

Engagement Guidelines

The Engagement Requirements ask for faculty, staff, or students who apply to meet the requirement to include events or activities that put the content into a “real world” experience. This could involve asking students to attend events outside the classroom. But it could also involve bringing people into the classroom that students engage with directly. For example, a GLO experience might involve having international students on short-term programs be part of the class for three weeks. In the case of BEN, it might be bringing in members of the monastic community to discuss topics of the instructor’s choosing. Meeting the Engagement Requirements does not commit one to a semester long experiential activity; rather it requires only that one find ways to engage experientially with people and practices that are normally outside of the classroom. This could be a semester long service-learning project, or a set of activities outside the classroom, or it could be bringing outside people into the classroom.

Best Practices in Experiential Learning

The four criteria for best practices were adopted by the faculty in the Integrations Curriculum. The criteria are based on eight best practices developed by the National Society for Experiential Education. The four criteria are: Intention, Preparedness and Planning, Authenticity, and Reflection.

Intention: All parties must be clear from the outset why experience is the chosen approach to the learning that is to take place and to the knowledge that will be demonstrated, applied, or result from it. Intention represents the purposefulness that enables experience to become knowledge and, as such, is deeper than the goals, objectives, and activities that define the experience.

Preparedness and Planning: Participants must ensure that they enter the experience with sufficient foundation to support a successful experience. They must also focus from the earliest stages of the experience/program on the identified intentions, adhering to them as goals, objectives and activities are defined. The resulting plan should include those intentions and be referred to on a regular basis by all parties. At the same time, it should be flexible enough to allow for adaptations as the experience unfolds.

Authenticity: The experience must have a real-world context and/or be useful and meaningful in reference to an applied setting or situation. This means that it should be designed in concert with those who will be affected by or use it, or in response to a real situation.

Reflection: Reflection is the element that transforms simple experience into a learning experience. For knowledge to be discovered and internalized, the learner must test assumptions and hypotheses about the outcomes of decisions and actions taken, then weigh the outcomes against past learning and future implications. This reflective process is integral to all phases of experiential-based learning, from identifying intention and choosing the experience, to considering preconceptions and observing how they change as the experience unfolds. Reflection is also an essential tool for adjusting the experience and measuring outcomes.

Experiential Engagement (EXP)

Experiential Engagement Learning Goal

Students apply their knowledge and skills outside the classroom and document their learning through reflection.

General Course Description

In fulfilling the experiential engagement (EXP) requirement for the Integrations Curriculum, students will exercise responsibility, initiative, and judgment as they apply their knowledge and skills in a real-world context and/or in an applied setting or situation. Through structured, written reflection, students will be challenged to move beyond the performance of the experiential task to discover and internalize knowledge about themselves and the world around them in a way that is cyclical (think-act-reflect, repeat) and meaningful. A summative reflection will become an artifact in students' Integrated Portfolios.

The EXP requirement for the Integrations Curriculum may be met through approved academic courses, co-curricular experiences, or student-designed experiences. All proposals must be reviewed and approved by the EXP Advisory Board. Academic courses must additionally be approved by the General Education Curriculum Committee; these academic courses may include, but are not limited to:

- A regularly-offered course in any discipline
- Education Abroad courses
- Undergraduate research and creative projects included in capstone courses
- Credit-bearing internships
- Disciplinary practica (nursing clinical, student teaching, etc.)
- Courses that employ service-learning

Similarly, a variety of co-curricular experiences meet the EXP learning goal. These experiences may include, but are not limited to:

- Bonner Leaders
- Jackson Fellows
- Extending the Link
- Research programs and fellowships
- Campus learning community programs

Students who are unable to fulfill the EXP requirement through approved curricular or co-curricular experiences may prospectively request a student-designed experience be approved to fulfill the EXP requirement. Student-designed experiences must meet the same standards as approved curricular and co-curricular EXP experiences. Proposals for student-designed experiences must be approved **prior to** commencement of the experience. Each EXP-designated experience must be moderated by a CSB/SJU faculty or staff member.

Whether met through a curricular, co-curricular, or student-designed experience, the EXP-designated experience is expected to be meaningful to the students and of sufficient intensity and duration to enable the students to 1) apply their classroom knowledge and skills, 2)

develop/refine skills, attitudes, and/or ways of thinking, and 3) engage in cyclical reflection. A summative reflection of the students' EXP experiences must become an artifact in the students' Integrated Portfolios.

Required EXP summative reflection prompt:

Experiential Engagement Reflection Prompt

Describe: In a brief paragraph, describe the experiential learning project you completed.

Examine:

1. How did your previous classroom learning contribute to your understanding of your Experiential Engagement experience?
2. How did your Experiential Engagement experience change the way that you think about your previous classroom learning? Provide specific examples of concepts, theories, or frameworks that were changed.

Analyze Learning

1. How has your understanding of the world changed as a result of your Experiential Engagement experience?
2. Identify some of the lessons that you have learned as a result of your Experiential Engagement experience and evaluate how significant those lessons are.

