

Curriculum Committee
FAQs about Integrative Learning (IL) applications.
11/28/2017

How many IL courses do we need? When do we need them?

Unlike Clusters, where one seat was needed for each Sophomore during their Sophomore year, clusters operate more like other GARs. We will still need at least one seat for each student, but they may choose to fill that seat at any time from their second semester to the time they graduate. Some students will enroll in more than one IL-experience. So we will need numbers similar to the numbers we need for other GARs.

This year's First Year students are the first group who will need IL-designated course, and they have until Spring 2021 to fulfill this requirement. So we have some time to obtain a full roster of IL courses on the books.

How many ILs have been reviewed? How many approved? What kinds of experience have received the IL designation?

As of Monday 11/20/17:

- CC has received and considered 11 IL proposals
- CC has approved 7 IL proposals
 - 3 linked courses (formerly clusters)
 - 1 MILA
 - 2 community-engaged/service learning courses
 - 1 single-facilitator course

What are the characteristics of approved proposals?

These courses have all brought together at least two distinct perspectives, most from two facilitators (two faculty members or a faculty member and a community partner), have highlighted how intentional instruction on developing the skill of integrative learning would take place, and how students would reflect on their experience with learning integrative learning. All the approved ILs are sustained over the equivalent of a semester.

For proposals that have not been approved, why not?

Proposals have not been approved for some of the following reasons:

- IL-designated courses need to make the integrative learning **intentional and ongoing**. If integrative learning is happening but the course does not explicitly draw attention to and actively cultivate it, the experience will not qualify for the IL designation.
- It is not clear that there are at least **two distinctive perspectives** which are integrated in a **sustained way throughout the semester**;
- IL-designated courses need to incorporate **reflection** specifically on the integrative learning. Some degree of this reflection needs to be sustained throughout the semester.

At this early stage of implementing the new IL requirement, CC is taking time to consider proposals with particular thoroughness and attention. We are using our careful review of these first proposals to help us clarify what distinguishes an IL-designated course from the many courses faculty teach that incorporate integrative learning in the broader sense. This process will set the framework for future IL-designated courses and provide solid examples for faculty who are considering developing an IL-designated course.

I've heard that no proposals for a single course have been approved. Is this true? Is it possible for a single course to be approved?

Currently one single-facilitator course has been approved by CC. CC is open to the possibility that more single facilitator courses could get the IL, but has currently not seen other proposals that fit all the IL criteria.

- Some of the rejected single facilitator proposals do not clearly articulate how at least two distinct perspectives are continuously integrated into the course.
- Some proposals have highlighted course content as the basis for the integrated perspectives. Subject material from multiple disciplines alone is not considered enough to fulfill the "intentional instruction in two distinct perspectives" criterion for the IL.
- Other single facilitator courses have not incorporated intentional reflection by students on their own integrative learning (another criteria for IL approved by the faculty).

CC has found it easier to see the integration of at least two perspectives when a proposal has two distinct facilitators or components. When two facilitators are working together to present different perspectives it will be more concretely visible to student that these are distinctly different perspectives being integrated. A single facilitator will therefore need to do more to make clear and visible that there are at least two distinct perspectives and how they are being integrated.

What is Curriculum Committee looking for in reviewing proposals?

- At least two distinct perspectives sustained and integrated over the experience
- Intentional instruction in integrative learning, including highlighting when and how it can improve understanding of course material. Active facilitation of student learning about how to do integrative learning.
- Sustained over the equivalent of a semester, with graded integrative work (on-going project, series of assignments)
- Incorporating student reflection on their integrative learning skills and experience. There is no standard format for student reflection as it could happen in assignments, projects, conversations, and/or activities. How this reflection happens must be clearly articulated in the proposal.
- Clear incorporation of IL instruction into the syllabus including at least one course learning goal directly related to IL definition and learning goals.