**Application for Interdisciplinary (ID) Designation**

**within the MAGIS Core Curriculum**

***SINGLE COURSE***

**(Individual or Team Taught)**

# **The approved learning outcomes for the Interdisciplinary (ID) element of the core:**

# “An Interdisciplinary Experience will satisfy the following learning outcomes:

# Synthesize or draw conclusions by connecting examples, data, facts, or theories from more than one perspective or field of study.

# Meaningfully synthesize connections among experiences outside of the formal classroom (e.g., life experiences, service learning, study abroad, internship) to deepen understanding of fields of study and to critically examine their own points of view.

# Adapt and apply skills, theories, or methodologies across disciplines to explore complex questions and address problems.”

1. Date Submitted: \_\_\_\_\_\_\_\_\_\_\_. We consider applications on a rolling basis.
2. Instructor(s):
3. Course Prefix, Number & Title (e.g. POLI 2050):
4. Is this application only for the sections of this course that you will teach? \_\_\_\_\_\_\_ Or will every section of this course count as an Interdisciplinary (ID) course? \_\_\_\_\_\_\_\_ (Please check one.) If every section will count, please attach a brief written confirmation from the Department or Program chair stating that the department will maintain the structure and pedagogy of the course as described in this application.
5. Is this course already in the University Catalogue? Yes \_\_\_\_ No \_\_\_\_\_\_. If No, where is it in the review process?

# Have you participated in a course or professional development program (e.g. at CAE) relevant to teaching an ID course (doing so is not required)? Yes\_\_\_\_ No\_\_\_\_\_ If yes, which one?

# Courses that fulfill the ID element of the Magis Core Curriculum can also count for one but not two of the requirements in the “Orientation” or “Exploration” elements (see the final page). If this course is/will be cross-listed in two departments, in which Exploration element and department will it count? (E.g. Humanities/ Religious Studies, Natural Sciences/Biology, Social Sciences/Economics, etc.) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Please provide the approved/proposed/revised Catalog Description for the course. Please ensure that part of the course description refers to the ID aspect(s) of the course.

# In the table below, please describe how your course will meet the approved learning outcomes for the Interdisciplinary (ID) element of the Core (listed in column 1); how some of the content and pedagogies that you will use to meet these goals; and how you will evaluate students’ fulfillment of these goals. While it need not be exhaustive, the 2nd column should contain sufficient examples and information so that the ID Committee can clearly understand how the course content and pedagogy prepare students to meet the ID learning outcomes listed in column 1. The 3rd column should contain sufficient examples and information so that the ID Committee can clearly understand how the students’ fulfillment of each learning outcome will be assessed or evaluated.

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| --- | --- | --- |
| **Magis Core ID**  **Student Learning Outcome** | **Pedagogy and Course Content that Will Prepare Students to Meet This Outcome** | **Evaluation of Students’ Fulfillment of This Outcome** |
| “Synthesize or draw conclusions by connecting examples, data, facts, or theories from more than one perspective or field of study.” |  |  |
| “Meaningfully synthesize connections among experiences outside of the formal classroom (e.g., life experiences, service learning, study abroad, internship) to deepen understanding of fields of study and to critically examine their own points of view.” |  |  |
| “Adapt and apply skills, theories, or methodologies across disciplines to explore complex questions and address problems.” |  |  |

# Please attach the approved/proposed/existing course syllabus. Please :

# Ensure that part of the course description on the syllabus refers to the ID aspect(s) of the course.

# Ensure that the syllabus includes specific student learning outcomes or objectives (SLOs), including some ID specific SLOs. Some of the SLOs can reflect (in content or use of key terms), the ID learning objectives in the table above.

# Ensure that the syllabus includes a significant number of the planned readings, class activities, assignments, assessments, etc. A list of topics to be discussed, without readings, is not sufficient.

# Include annotations on the syllabus – in the form of comment boxes or other modalities, that explain how various readings come from different disciplines and how some of the readings, class activities, assignments, assessments, etc., will allow students to fulfill the ID SLOs of the Magis Core. Do not be concerned if some annotations repeat or expand upon information contained in the Table in the application or elsewhere on the syllabus.

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**Magis Core Curriculum**

1. **Orientation** (7 courses):

* English (Composition & Rhetoric); Religious Studies; Philosophy; History; Math; Modern/Classical Language; 1 additional course in either Mathematics or Modern/Classical Language

1. **Exploration** (8 courses)

* Humanities:
  + Religious Studies / Philosophy / History (2 courses in 2 different departments)
  + English / Modern Languages and Literatures / Classics (1 course in Literature)
  + Visual and Performing Arts (1 course)
* Natural Sciences: Biology / Chemistry and Biochemistry / Physics (2 courses)
* Social & Behavioral Sciences: Sociology & Anthropology / Psychology / Economics / Politics / Communication (2 courses)

1. **Signature Elements**

* Interdisciplinary element (1 course): either a team-taught course, or a cluster course, or an individually taught course (with at least one instructor in the College of Arts and Sciences). (All courses within the Orientation and Exploration areas.)
* Social Justice element (3 courses): one course providing an introduction to social justice (SJ1), and two additional social justice courses (SJ2), at least one of which accomplishes the learning outcomes through a focus on race (broadly construed), studied intersectionally with gender and class (SJ1 and one SJ2 course fulfilled within the Orientation and Exploration areas. One SJ2 course fulfilled within either the Orientation and Exploration areas or within a Major.)
* Writing Intensive element (3 courses): two courses (within the Orientation and Exploration areas) plus one additional course fulfilled within *either* the Orientation and Exploration areas (Writing across the Curriculum) *or* within a Major (Writing in the Disciplines).