.	Changes improve the final draft's meaning and/or clarity	Changes significantly improve the final draft's meaning and/or clarity.
WR SLO 4: Use grammar effectively to communicate ideas.	Multiple errors; errors impact clarity of ideas.	A few errors; errors generally don't impact clarity of ideas.	No errors that impact clarity of ideas.
WR SLO 5: Use organization effectively to communicate ideas.	Rarely demonstrates an effective progression of ideas.	Usually, but not always, demonstrates an effective progression of ideas.	Consistently demonstrates an effective progression of ideas.

For example, if one professor only addresses **WR SLO 1** and **WR SLO 3** in the assignment, that professor needs to ask students to include the following on their cover page for that assignment:

Outcomes being addressed in this assignment are:

- **WR SLO 1** – Develop complex perspectives, positions, and/or arguments

- **WR SLO 3** – Use revision effectively as part of the writing process

In case you want one assignment submitted for more than one program outcome, e.g., **Writing (WR)** and **Critical Thinking (CT)**, you can ask students to list both sets of outcomes on their cover page:

Outcomes being addressed in this assignment are:

- **WR SLO 1** – Develop complex perspectives, positions, and/or arguments
- **CT SLO 3** – Evaluates a source’s use of evidence to support an idea

See all the current rubrics for ISP outcomes in **ISP Submission Practice** Blackboard site.

+++++

To Students

Before you submit your document for assessment, please follow the checklist below to make sure the document you submit meets the criteria.

1. Only ONE document for each ISP Outcome

Even if you have several documents for your assignment, please combine them into one file. If you have graphs or tables in Excel, please insert them into a Word document. The **cover page should be included as the first page of this submission.**

2. File type – Microsoft Word

Make sure your document is a Microsoft Word document with an file extension as **.doc OR .docx**

3. File name

File name should be your student ID number (7-digits on your ID card) and the file extension. For example, **0797897.doc** or **0797897.docx**.

4. Cover page (See examples in next page)

Follow directions from your instructor to include two things on your cover page.

- Your 7-digit ID number
- The specific outcomes this document has addressed

5. Content of your document

Please remove all identifications (e.g., your name, instructor’s name, course number and sections, etc.) from your document.

Important Note

If students have any questions about submission, please direct them to Dr. Yi Gong, ISP Assessment Coordinator at ygong@keene.edu.

Cover page examples

1:

Student ID: 0076088

Outcomes being addressed in this assignment are:

- **CR SLO 1:** Identifies contextual issues (e.g.,author, date of publication) in print and online publications. Determines credibility of sources.
- **CRSLO 2:** Asks questions that lead to greater understanding of the material

