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ISP Policy Guidelines

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By a vote of 19 for, 0 against, 2 abstentions, the ISPC approved the following guidelines and presents them to the Senate Executive Committee for senate action to approve these as policies governing the Integrative Studies Program approved by the Senate on 19 April, 2006.

1 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.

Rationale: It is central to the integrity of the program that a course (irrespective of the number of sections offered) have a core set of IS outcomes that will be addressed by any faculty teaching the course. A core set of outcomes refers to those outcomes in the ISP (TW, QL, Perspectives of Interdisciplinary, Integrative and Skills) that the faculty teaching the course have agreed to address. Faculty are welcome to address additional outcomes in their individual sections beyond the core outcome they have agreed to for the course.

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

Rationale: Unlike the past General Education Program, where introductory major courses are offered as GENED-eligible courses, the IS program aims to introduce all students to broad topics and exciting content. ISP courses are not meant to serve as introductory major courses.

3 Prerequisite requirements for upper level courses include: 300 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.

Rationale: This is necessary to ensure that students have completed ISP lower level courses prior to enrolling in upper level courses. In addition, this will afford faculty teaching upper level ISP course the flexibility to require broad-based knowledge and competencies so that students are able to achieve higher levels of learning.

4 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).

Rationale: The ISPC is privileging a small class model. This approach is reflective of the intentionality of the ISP. While the ISP prioritizes the enhancement of students' developing skills and student interaction, the ISPC is also cognizant of the college's resource realities.