INTEGRATIVE LEARNING CORE COURSE PROPOSAL

Section One: Course Information

Integrative learning is (1) an understanding and (2) a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus. (Definition adapted from the American Association of Colleges and Universities Integrative Learning VALUE Rubric). To view the Integrative Learning Rubric, click here.

LSU is transitioning to the Integrative Learning Core (ILC). This transition will occur in phases, giving the flexibility for existing general education courses and new proposals to align with the University’s ILC. The Faculty Senate Integrative Learning Core (FSILC) Committee invites departments to submit new and existing courses to be certified as part of the ILC.

The ILC curriculum for LSU students spans the years of undergraduate study and is composed of two components. First, students are required to complete 39 hours that provide a breadth of knowledge across six Louisiana Board of Regent (BOR) areas. Second, courses used to satisfy the six BOR areas, will contribute to the students’ competency in one or more of the below LSU ILC proficiencies.

<table>
<thead>
<tr>
<th>ILC Proficiencies</th>
<th>Louisiana BOR Areas</th>
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<tbody>
<tr>
<td>• Civic Engagement</td>
<td>• English Composition</td>
</tr>
<tr>
<td>• Ethical Reasoning</td>
<td>• Fine Arts</td>
</tr>
<tr>
<td>• Global Learning</td>
<td>• Humanities</td>
</tr>
<tr>
<td>• Inquiry and Analysis</td>
<td>• Mathematics/Analytical Reasoning</td>
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<tr>
<td>• Intercultural Knowledge</td>
<td>• Natural Science (Life or Physical)</td>
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<tr>
<td>and Competence</td>
<td>• Social/Behavioral Sciences</td>
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<td>• Oral Communication</td>
<td></td>
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<tr>
<td>• Problem Solving</td>
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<td>• Quantitative Literacy</td>
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<td>• Written Communication</td>
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The ILC curriculum will be implemented fully by August 2022 and will replace the current general education curriculum. Any general education course that is not approved as an ILC course by December 2021 will no longer be considered to fulfill ILC requirements. However, the FSILC Committee will continue to accept course proposals each semester for review for the ILC.

Criteria for designation as an ILC course:
1. courses listed as 3000 or 4000 level courses will not be approved for ILC credit;
2. courses may have no more than one pre-requisite, and that course must be an approved ILC course;
3. courses cannot limit enrollment to students in a specific major or in a cohort – must be open to all students;
4. courses must be offered at least once a year;
5. for cross-listed courses, departments involved consult and submit one course application;
6. for sequenced courses, course proposals must be submitted at the same time;
7. courses can only be listed in one Louisiana BOR area (Honors seminar courses are exempt);
8. responsibility of the Honors college to ensure seminar courses approved for ILC are not identical to ILC courses taught in the home academic department under other course numbers;
9. courses include integrative learning pedagogies and assignment(s);
10. courses identify the primary ILC proficiency;
11. the primary ILC proficiency must be reflected in 20% of course content, and assignments used to assess the course proficiency must account for 20% of course grade;
12. courses acknowledge an understanding that the proficiency and dimensions will be assessed each time the course is taught by submitting a data collection form; and
13. previously approved general education courses or new course listings must submit the ILC Course Proposal Form.

Before completing this application, it is important to review the ILC Toolkit. The toolkit provides directions, forms, rubrics, definitions, descriptions, and guiding questions to assist in fully completing the course proposal. The proposal requires specific information and decisions that should be made well in advance of starting this process. Course proposals that are incomplete will not be reviewed. Majority of fields are required, including the syllabus and signature page.

Please mark one:

- A **new course listing** is a proposal for a course that is new to the ILC and has never been approved for general education.
- A **course renewal** is an approved general education course proposing to be certified as an ILC course.

**Course:** *(e.g.: PHIL/1000/ Introduction to Philosophy)*

<table>
<thead>
<tr>
<th>Designation</th>
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<tbody>
<tr>
<td>Number</td>
<td></td>
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<tr>
<td>Title</td>
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<tr>
<td>Semester credits</td>
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ILC Courses must be offered at least once per year. Please choose the planned schedule for which the courses will be offered (mark all that apply).

- [ ] Fall Semester
- [ ] Spring Semester
- [ ] Summer Session Terms
- [ ] Intersessions

If the course is cross-listed, please indicate course designation and number.

If the course is cross-listed, please describe any current or future plans for cross-college team teaching.