Benedictine Engagement (BEN)

Learning Goal

Students develop an awareness of Benedictine practices, values, and heritage through texts and experiences and reflect on how these might apply to questions in individual or social lives.

General Course Description

In fulfilling the Benedictine engagement (BEN) requirement for the Integrations Curriculum, students will reflect on aspects of CSB/SJU that are specific to their founding as Catholic Benedictine institutions by reading texts and engaging in experiences that develop an awareness of Benedictine practices, values, and heritage. Through structured, written reflection, students will consider preconceptions about Benedictine practices, values, and heritage and observe how their preconceptions change as the experience unfolds (think-apply-reflect, repeat). Additionally, the written reflections will challenge students to apply their knowledge of Benedictine practices, values, and heritage to questions or issues in individual or social lives. A summative reflection will become an artifact in students' Integrated Portfolios.

The BEN requirement for the Integrations Curriculum may be met through approved academic courses, co-curricular experiences, or student-designed experiences. All proposals for BEN designated experiences must be reviewed and approved by the BEN Advisory Board. Academic courses must additionally be approved by the General Education Curriculum Committee; these academic courses (whether standard or S/U grading) may include, but are not limited to:

- COLG 201: Benedictine Heritage and Practice
- COLG 202: Topics: Comparative study in the Benedictine Tradition
- THEO 331: Benedictine Spirituality

Similarly, a variety of co-curricular experiences meet the BEN learning goal. These experiences may include, but are not limited to:

- Benedictine Living Communities
- Benedictine Friends
- Alternative Break Experiences (CSB Campus Ministry)
- Camp counselor for "Girls, God and Good Times"
- FYRE Leader
- Service-Immersion Program (SJU Campus Ministry)
- Johnnie Brothers

Students who are unable to fulfill the BEN requirement through approved curricular or co-curricular experiences may prospectively request that a student-designed experience be approved to fulfill the BEN requirement. Student-designed experiences must meet the same standards as approved curricular and co-curricular BEN experiences. All proposals, including student-designed experiences, must be approved **prior to** commencement of the experience. All BEN-designated experiences must be moderated by a CSB/SJU faculty or staff member.

Whether met through a curricular, co-curricular, or student-designed experience, the BEN-designated experience is expected to be meaningful to the students and of sufficient intensity and duration to enable students to 1) develop awareness of Benedictine practices, values, and

heritage through texts and experiences, and 2) engage in cyclical reflection on how these might apply to questions in individual or social lives. A summative reflection of the student's BEN experience must become an artifact in the student's Integrated Portfolio.

Sample Integrated Portfolio reflection prompt (still under development):

- 1) Describe at least one aspect of Benedictine practices, values, and/or heritage and explain how your understanding of the aspect was developed or reinforced by the Benedictine engagement experience.
- 2) Describe how Benedictine practices, values, and heritage might be applied to understand and/or address a question or issue in your individual or social life.

Required EXP summative reflection prompt:

Benedictine Engagement Reflection Prompt

Describe: In a brief paragraph, describe your Benedictine Engagement experience.

Examine:

1. How were Benedictine practices, values, or heritage present in the experience?
2. What were your assumptions about Benedictine practices, values, or heritage before you engaged in this experience? Was the assumption upheld? Was the assumption challenged? Describe how so.
3. How did this experience help me to better identify where Benedictine practices, values, or heritage are present at CSB/SJU?

Analyze Learning:

1. What did you learn from your Benedictine Engagement experience? What will you do because of your learning?
2. Using rich and specific examples, explain how your understanding of your own, or others' lives, has changed as a result of what you learned about Benedictine practices, values, or heritage.

Global Engagement (GLO)

Learning Goal

Students develop their awareness of their own and other cultures from outside the U.S. through experiences and develop strategies for adapting effectively and appropriately to intercultural situations.

General Course Description:

In fulfilling the global engagement (GLO) requirement for the Integrations Curriculum, students will exercise responsibility, initiative and judgment as they apply their knowledge and skills within intercultural situations in meaningfully adaptive ways. Through structured reflection, students will be challenged to move beyond the performance of the global engagement task to discover and internalize knowledge about themselves and the world around them in a way that is cyclical (think-act-reflect, repeat) and meaningful. A summative reflection, as determined by the course instructor, will become an artifact in the students' Integrated Portfolios.

The GLO requirement for the Integrations Curriculum may be met through approved academic courses, co-curricular experiences, or student-designed experiences. All proposals must be reviewed and approved by the GLO Advisory Board. Academic courses must additionally be approved by the General Education Curriculum Committee; these academic courses (whether standard or S/U grading) may include, but are not limited to:

- A regularly-offered course in any discipline
- Education Abroad courses
- Undergraduate research and creative projects included in capstone courses
- Credit-bearing internships
- Disciplinary practica (nursing clinical, student teaching, etc.)
- Courses that employ service-learning

Similarly, a variety of co-curricular experiences meet the GLO learning goal. These experiences may include, but are not limited to:

- Non credit-bearing internships
- Campus learning community programs
- Global Internships
- Research programs and fellowships

Students who are unable to fulfill the GLO requirement through approved curricular or co-curricular experiences may prospectively request a student-designed experience be approved to fulfill the GLO requirement. Student-designed experiences must meet the same standards as approved curricular and co-curricular GLO experiences. Proposals for student-designed experiences must be approved **prior to** commencement of the experience.