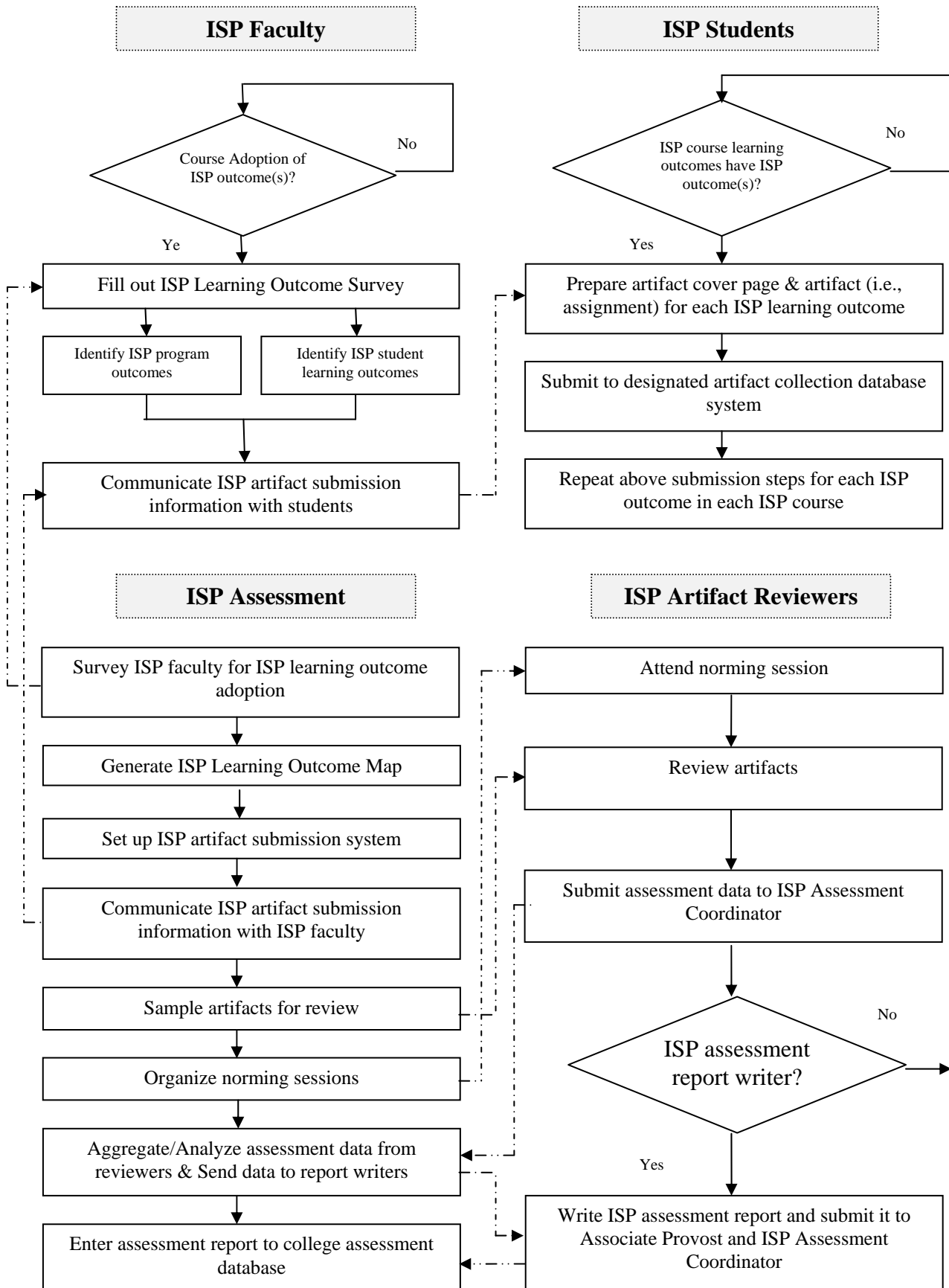
2:

Student ID: 0086808

Outcomes being addressed in this assignment are:

