

## Characteristics of Integrative Studies IS

### ***The Goals & Spirit of Integrative Studies***

Integrative Studies develops depth of knowledge by providing students opportunities to explore a particular enduring question or interest (which they have situated in one or more of the EQ categories) in three upper-level courses.<sup>1</sup> Integrative Studies is characterized as follows:

- Choice: Students choose their Integrative Studies Cluster (it is not mandated by their program) based upon their own interests outside their major program of study.
- Responsibility: Students must demonstrate their integration of selected materials from the various components of the core.
- Opportunity for Reflection: Students will have the opportunity to reflect on their Integrative Studies in an authentic Core Milestone Experience, the value of which is communicated to them by their program and its faculty.

### ***Integration: What it Means***

Integration happens throughout the Core Curriculum, but *what* and *how* the various parts of the Core are integrated takes different forms at the different levels of the Core.

- Perspectives Enduring Questions explore one or more questions that are enduring and through this, introduce students to the content, method of inquiry and perspectives within the discipline. Consequently, these courses explicitly illustrate various questions and the ways that different disciplines ask and explore questions. Through these courses students become equipped to ask their own questions, understand what kind of questions they are asking, and successfully explore them.
- Integrative Studies provide students the opportunity to explore a question that interests them in three courses that are thematically connected to each other at a more advanced level. These courses provide both integration of content as well as integration with the P(EQ) methods of question asking, and question exploring.
- The Core Milestone Experience provides students the opportunity to reflect on how they have explored their particular question in the context of their three Integrative Studies courses (and, if possible, their Experiential Learning), and used the methods of question exploration as founded in their P(EQ) experience.

### ***The Three Courses***

The courses that make up a student's Integrative Studies must be 200-level or higher, and they can be any course—liberal or professional, in different disciplines or in one, in a pre-existing IS Cluster (see [www.naz.edu/core/ISClusters](http://www.naz.edu/core/ISClusters)) or an IS Cluster developed by the individual student.

The only limitations are these:

- At most one of the three courses that a student takes in an IS Cluster is in their major (e.g., a Math major can use only one MTH course)
- No P(EQ) courses can be used in an IS Cluster
- Students can choose an IS Cluster that is made up of courses from their second major or minor(s)
- Departments may not mandate a particular IS Cluster. Departments should be committed to promoting a maximum degree of freedom in students' choice of an IS Cluster

Ideally, students will have completed all eight of their P(EQ) courses before they begin their Integrative Studies.

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<sup>1</sup> 'Upper-level' course is defined here as 200-level or higher that is not a P(EQ) course.

## **IS Clusters**

Integrative Studies Clusters are faculty or student generated, intentionally integrated, have an identifiable name and description that allows students and faculty to know what kinds of questions are explored in them. Clusters are typically interdisciplinary and have 6-8 courses in them (so that students and departments will have an easier time with scheduling, etc.). Clusters with fewer or greater numbers of courses in them will also be allowed, especially if the course offering cycle warrants it. Clusters are named and described (including the courses that make them up) on the Core Curriculum website.

## **Creating an IS Cluster**

Faculty and students are encouraged to create IS Clusters. A 'Brain-Storming Document' is available to help spark discussion. All faculty who regularly teach the courses should be involved in the formation of the IS Cluster, which includes the naming of it, and the writing of the description. Faculty<sup>2</sup> should complete a 'IS Cluster Proposal Form' and submit it to the Director of the Core Curriculum. The Core Curriculum Committee will review these proposals to ensure that the spirit of Integrative Studies is met. Approved IS Clusters will be posted on the Core Curriculum website by the Director of the Core Curriculum.

Three examples of IS Clusters follow:

**Example #1** (meant to serve as an example of an IS Cluster that has a wide range of courses from both liberal and professional programs):

### **Health and Culture**

An exploration of notions of health in the context of society and in relation to culture.

HIS 347G - Social History of Medicine and Disease In the Americas, 1780-1960s  
 SWK 323 – Health/Mental Health  
 PSY 343 - Abnormal Psychology  
 SCI 221 - Women, Health and Culture  
 CSD 333 – Speech Pathology I  
 NSG 201 – Intro Transcultural Nursing

**Example #2** (meant to serve as an example of an IS Cluster that is drawn from a pre-existing concentration within an Interdisciplinary Major (in this case, the Peace and Justice Program) or Minor)

### **Economic Justice**

An exploration of the relationship between social justice and economic inequality - considering questions of what Aristotle called distributive justice - from a variety of disciplinary perspectives.

