**INTG 300 Learning Integrations Course Proposal Form**

**Course Overview**

Prerequisites: INTG 100 Learning Foundations, Theo 100, CSD:I, WRIT, 3 Thematic Courses in the same theme (at least 1 Thematic Focus).

Pre- or co-requisites: Theological Integrations, 3 AR events and reflections (with a 4th completed in INTG 300).

Theological Integrations (TI) is a pre or co-requisite for enrollment in INTG 300 until Spring 2024. Starting in Fall 2024, TI is a pre-requisite for enrollment in INTG 300.

While not pre-requisites, students should be encouraged in Advising to have completed as many Integrations Curriculum courses as possible prior to taking INTG 300, including courses with a GL, EX, and a BN.

INTG 300 Learning Integrations is a 4-credit course that will be taken in one of the student’s final two semesters after they have taken their three same-themed courses. Courses will be capped at 18 students. This course cannot count toward a major. The course cannot carry engagements.

Learning Integrations functions as both a writing-intensive course and a culminating general education experience. Students build on their writing skills acquired in the foundations writing class (Learning Foundations/WR) with a focus on the integration and transfer of student learning across their college experience. This will be an opportunity for students to draw connections between their thematic coursework, general education courses, and co-curricular activities. Students must demonstrate reflection on their learning and how they address complex values.

While INTG 105 and 100 function to help students transition in to CSB and SJU and set them up for success when they are here, INTG 300 functions to help students reflect on the knowledge and skills gained while at CSB and SJU and set them up for success as they prepare to transition out of their undergraduate education experience.

**Common Elements in Each Section**

* Culmination of Integrated Portfolio - students account for and reflect on the artifacts from their general education and other program work.
* Integrated Knowledge Essay(s) (Common Good 2 and Write 3)
* DEAL reflection for Metacognition 3
* AR/ARTE event and associated DEAL reflection

**Class-specific Elements**

* Instructor chooses topical materials for the course that help students frame the connections between their liberal arts education, the common good, and next steps after college.
* Instructors create appropriate assignments
* Instructors design the daily activities
* Instructors choose their own assignment for assessment for the Speak 2 learning goal

**Integrated Knowledge Essay(s)**

The Integrated Knowledge Essay is the culminating act of the general education curriculum. It meets Common Good 2 and Write 3. It is both a process and a product, a pedagogical activity and an assessment activity. The essay will be done in multiple drafts. The essay requirement can be completed in 1 essay or in 2 essays (1 addressing Common Good and 1 integrating themes/Ways of Thinking). The essay(s) will, in total, make up approximately 2500-3000 words (10-12 pp.). The Integrated Knowledge Essay can build on student work from thematic courses, engagement requirements, co-curricular activities, and other experiences from their time at CSB and SJU.

* Main Question: What is a responsible life and how does it connect to the common good?
  + Students will describe their own vision of a morally responsible life and how it connects to the common good in the context of their main theme (justice, movement, or truth).
  + Students will draw on their coursework and other experiences to provide evidence and support for their vision.
* Other requirements of the essay(s):
  + Students need to demonstrate how the issues they are discussing are embedded in everyday life and institutions**.**
  + Students need to demonstrate how their themed coursework illustrates the different approaches to the same theme and how thinking about an issue through different approaches might be valuable.

**INTG 300 Learning Outcomes**

Common Good 2 – Intermediate

Students identify different ideas of what the common good is, including the varied ways in which the common good has been and might be pursued across time, place, and context. Their analyses demonstrate their understanding of the complexities of moral life and moral responsibilities on an individual and civic level.

Metacognition 3 – Advanced

Students apply their metacognitive knowledge to improve their problem-solving processes, and to strengthen learning strategies.

Speak 2 – Intermediate

Students organize a presentation with a clear central message that is consistent with relevant supporting material(s). Delivery techniques make the presentation interesting, and students appear comfortable.

Write 3 – Advanced

Students demonstrate a thorough understanding of context, audience, and purpose and use relevant and compelling content. The language is clear, fluent and virtually error-free.

**Basic Course Information**

Application Date

MM/DD/YYYY

Instructor:

When you click submit, a copy of your submission will be automatically emailed to you. Please include your full email address here:

Please enter your department chair's email here:

Department: INTG (default)

Course number: 300 (default)

Course title (as listed in the official catalog). Learning Integrations (default)

Abbreviated course title for the class schedule (30 characters or less including parenthesis & designation): Learning Integrations (default)

Number of credits: (default to 4 credits)

MOST RECENT Official course description from the Academic Catalog. If this is a topics course, please list description for this specific topic:

This course functions as both a culminating general education experience and a writing-intensive course. Students must demonstrate reflection on their learning and how they address complex values. This course is intended to provide students with an opportunity to integrate their coursework. In particular, this will be an opportunity to draw connections on their thematic coursework and integrate their general education courses and co-curricular activities. Students are required to write an essay addressing the following prompt: what is a responsible life and how does it connect to the common good?

Please note:

A.  The committee understands that some courses may still be in development. Prompts that ask for examples of assignments seek information about the spirit of what students will do and instructors are not bound to the specific details (e.g. writing prompts) provided.

B.  The committee includes faculty from a variety of disciplines. Please remember to briefly explain disciplinary terms, contexts, and/or texts to allow all the members of the committee to best understand how your responses address the question.

C.  As you are answering these questions, please keep in mind that students will need to produce work to assess their fulfillment of the related learning outcomes if applicable.

1. Please provide an introductory overview of the course by elaborating on intended course content and approach.
2. Please provide a subtitle for your specific section of INTG 300 (what would you call it?)
3. Please provide an additional course description that *briefly* summarizes the focus of your specific section/approach to INTG 300 (to be used in registration materials).

Common Good 2 – Intermediate

1. Describe how you might approach the Integrated Knowledge essay(s) in the course. In addition to describing your approach to the main question about a responsible life/common good, include how you will help students make connections between their themed courses and explore how thinking about an issue through different approaches is valuable in your answer. For details, please see description above and Teaching and Course Development Guidelines (link to teaching guidelines).

Write – Advanced

1. How will you teach students to:
   * demonstrate a thorough understanding of context, audience, and purpose
   * use relevant and compelling content
   * write with clear, fluent, and virtually error-free language

Please discuss pedagogy, editing/revision process, drafting, etc. and include a sample activity(ies) and/or assignment prompt (s) if possible.

Metacognition - Advanced

1. Students will apply their metacognitive knowledge to improve their problem-solving processes and to strengthen learning strategies. How will students demonstrate and reflect on their metacognitive abilities throughout the course?
2. Students will submit a DEAL reflection for Metacognition 3 (initial here)

Speak - Intermediate

1. How will students learn to organize a presentation with a clear central message that is consistent with relevant supporting materials and demonstrate comfort in making an oral presentation? Please describe an activity or assignment where students will demonstrate they have met these objectives.
2. Learning Integrations courses require embedding one ARTE event into the course. Initial here to acknowledge.
3. This course requires that students submit their Integrated Knowledge Essay(s) and other materials necessary for assessment to their ePortfolio. Initial to acknowledge.
4. Learning Integrations is the course in which students complete their ePortfolio. I will assist students in verifying that they have included all the artifacts and reflections required in the Integrations Curriculum. Initial here to acknowledge.