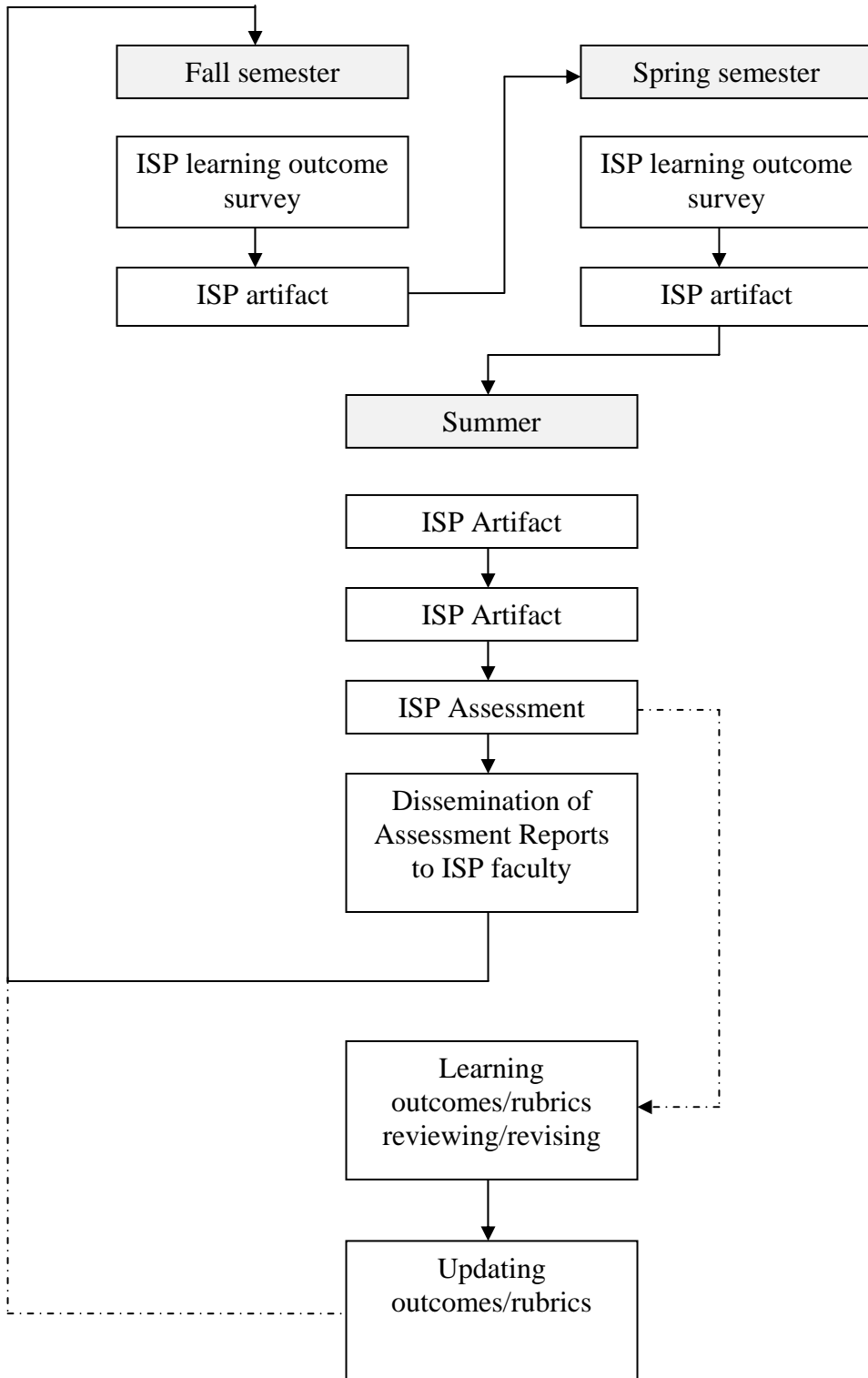
- **CT SLO 1:** Use credible evidence to support or refute an idea.
- **QR SLO 1:** Application Develop appropriate quantitative problem solving strategies and apply them to real-world phenomena.
- **QR SLO 2:** Analysis Analyze, summarize, and interpret quantitative data and effectively communicate the findings.

**Appendix 4
ISP Assessment Process and Cycle**



Key: —> Flow within responsible party -.-> Flow between responsible parties

ISP Assessment Cycle



Key: → Flow within assessment or revision cycle → Flow between two cycles

Appendix 5

Curriculum Process – Submitting a Course Proposal for the Integrative Studies Program

Integrative Thinking and Writing (ITW) and Integrative Quantitative Literacy (IQL) Courses

The ITW and IQL course proposals have been approved as topics courses.

Faculty wishing to submit a course proposal for an *ITW* course submit their proposal to the Coordinator of ITW. The proposal will be reviewed by the ITW subcommittee and the faculty member will be notified by the ITW Coordinator whether the proposal has been approved or needs to be revised.

Faculty wishing to submit a course proposal for an *IQL* course submit their proposal to the Coordinator of IQL. The proposal will be reviewed by the IQL subcommittee and the faculty member will be notified by the IQL Coordinator whether the proposal has been approved or needs to be revised.