ANT432 Refugee Resettlement and Adaptation  
 ECO 338 Economics of Gender, Race and Class  
 ECO 340 Labor Economics  
 ECO 351 Economics of Development

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<sup>2</sup> If a student initiates the creation of an IS Cluster, there still needs to be faculty involvement in the discussion that leads to its actual creation. The student is responsible for completing the IS Cluster Proposal Form and demonstrating that the IS Cluster can be completed in a reasonable amount of time (given projected course scheduling). Student-created IS Clusters remain 'on the books' as an IS Cluster that is open to others.

PSC 310 Politics in the Developing World  
RES 213 The Prophets for Today  
SOC/SWK 204 Social Problems  
SOC 320 Social Classes  
SOC 342 Sociology of Homelessness

**Example #3** (meant to serve as an example of a cluster that is made up of courses all in the same discipline)

### **Sacred Texts**

Students will explore how sacred texts and their interpretations originated and developed, how they might convey truth, how humans view what it means to live a life of meaning and purpose, how the written word gives expression to experience of the sacred, and how sacred texts shape and are shaped by culture.

RES 203 – Introducing the Bible  
RES 229G – Studies in the Qur'an  
RES 301 – Johns Message  
RES 302 – St. Paul and His Letters  
RES 221 – Matthew, Mark and Luke: Synoptic Gospels  
RES 212 – Judaism: Theological Questions and Sacred Texts

### ***Teaching in an IS Cluster***

Those who teach courses that are part of IS Clusters should be mindful of those students who are taking the course as one of their IS courses, and encourage students' integration of the material with that from other courses. They should also be prepared to read the students reflections mentioned below.

### ***Declaring an IS Cluster***

Once students have chosen their IS Cluster, they must complete the attached *Integrative Studies Declaration Form* which requires an explicit statement of how their chosen area of interest relates to one or more EQ category and their P(EQ) courses, and how the cluster or set of courses furthers engagement with their particular question and/or area of interest. This form must be signed by the student and his/her advisor. It is archived in the student's portfolio and a copy is retained in the student's advisement folder. Workshops will be offered every semester to help students choose an IS Cluster that best fits their interests.

### ***IS Artifacts***

From each IS course, students will select one or more artifact(s) that pertain to their exploration of their question. Artifacts are intended to be an existing piece of academic work created during the course—perhaps a paper, presentation, project, performance, etc. Upon selection of the artifact, students submit an initial reflection to their instructor on why they selected the artifact and how it furthers their understanding of issues related to their question and its relation to one or more enduring question. Like in P(EQ) courses, students will then archive both the artifact and reflection in their portfolio.

### ***Core Milestone Experience***

Having completed two of their IS courses, and, either while taking, or after having taken, their third and last IS course (and, ideally, have also completed their Experiential Learning and Health & Wellness requirements<sup>3</sup>), students will enroll in a 0-credit course entitled the '*Core Milestone*

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<sup>3</sup> The characteristics of these two requirements will be laid out in other documents.

*Experience*'. In this course they reflect formally on their collected P(EQ) and IS artifacts in two ways: with respect to (1) their intellectual journey connected to their particular question, and (2) their development toward becoming an educated person.

This 0-credit course will be facilitated by faculty with graduate student support. While it is 0-credit for students, facilitating 50 students through this process is equivalent to a regular 3-credit course. Faculty responsibilities will include:

- Being trained as a 'CME Instructor' (e.g., attending a CME workshop)
- Having three meetings with the fifty students in three smaller groups of 16 or 17
- Facilitating conversations between students who are engaged in the same CME group so that students can share the outcomes of their Integrative Studies and, overall, the Core Curriculum
- Reading the students' reflections and providing feedback
- Supporting students in their preparation of a public version of their reflection that will be shared with other students in the same section
- Participating in assessment activities and meetings related to supporting and refining the IS level of the Core Curriculum
- Engaging in assessment of Core Student Learning Outcomes in randomly selected Core Portfolios (supported by IR&A)

Graduate students will support this process by providing technical assistance to students. Every effort will be made to keep this equivalent to a 3-credit course for faculty (through the pilots and beyond).

College resources required and other logistics:

- Five faculty members per semester teach the CME. One of the five is the Director of the Core Curriculum. The remaining four are full-time faculty members from any department
- This ratio (five faculty : fifty students) is a model that is meant to ensure fairness. If it not meant to preclude other equivalent possibilities: e.g., 1-credit course with 16-17 students.
- Funds to hire adjuncts (if necessary) to cover the courses usually taught by these faculty members will be administered through the Office of the Director of the Core. This adjunct budget will be distinct from other adjunct budgets.
- Faculty members are nominated to teach a CME by their Chair and/or Dean
- The Director of the Core Curriculum will be responsible for:
  - Ensuring that the appropriate number of sections of CME are offered each semester
  - Appropriately training 'CME Instructors'
  - Coordinating assessment of CME sections (with IR&A)
  - Coordinating assessment of Core SLOs in randomly selected Core Portfolios (with IR&A)
  - Assessment of IS Cluster Declaration process by periodically examining a random sample of the Declaration forms

**Nazareth College Core Curriculum  
Integrative Studies Declaration Form**

Name: \_\_\_\_\_ Anticipated Graduation Date: \_\_\_\_\_

Advisor: \_\_\_\_\_ Date Submitted: \_\_\_\_\_

The goal of Integrative Studies is to allow students to explore an intellectual question by completing three courses that explore answers to this question and are thematically connected to each other.

