**Heidelberg University Integrated Studies Program**

**Connections Course Attribute Form**

| Date |  |
| --- | --- |

**Connections Course Submission for Review**

| Name and title: |  |
| --- | --- |
| Department: |  |
| Email address: |  |
| Phone number: |  |

| Course prefix and number |  |
| --- | --- |
| Course Title |  |

**(You may select one of the INT 200-level course numbers for your course if you anticipate this course will be selectively offered and is not a requirement within a department.)**

Connections level courses facilitate deep student learning through interdisciplinary connections made across two discipline areas. This proposal form is intended to help faculty collaborators thoughtfully design courses that enable students to analyze real-world phenomena through multiple theoretical lenses and meet rigorous academic outcomes. To have a Connections course attribute added to your course, please show how you will meet each of the Integrated Studies Learning Objectives listed below.

*Note: A single course cannot have more than one Integrated Studies designation (Connections, DIW, Capstone).*

**Discipline-Specific Objectives:** Choose any *two* of the following learning objectives to assess in this course.

| * **Natural Sciences** | * **Social Sciences** | * **Arts** | * **Humanities** |
| --- | --- | --- | --- |
| Students will apply scientific concepts, models, evidence, and data to investigate relevant questions and generate additional questions using the scientific method. | Students will synthesize information from multiple sources, historical ideologies, and cultures that impact research, policy, and the world around us. | Students will engage in artistic processes that express and challenge human perceptions. | Students will examine world issues through various theoretical lenses. |

**Connections Course General Learning Objectives**

**Writing**

*All Connections courses will assess this objective.*

Students will articulate through writing the perspectives of various disciplines involved in world issues

**Communication**

*Any course selecting Humanities or Arts (above) will assess this objective.*

Students will effectively and ethically adapt media content and delivery to the audience, communication context, and available technology.

**Quantitative Literacy**

*Any course selecting Natural Science or Social Science (above) will assess this objective.*

Students will formulate a quantitative problem and devise solution methods.

**Course Description:** Describe how both of the discipline-specific objectives and the required Connections Course General Learning Objectives will be integrated into course essential questions, presentations, discussions, assignments, and assessments.

**Assessments:** For each Integrated Studies Program objective, briefly describe at least one assignment, activity, performance, project, or other, that you plan to use to assess that objective. One assignment may be used to assess more than one objective. In addition, please attach a syllabus for your course to this form.

**Collaborative Format:** Best practices in General Education have shown that team teaching is an example of high impact pedagogy. Here are some suggested examples of ways you can consider incorporating this type of teaching in your course, particularly as a way to draw in the breadth of perspectives required for the discipline areas you have selected.

* **Guest Lecturer –** One of the faculty collaborators is the instructor of record for the course and solely responsible for planning, teaching, and assessing course outcomes. The other instructs the class at various points through the semester.
* **Magazine-Style –** One faculty collaborator is the instructor of record for the course and solely responsible for planning, teaching, and assessing course outcomes and invites several faculty experts to lecture during a significant number of class sessions. Guest collaborators may teach two or more classes and or act as support instructors for specific activities such as workshops or forums.
* **Tandem Courses –** Faculty collaborators each teach their own course but bring their classes together at different points throughout the semester for joint projects, assignments, guest speakers, etc.
* **Tag-team Teaching –** Faculty collaborators plan and coordinate content, instruction, and assessment together, but only one instructor is present in class at a time. Each collaborator provides instruction for half of the course.
* **Dispersed Team Teaching –** Faculty collaborators plan content, instruction, and assessment together, but some weekly sessions take place with both faculty and other sessions are led by individual collaborators.
* **Fully Integrated Team Teaching –** Faculty collaborators are fully engaged in the designing, teaching, and assessment of the same course. Both collaborators participate in nearly all class sessions.

| What is the desired implementation date? (e.g. “Fall 20XX”) |  |
| --- | --- |

**How to Submit:**

By submitting this form you indicate the support of your Department.

This form should be submitted simultaneously by email to:

Undergraduate Curriculum Committee: [**ucc@heidelberg.edu**](mailto:ucc@heidelberg.edu)

Provost: Bryan Smith at[**bsmith3@heidelberg.edu**](mailto:bsmith4@heidelberg.edu)

Director of Curriculum Development and Innovation: Stephen Svoboda at [**ssvoboda@heidelberg.edu**](mailto:ssvoboda@heidelberg.edu)