ITW and IQL topic proposals are reviewed and, when approved by the ITW and IQL subcommittees, are shared as information with the faculty co-chair of the Integrative Studies Program Committee.

Perspectives Courses (IA, IH, IN, IS)

Faculty with questions about whether a course qualifies as an IA or IH course should contact the ISP IA&IH coordinator. Faculty with questions about whether a course qualifies as an IS or IN course should contact the ISP IS&IN coordinator. Perspectives course proposals follow the traditional curriculum approval process beginning at the departmental level (a conversation with the chair of the department). Faculty wishing to submit a course proposal for a Perspectives course, submit the proposal to their department, dean, and then to the respective school's curriculum committee. If the school curriculum committee approves the proposal, it is forwarded to the Senate Curriculum Committee. If there are issues that need to be addressed the proposal will be returned to the sponsor. If the Senate Curriculum Committee approves the course, it is brought to the Senate as information. If there are issues that need to be addressed the proposal will be returned to the sponsor. A member of the Integrative Studies Program Committee will sit on the School and Senate Curriculum Committees.

Interdisciplinary Courses (II)

Faculty wishing to submit a course proposal for an **interdisciplinary** course submit their proposal to the Coordinator of the Interdisciplinary Area. The proposal will be reviewed by the interdisciplinary subcommittee and the faculty member will be notified by the II Coordinator whether the proposal has been approved or needs to be revised. After review by the subcommittee, the Area Coordinator forwards approved decisions to the faculty co-chair of the Integrative Studies Program Committee who shares them with the ISP Council and Advisory Board and then forwards proposals for approval to the Senate Curriculum Committee.

NOTE: All courses in the Integrative Studies Program are 4-credit courses.

Appendix 6

Integrative Studies Program Policies

Common Set of Core Outcomes

All sections of a perspective course and an interdisciplinary course in the ISP will meet a common set of core outcomes as identified in the approved course proposal.

Double Counting

Courses in the Integrative Studies Program may meet major, minor, and elective requirements.

Disciplinary Courses

Students may not take more than one disciplinary course in meeting perspectives requirements. Each course taken in the perspectives area must be from a different discipline.

Upper Level Courses

A minimum of two upper level (300 or 400) ISP courses must be completed. Students may enroll in upper level courses once they have completed a minimum of 24 credits of lower level (100 and/or 200) ISP courses including ITW 101 and IQL 101.

Course Numbering Policy

Numbers for ISP and non-ISP courses cannot have the same number (ex. HIST 161 and IHHIST 161).

Enrollment Caps

For perspectives and interdisciplinary/multidisciplinary courses, faculty need to identify a rationale, subject to the appropriate dean's approval, for a cap other than 38.

No admission to the major, major content or major course prerequisites may be required for ISP courses.

Competency and skills expectations may be included in the course description for any ISP course.

Availability of ISP Courses

ISP courses are available to all students; therefore, departments may not reserve ISP seats for their majors.

IQL Course Alternatives 2009-2011

Keene State College students must meet the Quantitative Literacy Requirement of the Integrative Studies Program. When the Quantitative Literacy Requirement was approved by the Senate, there was no pre-existing quantitative reasoning course that was required of all students, as there was for the Thinking and Writing Requirement (English 101).

Because the institution has a responsibility to assure available seats to meet program requirements, the following course alternatives have been approved (MATH 120, MATH 141, MGT 202, MATH 172).

NOTE: An IQL 101 course does not substitute as a major requirement for any of the proposed course alternatives.

Catalogue/Advising Statement:

Keene State College students must meet the quantitative literacy requirement. Most students will meet the requirement by successfully completing an IQL 101 course in their first year at Keene State. Students who successfully complete Math 120, or Math 141, or Math 172, or Management 202 will meet, in lieu of IQL 101, the quantitative literacy requirement. However, IQL 101 courses do not substitute for Math 120, or Math 141, or Math 172, or Management 202.

