



The Pink Book, Volume 19

Faculty Retreat
Materials
1 September 2016

Gustavus Adolphus College



Previous Faculty Retreat Topics

- 2015** | Curricular Innovation
- 2014** | The Value of a Gustavus Liberal Arts Education
- 2013** | Community and Global Engagement at Gustavus: What, So What, Now What?
- 2012** | Beyond the Classroom: Faculty Responsibilities for the College's Finances
- 2011** | Accreditation for Today and Tomorrow
- 2010** | Liberal Arts Education at Gustavus: The Real and the Ideal
- 2009** | After Gustavus: Faculty Roles in Preparing Students
- 2007** | Internationalization of the Gustavus Campus
- 2006** | Academic Planning
- 2005** | Faculty Governance
- 2004** | Intellectual Climate at Gustavus Adolphus College
- 2003** | NCA Report and "Community Conversation"
- 2002** | "Blue Ribbon" Report on the Curriculum
- 2001** | Institutional Mission
- 2000** | Vision for the Future
- 1999** | Faculty Development – Bush Grant Planning
- 1998** | General Education Proposal
- 1997** | General Education Curriculum



Nineteenth Annual Faculty Retreat: Designing a New General Education Curriculum

Welcome to the 2016 Faculty Retreat and thank you for engaging in designing a new curriculum for the students of Gustavus Adolphus College. This important work will continue throughout the 2016-17 academic year.

Our goal is to implement a redesigned curriculum in the fall of 2018. To meet this objective, the Academic Affairs Coordinating Council (AACC) constructed a revised meeting schedule for this year that will allow us to meet more frequently to discuss and craft this work. Today's retreat is the first of these meetings.

Agenda

10:00-10:05 a.m. Introduction

10:05-10:10 a.m. Individual Reflection Exercise

10:10-11:20 a.m. Table Discussions of the Three Models

11:20-11:35 a.m. Break and Feature Preference Activity

11:35 a.m.-12:15 p.m. Table Discussions of Feature Preferences

12:15-1:00 p.m. Lunch and Model Preference Straw Poll

Note: The retreat will begin immediately following the Faculty Meeting, which begins at 9 a.m. Actual times for individual activities may vary.

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Background

How Did We Get to Today?

Today's retreat continues a curriculum revision process that the faculty initiated in 2014. That year, the Curriculum Committee surveyed faculty about the current general education program. The faculty survey indicated widespread faculty concern about a troubling "check-box" mentality among students with regard to general education as well as a lack of integration across the curriculum.¹

As the faculty work on revising the general education curriculum began, President Bergman also started a College-wide strategic planning process that included a working group devoted to academics.² Starting in summer 2015 and continuing throughout the 2015-16 academic year, the Academics Working Group, with other strategic planning working groups, gathered and analyzed both internal and external data related to higher education generally and curriculum specifically.³ Based on its data and analysis, the Academics Working Group forwarded five strategies to the Strategic Action Team (SAT) for consideration in the College's strategic plan. The working group also offered its data, analysis, and strategies to the Curriculum Committee as the committee continues the revision work.⁴ One result of the work of the college-wide strategic planning process was the creation and approval by the Board of Trustees of a College vision statement, which reads:

Gustavus equips students to lead purposeful lives and to act on the great challenges of our time through an innovative liberal arts education of recognized excellence.

During the 2015-16 academic year, the Curriculum Committee developed guiding principles for a new curriculum. In addition to considering research on high-impact practices, the committee used data gathered at the 2015 Faculty Retreat,⁵ the analysis and strategies from the Academics Working Group, the direction of the College's emerging strategic plan, and feedback and suggestions from multiple open feedback sessions with faculty to craft the curricular principles. In April 2016, the faculty unanimously passed four guiding principles for a new curriculum:

1. The curriculum will begin with a coherent foundation, cultivate understanding throughout the students' education, and culminate in an integrative experience. The curriculum, taken as a whole, will prepare students to critically engage the world's great challenges – locally, regionally, nationally, and globally.
2. The curriculum will incorporate high-impact practices such as project-based learning and/or significant project components.
3. The general education curriculum will emphasize understanding and application of multiple modes of inquiry as well as how cultural context and subject position may relate to modes of inquiry.

¹ For a summary of the information gathered in 2014, please see the 2015 Pink Book <https://gustavus.edu/provost/concertFiles/media/facultymeetings/PinkBook2015.pdf>.

² You can find data related to College-wide strategic planning at <https://gustavus.edu/president/strategicplanning/>.