Whether met through a curricular, co-curricular, or student-designed experience, the GLO-designated experience is expected to be meaningful to the students and of sufficient intensity and duration to enable the students to 1) develop awareness of their own culture, 2) develop awareness of other cultures from outside the U.S., and 3) develop strategies for adapting

effectively and appropriately to intercultural situations. A summative reflection of the students' GLO experiences must become an artifact in the students' Integrated Portfolios. Each GLO-designated experience must be moderated by a CSB/SJU faculty or staff member.

Required GLO summative reflection prompt:

Global Engagement Reflection Prompt

Describe:

1. In a brief paragraph, describe your Global Engagement experience.

Examine:

1. What assumptions or expectations did I bring to my Global Engagement experience? Were those assumptions upheld or challenged? How? (Please be specific)
2. Describe a time during your Global Engagement experience when you experienced difficulties working or interacting with people from another culture. How did you respond to those difficulties? What might you do differently next time to minimize such difficulties?
3. What personal strengths and/or weaknesses did the situation reveal? What might you do to build on your strengths or minimize your weaknesses?
4. How did your Global Engagement experience change your beliefs, attitudes, or thinking about your own culture?
5. How did your Global Engagement experience change your beliefs, attitudes, or thinking about the culture you interacted with?

Analyze Learning

1. In one or two paragraphs, articulate one important lesson that you learned from your Global Engagement experience. Identify the specific moments or experiences during the Global Engagement experience that contributed to your learning this.
2. Why do you think the lesson you identified above matters? What is the value of this lesson, not only for you, but for others?

Artistic Engagement (still under development)

Learning Goal

Students develop an awareness of the rich and distinctive ways that artistic expression can provoke thought and emotion, practice appropriate audience behavior and appreciation, and develop the tools to understand the world they live in through artistic lenses.

General Course Description

In fulfilling the Artistic Engagement requirement (ARTE) for the Integrations Curriculum, students will find a passion for the fine arts that they may not realize they had or deepen the connection to the arts they have already established. Intentional ARTE programming will provide meaningful experiences for the students, which will affect their emotional, spiritual, and intellectual growth. One of the many things the fine arts do particularly well is push students outside of their comfort zone by exposing them to art forms and genres with which they may not be familiar. This is a goal of a liberal arts education; to get students more comfortable with being uncomfortable and accepting of the unfamiliar.

The arts have a long history of being religious and social commentary, reflecting community ethical discussions, connecting the individual to a community, and celebrating what it means to be human. By engaging with the arts on a personal level while at CSB/SJU, students are more likely to connect with their communities, through the arts, in the future. CSB/SJU has an opportunity to be a leader in the field of arts engagement, empowering students with a variety of tools to understand the world they live in through artistic lenses, including non-verbal means of communication. After attending 4 required ARTE events as part of an ARTE designated course, or outside of a course on their own, students will submit a reflective essay for each of the events. These essays will become artifacts in the students' Integrated Portfolios.

Like the other designations, faculty could apply for an ARTE course designation. To achieve this designation, a course proposal must be reviewed and approved by the ARTE Advisory Board. To be approved, courses will need to include attendance at 4 ARTE-approved events.

A roster of ARTE events will be selected by a committee of Fine Arts faculty and all events will need to be on one of the campuses to receive approval. We expect, more than for the other designations, that there will be many students who complete this requirement on their own, since that has been our current practice.

Students will be able to choose the types of ARTE-approved events they participate in or fulfill the ARTE requirement through an ARTE designated course. In either case, students will electronically submit a reflective essay for each event with prompts designed by Fine Arts faculty. Assessment of the Artistic Engagement learning goal will occur through a review of a random selection of essays with a rubric designed by Fine Arts faculty. Students will also incorporate their ARTE experiences into their Portfolio as they integrate all of their coursework into a final paper.

Required ARTE summative reflection prompt:

Artistic Engagement (ARTE) Reflection Prompt

Describe: In a brief paragraph, describe the event you attended.

Examine:

1. What were your expectations of the event? How did the event match and/or differ from your expectations?
2. What interested you and engaged you during this experience? What did not? Why?
3. What kinds of thoughts and emotions did this event provoke in you? How did the art provoke these thoughts and emotions?
4. What did you expect as appropriate audience behavior for this event? What audience behavior did you see? How did you practice appropriate audience behavior?

Analyze Learning:

1. What tools or new knowledge did you develop through this experience that allows you to better understand the world?
2. What from this experience can you apply to your own life and intended career path?
3. How did you alter your own behavior based on your expectations during this experience?
4. What new insights did you develop about yourself when you experienced or engaged with this event?