Prerequisite Requirements

- 100 level ISP courses have no prerequisites.
- 200 level ISP courses may require one or both Foundations courses.
- Upper level (300 and 400) ISP courses require that a minimum of 24 credits of ISP 100 and 200 level courses be completed.
- Prerequisite requirements for upper level courses include: 300 and 400 level ISP courses require completion of both foundation requirements and four additional ISP courses or equivalent and may specify that one of the ISP courses come from an interdisciplinary or perspectives area (Arts, Humanities, Social Sciences or Natural Sciences). Specific disciplines cannot be required.

IQL Guidelines 2007-2008; 2008-2009:

Because not enough IQL sections were offered in 2007-2008 and 2008-2009, the following courses are serving as alternatives to IQL for the 2007-2008, 2007-2009 academic year (Math 141, Math 172, MGT 202, and PSY 251) Students who completed the alternatives that served as a temporary solution or the ones that are in the approved policy that took effect in Fall 2009 will meet the IQL requirement. Changing majors will not affect the IQL requirement being met.

Appendix 7

<u>ISP COUNCIL MEMBERS 2010 -11</u>				
<u>Name</u>	<u>Constituency</u>	<u>Term end</u>	<u>Email</u>	<u>Phone</u>
Ann Rancourt	Admin Co-Chair	<i>ex officio</i>	arancour@keene.edu	82118
Peter Nielsen	Faculty Co-Chair	May, 2011	pnielsen@keene.edu	82553
Kate Tirabassi	ITW Coordinator	<i>ex officio</i>	ktirabassi@keene.edu	82695
Shari Bemis	IQL Coordinator	<i>ex officio</i>	sbemis@keene.edu	82599
Scott Strong	Perspectives Coordinator IN & IS	<i>ex officio</i>	sstrong@keene.edu	82093
Lizz Roos	Perspectives Coordinator IA & IH	<i>ex officio</i>	eroos@keene.edu	82161
Michael Antonucci	Interdisciplinary Coordinator II	<i>ex officio</i>	mantonucci@keene.edu	82096
Sue Castriotta	CELT Director	<i>ex officio</i>	scastrio@keene.edu	82656
Yi Gong	ISP Assessment Coordinator	<i>ex officio</i>	ygong@keene.edu	82371
<u>ISP ADVISORY BOARD MEMBERS 2010-11</u>				
Melinda Treadwell	Dean, Prof/Grad Studies	<i>ex officio</i>	mtreadwe@keene.edu	82220
Nona Fienberg	Dean, A&H	<i>ex officio</i>	nfienber@keene.edu	82779
Gordon Leversee	Dean, Sci/Soc Sci	<i>ex officio</i>	gleverse@keene.edu	82544
Irene Herold	Dean, Mason Library	<i>ex officio</i>	iherold@keene.edu	82736
Anne Miller	Assistant Vice President for Academic Affairs	<i>ex officio</i>	amiller@keene.edu	82335
Kathleen Halverson	Library	May, 2011	khalvers@keene.edu	82712
Susan Menees	Senate Liaison	May, 2012	smenees@keene.edu	82152
Gail Zimmerman	Associate Vice President Student Affairs / Dean of Students	<i>ex officio</i>	gzimmerman@keene.edu	82842
Lorianne DiSabato	Adjunct Faculty	May, 2011	ldisabato1@keene.edu	358- 8888 x4167
Thomas Bassarear	PGS	May, 2011	tbassare@keene.edu	82306
	PGS	May, 2012		
Jiwon Ahn	A&H	May, 2011	jahn@keene.edu	82771
	A&H	May, 2012		
Mike Cullinane	S&SS	May, 2011	mcullina@keene.edu	82505
	S&SS	May, 2012		
Wayne Hartz	Engaged Learning Committee	May, 2010	whartz@keene.edu	82943
tbd	Student	May, 2011		
tbd	Student	May, 2011		

Term end dates are for elected representatives.