Integrations Common Template

I. Common Description of Purpose and Content
Integrations courses provide a distinctive LMU experience rooted in the University’s emphasis on “education of the whole person” and are intended to be “culminating experiences” as students enter the final phase of undergraduate education at LMU. They challenge students to consider what it might mean to become women and men for others and "whole person[s] of solidarity for the real world."

Integrations courses are meant to pull together the many strands of the core curriculum and a student's overall experience at LMU into a cohesive fundamental educational awareness. Drawing on their individual holistic experiences and educational maturation processes, students will be expected to address complex and seemingly disparate issues intended to facilitate collaborative problem solving and to foster a lifelong commitment to social justice through engagement, reflection and action.

Integrations courses emphasize an advanced level of awareness, reflection, communication and intellectual honesty as a basis for collegial examination of important questions through a significant and rigorous course of study. They are intended to appeal to a wide range of majors and interweave perspectives of diverse majors in discussion while building on skills and knowledge gained in earlier elements of the core. Instructors are encouraged to consult with faculty in disciplines other than their own in the construction of the syllabus. Each of the three categories of Integrations (Faith and Reason, Ethics and Justice, and Interdisciplinary Connections) has specific, separate criteria to be addressed.

II. Common Learning Outcomes
Students taking Integrations courses will:
• Know that many significant issues and questions warrant dialogue among multiple perspectives, realizing that consensus and definitive resolutions may be elusive.
• Be able to reflect on and consider what it means to become “men and women for others”.
• Use skills and knowledge from foundation and exploration phases of the Core, their major/minor, and general education at LMU to contribute to holistic exploration of a topic.
• Be able to engage and recognize multiple disciplinary methodological approaches and integrate various modes of knowing.

III. Common Defining Characteristics
Integrations courses must:
• Demonstrate clearly in course syllabi how readings, lectures, discussions, projects and activities reflect perspectives of at least two disciplines.
• Require a major project which goes through multiple stages of development.
• Engage in the close examination, interpretation, discussion, and reflection upon primary texts or sources.