***Integrative Learning***

**Definition**

Integrative Learning courses “aim to help students connect their learning across fields, and also to integrate classroom work with experiences in larger campus and community contexts--and to do so in ways that strengthen learning throughout the college years and beyond” (<https://www.aacu.org/publications-research/periodicals/integrative-learning-liberal-education>). Students explicitly engaged in integrative learning could examine at least two fields of study and apply methods of inquiry specific to those fields in order to address or approach complex problems. Integrative learning could also take the form of bridging divides across classroom, extra-curricular, and professional environments as a way to connect theory and practice.

**Rationale and Intent**

This portion of the LA&S program is intended to add depth to the general education curriculum. In the Critical and Creative Thinking Across the Disciplines requirements, students are introduced to a variety of ways of thinking about or expressing themselves in the world. Integrative Learning courses ask students to take the knowledge from one (or more) of the Critical and Creative Thinking across the Disciplines courses and transfer that knowledge into a new setting, either integrating across fields of study or from theory to practice. Courses with this designation provide explicit instruction on and practice with transferring knowledge. The level of integration may be introductory in nature; however, the metacognitive skills fostered here will help support and scaffold the more advanced integrative thinking required in many major programs of study.

**Goal**

Fitchburg State University students will integrate and apply knowledge from different disciplines and experiences to solve problems.

**Potential Course Objectives**

The objectives below are recommended as models for general education course syllabi. The list is not meant to be complete. Faculty should feel free to adopt these as course objectives, or they may develop their own.

* Compare life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than the student’s own.
* Connect examples, facts, or theories from more than one field of study or perspective.
* Use skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.
* Choose a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form).
* Articulate strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).
* Apply frameworks from multiple domains of knowledge and practice to create academic products.
* Integrate diverse elements into a product, performance, or artifact that fits its context coherently.