Contact hours per week:

- [ ] Lecture
- [ ] Laboratory

Delivery mode (mark all that apply):

- [ ] Face to Face (Traditional)
- [ ] Hybrid
- [ ] Online

College/School: (choose from dropdown list) - *Honors courses housed in Honors College can only select the Honors College.*

School/Department: (choose from dropdown list) - *Honors courses housed in Honors College will not see this option.*

Enrollment:

For new course listings, describe the anticipated student enrollment within the discipline.
For new course listings, describe the anticipated student enrollment from disciplines outside the department.

For course renewals, describe past student enrollment in terms of the numbers of majors versus non-majors in the course, and the disciplines of non-majors that have enrolled in the course over the last 5 years.

Louisiana BOR area (mark only one):

☐ English Composition  ☐ Natural Sciences (Physical)
☐ Fine Arts  ☐ Natural Sciences (Life)
☐ Humanities  ☐ Social/Behavioral Sciences
☐ Mathematics /Analytical Reasoning

Explain why the course should be listed under the chosen Louisiana BOR area.

Section Two: ILC Primary Proficiency

The primary ILC proficiency marked below must align to the assignment(s) you provide below along with at least three dimensions of the corresponding VALUE Rubric. Note, at least 20% of the course content and 20% of the course grade, must address this proficiency.

☐ Civic Engagement  ☐ Oral Communication
☐ Ethical Reasoning  ☐ Problem Solving
☐ Global Learning  ☐ Quantitative Literacy
☐ Inquiry and Analysis  ☐ Written Communication
☐ Intercultural Knowledge and Competence

Display logic will show all the dimensions of the proficiency you chose above. Please identify at least three dimensions:

1. ____________________________
2. ____________________________
3. Provide a compelling rationale as to how this course aligns to the primary proficiency and dimensions chosen.

   

Section Three: Assignment and Assessment Process for the Primary ILC Proficiency

The assessment plan for ILC will include a course-specific assessment procedure that requires all instructors for a given ILC course to collect and analyze data on a primary proficiency chosen for the course. Data will be collected each year from a majority of the sections for each ILC course to provide evidence of student achievement following the Data Collection Form Process. Instructors will complete the Data Collection Form in Excel for their individual sections and submit to the Course Coordinator. The Course Coordinator will combine all section-level data collection forms and submit one combined data collection form to the Office of Institutional Effectiveness. The department chair (or his/her designee) is responsible for submitting the ILC Course Impact Report to the Office of Institutional Effectiveness on a rotating basis, once every three-years, aligned with the ILC assessment schedule.

Before selecting the direct measure (assignment type), consider the following: 1) the measure chosen must be the same across all sections, 2) you must choose a measure for each dimension identified, 3) the measure chosen could be the same for each dimension (i.e. a lengthy essay (3+ pages) could assess multiple dimensions), and 4) if choosing multiple choice questions – at least 5 questions per dimension is required – for a minimum of 15 questions.

Display logic will show the dimensions you selected in Section Two. If more than three dimensions were chosen all will show up here.

Please identify which direct measure the course will use to assess the ‘primary proficiency dimension’.

Dimension 1
- Artistic performance
- Essay
- Lab Report
- Multiple choice
Describe the assignment(s) that you have chosen for assessment purposes for this dimension.

The proficiency-based rubric includes four achievement levels: not approaching, approaching, meeting, and exceeding. Please describe the assessment criteria for each achievement level, i.e. the criteria you used to determine the number of students falling into each achievement level.

Dimension 2

- Artistic performance
- Essay
- Lab Report
- Multiple choice
- Presentation
- Reflection Paper
- Short Answer
- Other:

Describe the assignment(s) that you have chosen for assessment purposes for this dimension.

The proficiency-based rubric includes four achievement levels: not approaching, approaching, meeting, and exceeding. Please describe the assessment criteria for each achievement level, i.e. the criteria you used to determine the number of students falling into each achievement level.

Dimension 3

- Artistic performance
- Essay
- Lab Report
Describe the assignment(s) that you have chosen for assessment purposes for this dimension.

The proficiency-based rubric includes four achievement levels: not approaching, approaching, meeting, and exceeding. Please describe the assessment criteria for each achievement level, i.e. the criteria you used to determine the number of students falling into each achievement level.

All Dimensions

Describe how the assignment(s) to be used to assess the primary proficiency accounts for 20% of the course content.

Describe how the assignment(s) to be used to assess the primary proficiency accounts for 20% of the course grade.

As an ILC course, the assignment(s) used to assess the primary proficiency should provide students the opportunity to integrate their learning. Please identify one or more dimensions, from the Integrative Learning Rubric, your students will be expected to achieve in this course.

- Connections to Experience - connects relevant experience and academic knowledge
- Connections to Discipline - makes connections across disciplines/perspectives
- Transfer - adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations
- Integrated Communication - chooses a format, language, or graph (or other visual representation) in ways that enhance meaning
Reflection and Self-Assessment – demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflection or creative work).

