**Definitions and Guidelines for Minimum Curricular Contextualization and Integration in Pathways, Approved by Instructional Council Spring 2018**

DEFINITION OF **CONTEXUALIZED** LEARING

* Students have opportunities to reinforce learning in contexts relevant to their lives and future careers.
* Students will be able to explain connections among their classes, their lives, their career pathways, and disciplinary perspectives.

**CONTEXTUALIZATION** INVOLVES

* Connecting academic learning with knowledge and skills needed in work and life.
* Explicitly making learning relevant –to student’s lives, to career paths, and to disciplinary perspectives.
* Placing course-specific content within the larger setting of the students’ pathway or career field with the goal of helping students understand the meaning and value of course content.

DEFINITION OF **INTEGRATION**

* Integration supports contextualization by relating classes to other courses, skills, and student supports.

**INTEGRATION** MAY INVOLVE

* A shared theme among courses or programs;
* Interdisciplinary teaching and learning, such as IBEST, transfer IBEST, learning communities, or the Lacey Core model;
* Integrative assignments (designed by two or more professors);
* Cohorts of teachers within student pathways;
* An integrative conference with various disciplines;
* Integrated student supports (such as embedded tutoring and in-class advising) coordinated to be delivered during the quarter or program progression where students will benefit the most from access to the support”
* Integration of information literacy skills;
* Student Life activities such as the “Lacey Luncheons”, planned around a shared theme;
* Career exploration activities or projects.

MINIMAL CONTEXTUALIZATION AND INTEGRATION AT THE **COURSE** LEVEL MEANS

* Instructors provide students opportunities to recognize, understand, and target their own personal, professional, and academic goals, and draw on those goals to apply learning;
* The instructor explicitly connects their content to the given field of study, career, or broad Pathway for their students. This is done through at least one project, activity, or assignment that is contextualized to one or more Pathway.
* The contextualized work can be provided directly by the instructor, in collaboration with other faculty, or designed for the student to discover or recognize content relevant to the field of study, career, or Pathway.

MINIMAL CONTEXTUALIZATION AND INTEGRATION AT THE **PATHWAY** LEVEL MEANS

* Students are introduced to relevant, pathway-specific connections among classes, to their lives, to career goals, and to the big questions of a field of study during their first quarter in a pathway;
* Students have opportunities for career exploration/contextualized learning via community-based learning, internship, cooperative work experience, or service learning within each pathway in their second year of study;
* Students have opportunities to engage in an interdisciplinary or integrative learning model within each pathway (various models);
* Faculty work collaboratively to frame critical issues, questions, and themes for the pathway, at least for "default" courses;
* Individual student learning is assessed at the Pathways level through a culminating project or experience.
* Integration of information literacy skills at multiple points along the pathway, including (but not limited to) HDEV 101, ENGL 101/102, and a capstone course.
* Integration of student services and learning support services to support student success and progress within a pathway.