³ That data is available at <https://sites.google.com/a/gustavus.edu/academic-working-group/?pli=1>.

⁴ <https://drive.google.com/a/gustavus.edu/file/d/0B7Gbij4uOL-RejdBajQwSmFoNG8/view>

⁵ Summarized at https://docs.google.com/document/d/1dhlqg54gXYi1i1JVA2R-vN1Xt1G_bnjRHqgZNbeoRps/edit with full data available <https://docs.google.com/document/d/1HQqGwbvblVG8wfcOIhMuWOhk9K4U-H2cJAH2Y2I5kH8/edit>

4. Gustavus will offer majors that actively pursue excellence and that fulfill and complement the College’s commitment to the liberal arts.

Our work, then, is to create a new curriculum that fulfills these principles and that remedies the concerns raised by faculty about our current curriculum. This year we hope to create a general education curriculum in which we can see our students gain the academic skills and competencies they need professionally; transform into people who take intellectual risks; think across disciplines and modes of knowledge; build agency and initiative; and engage the wider world thoughtfully, meaningfully, and compassionately.

Model Curricula

In Spring 2016, a group of faculty representing major committees was charged with developing a logistical plan for the creation of a new general education curriculum.⁶ In order to spur faculty thinking about curricular possibilities and to help the Curriculum Committee gather information and feedback for its work, this logistics group designed three curricular models, based on faculty suggestions, other college’s models, and research on higher education best practices. These models take intentionally different approaches to satisfying the curricular principles. None of these models will be “the” model we adopt. Rather, they are “sacrificial drafts” to begin discussion and planning.

As the logistics committee crafted the models, we also sought to show a range of ways that various curricular features might appear in a new curriculum. For example, each model deals differently with IEX. In some cases, curricular features are integral to the approach a model takes—linked courses are an essential feature of Model 2—but in other cases, curricular features from one model could be combined with the approach of another model. So, for instance, the IEX plan from Model 1 could be combined with the linked courses approach in Model 2.

At the retreat, we will ask you to reflect both on the approach of each model and on curricular features that could be incorporated into different models. Other ideas and approaches not presented in one of the three models are also welcome. The narrative descriptions will be most helpful in reflecting on the approach of each model; the curricular summary will be most helpful as you consider discrete curricular features.

As you read the narrative descriptions of the three models, please consider these questions:

1. What do you think are the **pedagogical and logistical** strengths of each model?
2. What do you think are the **pedagogical and logistical** weaknesses or challenges in each model?

⁶ This group includes the AACC, AOC, CC, DCPDC, and Senate.



As you look at the curriculum summary, please consider these questions:

1. In which curricular features are you most invested?
2. Are there curricular features listed under one model that you would like to see combined with the approach of another model?
3. Are there other curricular features or approaches not included that you think might be helpful to consider? **Submit ideas to the Curriculum Committee by 13 September 2016.**

Model 1

Brief Overview

General education at Gustavus Adolphus College emphasizes integration and interdisciplinarity centered on critically engaging students in the world's great challenges—locally, regionally, nationally, and globally. The curriculum builds on the College's signature events, inviting students into both the curricular and co-curricular life of the College. The general education curriculum is comprised of 5 elements: the First-Term Challenge Seminar, Nobel Seminars (2 courses), Peace Seminars (2 courses), Experiential Terms (3 courses), and completion of a non-English Language requirement.

Distinguishing Features

- The curriculum is directly tied to the College's signature events including the Reading in Common, Nobel Conference, Mayday!, and Building Bridges.
- The curriculum emphasizes experiential learning through 5-week long January and June terms, offering students opportunities for travel, research, internships, independent study, and first-year enrichment.
- The curriculum requires 8 courses (1 First-Term Challenge Seminar, 2 Nobel Seminars, 2 Peace Seminars, and 3 Experiential Terms) and 2 semesters or the equivalent of a foreign language.
- The Three Crowns Curriculum remains independent of this curriculum.

