**Theological Integrations Teaching Guidelines**

Date: Created and approved by the General Education Curriculum Committee (GECC), February 2021.

**Course Overview**

The requirement of the Theology course sequence in the Integrations curriculum emerges out of the College of St. Benedict and St. John’s University’s unique mission as Catholic Benedictine institutions. The discipline of theology occurs within the bounds of a commitment to a particular religious community: its scripture, traditions, and practices; and the willingness to affirm the normativity of its truth and values. This is in contrast with the discipline of religious studies, which calls for a descriptive, non-normative study of religion/s. For example, Christian theology classically has been defined as ‘faith seeking understanding,’ where faith is the point of departure and return in a reasoned search to understand the contents of that faith better. Thus, it is an inquiry into faith, belief, and the religious dimensions of human existence, whether one’s own or that of others.  This second theology course can be on a variety of topics that meet the learning objectives and can include religions other than Christianity.

**Learning Goals**

Religious Engagement - Intermediate

Students analyze forms of religious engagement by drawing on sources that may come from a range of academic disciplines.

 Theological Reasoning - Intermediate

Students interpret theological sources and their contexts. They compare perspectives on a teaching, theme, or doctrine.

Metacognition - Intermediate

Students reflect on the weaknesses and strengths of their intellectual abilities and dispositions, effectiveness of their problem solving processes, and efficiencies of their learning strategies.

Click [here](https://www.csbsju.edu/integrations-curriculum/faculty-resources/teaching-resources/learning-goals) for a full list of scaffolded learning outcome

**Curriculum Guidelines for Theological Integrations**

* Theological Explorations is a prerequisite
* Theological Integrations courses must be a 300-level course
* Theological Integrations courses can be taught in any department
* Theological Integrations courses cannot be designated as
	+ A Cultural and Social Difference: Identity (CSD 1) or A Cultural and Social Difference: Systems (CSD 2) OR
	+ A Way of Thinking, OR
	+ Learning Foundations, Learning Explorations, or Learning Integrations.
* Theological Integrations courses can also carry an Engagement designation, except for the Benedictine Raven engagement.

**Teaching Guidelines**

1. In the Religious Engagement - Intermediate Learning goal, students analyze forms of religious engagement by drawing on sources that may come from a range of academic disciplines.
	1. This course moves students from an identification of one or more forms of religious engagement with society to an *analysis* of forms of religious engagement.
	2. As stated in the learning goal, examples of religious engagement must be drawn from at least one discipline, but can draw from sources that come from a range of academic disciplines.
	3. Religious engagement implies how religious persons engage society religiously or how religious beliefs and practices inform persons’ social actions. Thus, it is not simply a matter of religious engagement within a particular faith community, but the implications of that engagement for society [which may include persons also beyond that community].
2. In the Theological Reasoning – Intermediate Learning goal, students interpret theological sources and their contexts.
	1. This course moves students from the identification of theological sources to an *interpretation* of theological sources.
	2. As stated in the beginner Theological Reasoning learning objective, theological sources, which may include scripture, practices, texts, or art forms, explain a theological teaching, doctrine, or theme.
	3. Thus, these sources emerge from and operate within a particular religious community and aid that community in understanding its normative truth claims and values; students will study sources in the context in which they were produced.
	4. Students will also compare multiple perspectives on theological teachings, themes, or doctrines.
		* For example, a student might be asked to compare different authors' perspective on the same theological theme or compare different faith traditions' teachings on a topic.
		* Although etymologically theology would seem to concern strictly theistic religions, as a reasoned discipline making sense of truth and value, theology can (and does) include non-theistic religions as well.
3. Metacognition – Intermediate Learning Outcome
	1. The purpose of the metacognition learning goal is to encourage students to be more reflective about their learning process and strategies. The intermediate metacognition goal, which is assessed in the Theological Integrations course, asks students to move from identification of, to reflection on their own learning and problem-solving processes, including an assessment of their strengths and weaknesses.
	2. For instance, after receiving feedback on an assignment, project, performance, presentation, etc., an instructor might ask students to complete a written reflection on how to enhance their academic performance that takes into account study skills, critical analysis, and personal best practices.
	3. Assessment of the Metacognition- Intermediate learning outcome will be achieved via a DEAL reflection placed in the student’s Integrated Portfolio. We encourage instructors who apply for a TI designation to look at the faculty development resources/workshops that have been provided. We also encourage faculty to attend future workshops related to these learning goals. Please check the [Integrations Curriculum Faculty Resources page](https://www.csbsju.edu/integrations-curriculum/faculty-resources) for updates.