Describe your sampling process for collecting data. For example, in small courses (<25), it is expected that the work produced by all students in the course will be assessed. However, in larger classes, a sample of student work is acceptable.

Section Four: ILC Secondary and Tertiary Proficiencies

OPTIONAL: Instructors teaching the course may address Secondary and Tertiary proficiencies as they choose; however, these proficiencies will not be assessed at the ILC level.

Secondary Proficiency (mark only one):

- Civic Engagement
- Ethical Reasoning
- Global Learning
- Inquiry and Analysis
- Intercultural Knowledge and Competence

Provide a compelling rationale as to how this course aligns to the secondary proficiency listed.

Tertiary Proficiency (mark only one):

- Civic Engagement
- Ethical Reasoning
- Global Learning
- Inquiry and Analysis
- Intercultural Knowledge and Competence

Provide a compelling rationale as to how this course aligns to the tertiary proficiency listed.
Section Five: Syllabus

Please upload your syllabus to this proposal. The Courses and Curricula Committee recommends the following elements to be listed in each syllabus. The below elements are being shared to help ILC course proposers ensure their syllabi are in compliance. This is merely a guide and is not required for the sample syllabus evaluated by the ILC Committee. At a minimum the sample syllabus must include a statement declaring that this course is an ILC course in the chosen BOR Area and that, as such, material in the course addresses students’ achievement of (list selected proficiency or proficiencies).

1. The course title, rubric and course number, description as it will appear in the catalog.
2. Faculty contact information including the physical location of the office, phone number, and email address.
3. A listing of office hours.
4. Grading Scheme:
   - A listing of the point values that will be assigned to all course activities from which the grade will be determined.
   - A list that shows how the total points earned in the course will be mapped into the LSU plus/minus grade scheme.
   - A description of all course activities from which the student grades will be determined; clearly showing how the assignment(s) used to assess the primary proficiency accounts for 20% of the course content and 20% of the course grade.
   - For projects, reports, field trips, and participation activities, specify all activities students will be expected to perform and how the grade will be determined.
   - A description of how accommodations for excused absences will be handled. Please refer to PS-22.
5. Title of text, laboratory manual, or other course materials, including a list of principal reference readings.
6. A 15 week outline of course subject matter including the approximate exam schedule and deadlines for the submission of student work.
7. A statement and reference link to the student code of conduct. Link to https://www.lsu.edu/saa/students/codeofconduct.php.
10. Include a statement declaring that this course is an ILC course in the chosen BOR Area and that, as such, material in the course addresses students’ achievement of (list selected proficiency or proficiencies).
12. A statement regarding academic achievement as shown in the example syllabus. Link to https://www.lsu.edu/cas/about/services/index.php.
Section Six: Signature

**Instructor/Course Coordinator** proposing the course for ILC:

Signature: __________________________
Date: __________________________
Name: __________________________

**Chair** of the proposing unit/affirming approval by its instructor or appropriate faculty committee:

Signature: __________________________
Date: __________________________
Name: __________________________

**Dean (Associate Dean)** of College or School, affirming support of the proposal:

Signature: __________________________
Date: __________________________
Name: __________________________

**To be completed by Faculty Senate Integrative Learning Core Committee**

☐ Approve as is
☐ Approve with modification
☐ Table for Discussion or Modification
☐ Deny

**Chair, Faculty Senate Integrative Learning Core Committee** (affirming approval by the Committee):

Signature: __________________________
Date: __________________________
Name: __________________________

**Academic Affairs Approval**

Signature: __________________________
Date: __________________________
Name: __________________________
Section Seven: Supporting Documents

Section seven asks you to upload any supporting documents you feel help support your proposal. For example, you might choose to upload a rubric to support your assessment criteria.

COURSE PROPOSAL FORM IS NOW COMPLETE.

PLEASE DOWNLOAD THE PDF FOR YOUR RECORDS.

If you have Integrative Learning Core (ILC) questions, please email gened@lsu.edu.

Technical or Survey-based questions contact Tori Clement, Coordinator, Office of Institutional Effectiveness, by phone at 578-4935.

Philosophical or Content-based questions contact Tara Rose, Director of Assessment, Office of Institutional Effectiveness, by phone at 578-4915.

*ALL PROPOSALS MUST BE SUBMITTED VIA QUALTRICS. NO PAPER COPIES ACCEPTED.

*ALL PROPOSALS MUST UPLOAD A SYLLABUS AND SIGANTURE PAGE SEPARATELY.