Theological Integrations Course Proposal

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**Theological Integrations**(Theological Explorations is a prerequisite)

This is the second of two courses focused on theology. This 300-level course can be on any topic that meets the learning outcomes, moving students into interpretation of theological sources and analysis of religious engagement with society. The second theology course can be on a variety of topics including religions other than Christianity.

In the Integrations Curriculum a course can be designated as either:

1. A Way of Thinking, OR
2. CSD: Identity (CI) or CSD: Systems (CS), OR
3. Learning Foundations, Learning Explorations, or Learning Integrations, OR
4. Theological Explorations (THEO 1) or Theological Integrations (THEO 2)

Thematic Encounters or Thematic Focus\* designations must be attached to a course with a Way of Thinking designation.

Any course carrying one of the above designations may also have one engagement^, except for Theological Explorations (THEO 1), CSD: Identity, Learning Foundations, Learning Explorations, and Learning Integrations, which cannot carry engagements:

1. Artistic engagement (ARTE)
2. Experiential engagement (EXP)
3. Global engagement (GLO)

* Any course may satisfy the Quantitative Reasoning skill requirement.
* Any course (except courses that fulfill Theological Explorations, Theological Integrations, Learning Foundations, or any course with a THEO course number) may also satisfy the Benedictine Raven.

\*Thematic Focus courses will be renumbered based on theme and course level to be consistent across the curriculum. They will still carry the Department prefix.

The renumbering will be as follows:

277/377 - Justice Theme  
278/378 - Movement Theme  
279/379 - Truth Theme

Each course under the Theme will have a different letter, for example:

HIST 276A  
HIST 276B, etc.

^Semester-length study abroad courses may carry both GLO and EXP.

**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.

Write – Intermediate

Students demonstrate consideration of the context, audience, and purpose of their writing and use compelling content to clearly support ideas. They consistently organize their arguments using relevant evidence. The language is clear and straightforward, with few errors.

**Basic Course Information**

Course number:

Course title (as listed in the official catalog). If a topics course, please list the specific title this request applies to:

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

Prerequisites (if any):

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

Instructor:

List all other designations applied for:

Received:

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.

 Questions:

1. Please provide an introductory overview of the course by elaborating on course content, including topics covered, religion(s) studied, examples of theological texts assigned, etc. How will this course align with each aspect of the general course description for Theological Integrations? Details on how the course meets the learning goals should be provided in the subsequent sections.

For each learning objective listed below, the General Education Curriculum Committee (GECC) wants to have a sense of how the objective will be taught, how students will demonstrate their fulfillment of the objective, and how the objective fits into the big picture of the course. Please keep these things in mind as you answer the following questions.

Please note: The same activity or assignment may serve to demonstrate how students will meet more than one learning objective or the component parts of a learning objective.

**Religious Engagement -- Intermediate**

2.a. How will students learn to analyze forms of religious engagement through the lens of one or more academic disciplines (for example, history, economics, sociology, art, etc.)?

2.b. Describe an activity or assignment where students will demonstrate they have met the intermediate Religious Engagement objective. Please include a potential example prompt.

**Theological Reasoning -- Intermediate**

3.a. How will students learn to interpret theological sources and their contexts?

3.b. Describe an activity or assignment where students will demonstrate they interpreted the theological sources and their contexts. Please include a potential example prompt.

4.a. How will students learn to compare perspectives on a theological teaching, theme, or doctrine in the course?

4.b. Describe an activity or assignment where students will demonstrate the comparison of perspectives on a theological teaching, theme, or doctrine. Please include a potential example prompt.

**Write -- Intermediate**

5. How will students demonstrate proficiency in both writing skills and the writing process?

6. Please provide an example of an assignment/activity that you might do in your course in which students will do the following:

a. consider the context, audience, and purpose of their writing

b. use of compelling content to develop and support their idea

c. demonstrate correct use of syntax and mechanics

7. I agree that students will complete a minimum of two formal essays of at least four pages in length. (Faculty initials here)

8. I will include peer and faculty feedback as part of the revision process for writing assignments, and I agree that students will submit a revised version of one of the two required essays. (Faculty initials here)

(Optional) Additional information (is there anything else that you would like the GECC to know about this course or application?):

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