Course Requirements

- **First-Term Challenge Seminars:** First-Term Challenge Seminars (FTCS) critically engage one of the world's great challenges (local, regional, national, and/or global) in the fall semester. This course, required for first year students not enrolled in the Three Crowns Curriculum, focuses on critical thinking, writing, and oral communication (this course is designated as a WRITI). It explicitly engages the Reading in Common book and speaker during orientation and in the first week of the semester. Advising is a regular component of this course through a standardized advising curriculum and the use of peer mentors. First year seminars incorporate high-impact practices such as project-based learning. *First Term Challenge Seminars meet 200 minutes per week between 8:00 and 10:00 a.m. and must be taken at Gustavus.*
- **Nobel Seminars:** Courses in this area are built around a scientific challenge or question and have a commitment to explicitly engage the Nobel Conference (past, current, or future). These courses introduce students to scientific inquiry or quantitative reasoning as ways of knowing about the natural and/or social world and explore the ethical, moral, historical, and/or political impacts of science and technology. *Nobel seminars may apply for WRITI designation. Nobel seminars incorporate high-impact*

practices such as project-based learning. These courses must be taken at Gustavus. Students must take 2 Nobel seminars. Nobel Seminars are normally taken in the second and third year.

- **Peace Seminars:** Courses in this area are built around a societal challenge focused on peace, equality, freedom, diversity, and social justice and have a commitment to explicitly engage the Mayday! and/or Building Bridges conferences. These courses introduce students to artistic, philosophical, historical, theological, and/or humanistic ways of knowing. *Peace seminars may apply for WRITI designation. Peace seminars incorporate high-impact practices such as project-based learning. These courses must be taken at Gustavus. Students must take 2 Peace seminars. Peace Seminars are normally taken in the second and third year.*
- **Experiential Term:** (5 week January and June) Courses in this area include internships, research, first-year enrichment, and/or travel. These courses are designed to be experiential and foster independence of thought, intellectual curiosity, and collaboration. First-year enrichment courses are offered in January and are available to first-year students who need or desire extra experience in writing, research, or resiliency. *Students must take 3 Experiential term courses during their time at Gustavus.*

Timing of Course

- **First-Term Challenge Seminars:** Fall semester first year.
- **Nobel Seminars:** Normally taken in the second and third year.
- **Peace Seminars:** Normally taken in the second and third year.
- **Experiential Term:** These courses can be taken at any point during the student's residency.

Addressing Curricular Goals

- How does the curriculum meet the goal of beginning with a coherent foundation, cultivating understanding throughout the students' education, and culminating in an integrative experience?
 - Students begin their time at Gustavus with a FTCS that has uniform expectations both in terms of advising, content (focused on a challenge and tied to the Reading in Common event), and pedagogy (use of high impact practices).
 - This model currently does not include a culminating integrative experience; however, integration is cultivated through general education classes that connect to the College's signature events.
- How does the curriculum meet the goal of helping prepare students to critically engage the world's great challenges – locally, regionally, nationally, and globally?
 - The FYCS focuses on the world's great challenges. The connections to the college's signature events provides additional focus on these challenges.
- How does the curriculum meet the goal of incorporating high-impact practices such as project-based learning and/or significant project components?
 - All of the required courses must incorporate high-impact practices meaning students will engage in these practices throughout their time at Gustavus.
- How does the curriculum meet the goal of emphasizing understanding and application of multiple modes of inquiry as well as how cultural context and subject position may relate to modes of inquiry?



- Nobel Seminars introduce students to scientific inquiry or quantitative reasoning as ways of knowing about the natural and/or social world and explore the ethical, moral, historical, and/or political impacts of science and technology. Peace Seminars introduce students to artistic, philosophical, historical, theological, and/or humanistic ways of knowing. Because these seminars connect to the College's signature events, they will inherently incorporate discussion and exploration of the social context of the topic and the implications of approaches to understanding the topic.

Sample Student Experience


Ava entered Gustavus with a goal of becoming a doctor and with interests in a wide range of topics. She picked a First Year Challenge Seminar, *FY Challenge: Containing Zika*, which focused on scientific, social, and political efforts to stop the spread of the Zika virus. Before the fall semester began, Ava read the Reading in Common book, *The Immortal Life of Henrietta Lacks*, and participated in a discussion co-facilitated by the professor of her FYCS and a peer mentor/orientation group leader. The members of her orientation group were all in her FYCS, so they got to know each other well before the semester even began and she felt very comfortable heading into the first day of class.

In the first week, the class focused on the Reading in Common Book, continuing the discussion they began in orientation. The professor helped Ava and her classmates identify and think through the various challenges raised by the reading including those related to research ethics, race, class, and gender. Like all of the other first-year students enrolled in the Nobel/Peace curriculum, Ava wrote a short essay responding to the book, which helped her professor learn about Ava's strengths and weaknesses as a writer. The professor used the example of identifying challenges from the Reading in Common book as a stepping stone into identifying the challenges involved in fighting Zika. The next 13 weeks included a lot of writing (and rewriting), group discussions, and a project creating an information campaign for Gustavus students studying abroad in areas with high rates of Zika infection. In addition to her FYCH, Ava had a full schedule with Principles of Chemistry, Principles of Biology, and Spanish.

