

Integrative Thinking Goal

The two-course Integrative Thinking Goal is intended for students to develop an understanding of multiple perspectives and approaches to studying the world around us; and, to give students an understanding of the connections and tensions between approaches to common issues, texts, and phenomena. Through this experience, students can learn how to approach problems from multidisciplinary perspectives, and to appreciate the increasing fluidity of boundaries between disciplines.

Fulfillment of the Integrative Thinking Goal

1. Interdisciplinary/Multidisciplinary (two-courses) - the Integrative Thinking Goal may be fulfilled by successfully completing two courses designated as Interdisciplinary or Multidisciplinary. A listing of these courses is maintained at <http://www.gettysburg.edu/registrar/>. Interdisciplinary or Multidisciplinary courses taken off campus must be reviewed and approved through the off-campus studies course approval process.
2. Integrative Course Cluster (two-courses) - the Integrative Thinking Goal may be fulfilled by clustering two courses from different subject areas or disciplines, connecting these two courses with an integrative experience. Integrative experiences can range from special presentations, an extra assignment, or a regular class assignment that is altered to incorporate the connection to another course. Students must submit to the Office of the Registrar the Integrative Experience Cluster Proposal form, successfully complete both courses and receive a satisfactory (S) grade for their integrative experience (IDS 90) for the goal to be fulfilled.

Approaches for Integrative Experience Success

1. Students should think critically about their courses and courses selections, recognizing connections between disciplines, approaches to scholarship and solutions to issues.
2. Discuss ideas often with faculty and peers to develop these ideas toward a possible integrative experience.
3. As designed, the Integrative Thinking Goal is expected to be completed in the sophomore year. However, courses taken in the first or junior years may be clustered.
4. Though not necessarily recommended, clustered courses may be taken concurrently.
5. It is expected that the Integrative Experience Cluster Proposal form will be submitted during the semester in which the second course is enrolled.
6. Course clusters may contain one course taken off-campus with the expectation that the second course containing the integrative experience will be completed on-campus.