*This form should be filled out by the student once they have chosen their particular question and the Integrative Studies Cluster through which they mean to explore it (ideally once all P(EQ) courses have been completed). The completed form should be archived in the student's portfolio and a copy should also be placed in the Advisement Folder. Changes to this document are permitted. An explanation for each change to this plan should be appended to this form. Explanations of any changes to the plan should also be archived in the portfolio and in the Advisement Folder.*

1. State the name of your chosen Integrative Studies Cluster. (Please see [www.naz.edu/core/ISClusters](http://www.naz.edu/core/ISClusters) for a complete listing of IS Clusters. If you are creating your own cluster, please complete an 'IS Cluster Proposal Form'.)
2. Write a brief statement about your particular question as you understand it in the context of one or more of the Enduring Questions Categories and how it emerged out of your P(EQ) courses (or elsewhere).
3. Write a brief statement about how you think your chosen Integrative Studies Cluster will help you explore your question.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

4. Advisor Approval

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

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**Course Record** (To be filled out as courses are completed)

IS Course #1: \_\_\_\_\_ Term Taken: \_\_\_\_\_ Grade Received: \_\_\_\_\_

IS Course #2: \_\_\_\_\_ Term Taken: \_\_\_\_\_ Grade Received: \_\_\_\_\_

IS Course #3: \_\_\_\_\_ Term Taken: \_\_\_\_\_ Grade Received: \_\_\_\_\_

Core Milestone Experience Term Taken: \_\_\_\_\_

**Nazareth College Core Curriculum  
Integrative Studies Cluster Proposal Form**

Submitted by (name of faculty member or student): \_\_\_\_\_

Date: \_\_\_\_\_ E-mail: \_\_\_\_\_

Title of IS Cluster: \_\_\_\_\_

Description of IS Cluster: \_\_\_\_\_

Course Number & Title	Is course a major requirement? If so, which one?	Prerequisites	Frequency of course offering	Delivery Environment
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

NOTE: Please indicate courses that you know to be part of another IS Cluster with a '\*\*'.

Experiential Learning that could be integrated with the IS Cluster: \_\_\_\_\_

Health & Wellness activity that could be integrated with the IS Cluster: \_\_\_\_\_

**Departmental Approval & Acknowledgement**

(To be signed by those department chairs whose courses are listed as part of this IS Cluster. Departments are committing to offering the course as often as is indicated above.)

\_\_\_\_\_  
Signature

**Core Curriculum Approval**

Core Curriculum Committee Approval Date: \_\_\_\_\_

Signature of Director of Core Curriculum: \_\_\_\_\_

Date IS Cluster posted on Core Website: \_\_\_\_\_

## Core Curriculum Student Learning Outcomes

Integrative Studies courses are one part of the Core Curriculum.

Students' learning experiences in each Integrative Studies course should contribute to their accomplishment of (some of) the Core Student Learning Outcomes listed below.

After completing the Core Curriculum, students will be able to:

- Describe and reflect on the learning process
- Identify, reflect on, and compare different worldviews, philosophies and spiritualities including one's own
- Evaluate the ethical implications of decisions
- Appreciate, evaluate and explore aesthetic experiences
- Explore, evaluate and articulate personal values
- Integrate and apply academic skills to understanding practical experiences and problems found in our world
- Demonstrate knowledge of different disciplinary perspectives used to understand and explain the human experience
  
- Read and write with clarity and precision
- Speak with clarity and precision and actively listen to formal and informal discourse
- Visually convey and synthesize thoughts
- Effectively confront and solve problems using quantitative and qualitative methods
- Identify, evaluate and engage in scientific and empirical modes of inquiry
- Communicate information symbolically, visually, numerically, and verbally
- Rationally and objectively apply criteria in order to evaluate and question information or ideas
- Individually and collaboratively articulate multiple solutions to problems or questions, and evaluate those solutions in both disciplinary and multidisciplinary contexts
- Identify, access, evaluate, manipulate & use information effectively from a variety of sources
- Demonstrate the technological skills necessary for personal and scholarly activities
- Describe and evaluate, from various perspectives, the historical construction of cultures, including one's own
- Interact effectively in various social and cultural settings