

Request for Integrative Learning (IL) Designation

Updated 9.7.18

Details of the definition, learning goals, and criteria for the IL Designation are included for reference at the end of this form.

Type of IL Experience: _____

(e.g., team-taught course, linked courses, MILA course, course linked to production, course linked to Center for Ethics, community-engaged learning course, etc.)

When do you plan to teach this IL? _____

Facilitator 1: _____

Course Number & Name: _____

Please indicate if this course is a Special Topics course. If it is new, please ask the Registrar for a number.

Facilitator 2 (optional): _____

Course Number & Name (if applicable): _____

(If there are more than two facilitators, please list them on a separate sheet.)

IL Experience Title (if applicable): _____

(for IL experiences which include more than one rosterable course; e.g., linked courses)

What enrollment cap will you need for this course? _____

(IL courses are usually capped at 20 students.)

Catalog Descriptions of the Experience & the Course(s)

Please include descriptions of all courses included in the Experience, and, where there is more than one course, also a description of the combined IL Experience.

Please answer the following, making specific reference to the academic learning goals and criteria for meeting the IL designation (described at end of form):

1. Defining the perspectives:

A. List the perspectives that are being integrated in an intentional way, sustained throughout the experience. [Criteria 1 & 4]

· Perspective 1 _____

· Perspective 2 _____

B. Briefly describe for your faculty colleagues on CC (who come from a variety of disciplinary and divisional backgrounds) how these perspectives are distinct from each other.

C. Provide the student-friendly language you will use (e.g., articulate in class, syllabus language) to identify the perspectives and the distinctions between them for your students.

2. Teaching IL: Briefly describe how you intend to incorporate sustained, intentional integrative learning into this experience. (Please note that course content and materials alone are not sufficient to represent two distinct perspectives for the IL designation.) Experiences carrying the IL designation need to have as a core focus developing the skill of Integrative Learning. In what kinds of activities will the students participate to make visible the integrative learning that is taking place, including student self-reflection? [Criteria 1 & 3]

3. Assessing IL: Briefly describe the kinds of projects or assignments students will undertake. What are the expected product(s) that will demonstrate successful integrative learning? How will students reflect critically on the integration they've achieved? These may be traditional assignments or they may take alternative forms but they must be assessable. [Criteria 2 & 3]

Please attach a syllabus or tentative description of the course(s) or experience with learning goals and a proposed reading list. At least one of the learning goals should relate directly to IL criteria, definition, and learning goals.

Please sign below to indicate approval or send approval via email.

Signatures or email confirmation from all associated facilitators and department chairs are also required before the proposal can be reviewed by CC. Note that APC and CC have determined that the IL designation will be awarded to the instructor for a given experience, i.e. not to a course itself. If multiple instructors will be teaching a

course/experience over time and want all versions to count for an IL, they should all be involved with and sign off on the proposal.

_____	_____
Facilitator 1	Date
_____	_____
Department Chair 1	Date
_____	_____
Facilitator 2 (if applicable)	Date
_____	_____
Department Chair 2 (if applicable)	Date

For reference: Integrative Learning (IL) Designation

Integrative learning enables students to make connections that combine disparate disciplinary, methodological, ideological, or epistemological perspectives. Integrative learning entails applying multiple ways of knowing to concepts and experiences. Effective integrated learning empowers students to recognize and solve problems, address existing questions, and ask new ones in more comprehensive ways.

Integrative Learning is not mastered but constantly develops and is honed in many ways. At Muhlenberg, the Integrative Learning curricular requirement provides opportunities for intentionally cultivating this way of thinking in collaborative environments and communities.

Academic Learning Goals for Integrative Learning

Muhlenberg graduates will be able to:

1. Understand relationships among various ways of knowing, and recognize the strengths and limitations of different approaches for comprehending phenomena.
2. Use diverse perspectives and their vocabularies to intentionally recognize and solve problems, address existing questions, and ask new questions.

3. Adapt and apply various perspectives developed in other contexts to new situations, while realizing the strengths and limitations of these different approaches.
4. Communicate the value of an integrative perspective.

Experiences that qualify for the IL designation will be rostered as courses and will be graded (following established policy that all current GAR requirements are graded courses). An IL experience will usually be capped at 20 students and must normally be assessed by at least one full-time Muhlenberg faculty member. Students will normally fulfill their IL requirement *after* their first semester and by the end of their Junior year. CUEs are not eligible for an IL-designation. According to current policy, Independent Studies *cannot* fulfill GARs.

IL designations will be granted based on alignment of the experience's content with Muhlenberg's Academic Program Goals and Learning Outcomes for Integrative Learning and must meet the following criteria:

Criteria for IL designation

The experience will:

1. Teach how to incorporate and integrate at least two different perspectives (e.g., disciplinary, methodological, ideological, or epistemological) as a core focus of the experience. The incorporation and integration of these perspectives should be sustained throughout the experience. [IL learning goals 1, 2]
2. Include graded projects/assignments sustained throughout the experience that adapt and apply the integration between at least two different perspectives (e.g. disciplinary, methodological, ideological, or epistemological methods). This might be one ongoing or a series of smaller assignments. [IL learning goal 3]
3. Involve critical reflection of students' learning and understanding of integrative learning skills. [IL Learning goal 4]
4. Be sustained over the equivalent of at least one semester.