Ava chose to spend her first January at home and continued her Biology, Chemistry, and Spanish sequences in the spring, adding in U.S. Government as an elective because of her growing interest in health care policy. In the summer, Ava spent five weeks in a summer term course on campus gaining hands on experience with biomedical research.

In the fall of her sophomore year, Ava enrolled in *Nobel: The Science of Addiction*, a Nobel seminar taught by a professor in Psychological Science. The class watched recordings of presentations from a Nobel conference held a few years ago and read some articles published by those speakers. As part of the course, Ava and her classmates participated in a laboratory experiment related to the study of addiction, which helped her to understand how psychologists use the scientific method to answer questions.

In the spring of her sophomore year, Ava enrolled in *Peace: Racism and the Church*, a Peace seminar taught by a Religion professor exploring theological approaches to race and racism from the Christian tradition. As part of the course, the class created a display on religion and racism that was featured as part of the Building Bridges



conference on structural racism. The class attended the conference together, providing fodder for weeks of interesting classroom discussions.

Over the next two years, Ava completed another Nobel seminar and another Peace seminar, both of which were more closely related to her Biology major and her interest in medicine. The Biology department even accepted her Nobel seminar, *Nobel: Genetics*, as an elective for her major. Ava spent one January term completing a medical internship and was able to study abroad one January, giving her an opportunity to improve her Spanish language skills.

Model 2

Brief Overview

General education at Gustavus Adolphus College emphasizes practice in diverse ways of knowing through a thematic exploration of an interdisciplinary topic, called a Pathway. Gustavus students enroll in a First Semester Foundation seminar and Spring Discernment Seminar, the latter of which provides a foundation for choosing a Pathway topic. In semesters 3 through 5, students gain practice in and understanding of different ways of knowing through four thematic, interdisciplinary Pathway courses. Each student also completes one Learning in the World experience that connects the student's chosen theme with global or local engagement. In semester 6 or 7, students complete a Pathway capstone that brings the Pathway cohort together and allows deep engagement with the theme, culminating in a Pathway-related project.

Distinguishing Features

- Students engage in interdisciplinary exploration of a faculty-designed theme (called a Pathway) of their choosing.
- Students are exposed to multiple ways of knowing through courses in the Pathway.
- Students are encouraged to integrate curricular and co-curricular experiences through the Learning in the World component.
- Each Pathway culminates in a project-based capstone course.
- The curriculum requires 9 courses: first-year seminars (2); Pathway courses (4), Pathway capstone (1), Language & Culture Course (1), Learning in the World (1).
 - The Three Crowns Curriculum forms one of the Pathway themes.

Course Requirements

- The First Semester Foundation (FSF) and Spring Discernment Seminar (SDS) introduce students to college skills (including advising and campus navigation), interdisciplinary thinking, collaboration/teamwork, written and oral communication, project-based learning, and discernment of interests.
- Four Pathway exploration courses that each address at least two Ways of Knowing (WoK).
 - WoKs might include Cultural Engagement, Artistic Expression, Quantitative Literacy, etc.
 - Students must take courses that address a minimum of five different WoKs.
- Students complete one language and culture course at Gustavus or through approved study away (no proficiency exemption allowed).



- Course must be at second-semester level or higher
- The Pathway capstone, taken in the Junior or Senior year, provides students with an opportunity to complete an independent or group project related to the theme of their Pathway.
- The Learning in the World experience helps students connect more deeply with the theme of their Pathway through study away, internship, structured work-study, or similar experience.
- Writing and Communication requirement:
 - One writing-intensive course during the first year seminar sequence
 - One writing-intensive course in the Pathway courses
 - Communication in the discipline course in each major

Timing of Courses

- **First-Year Seminar:** Fall and spring semester, first year (First Semester Foundation (FSF) and Spring Discernment Seminar (SDS))
- **Pathway courses:** Semester 3 through 5 (sophomore through fall junior)
- **Pathway capstone:** Semester 6 or 7 (spring junior or fall senior)
- **Learning in the World:** May be taken any time between the summer following the first year and the beginning of the Pathway capstone

Addressing Curricular Goals

- How does the curriculum meet the goal of beginning with a coherent foundation, cultivating understanding throughout the students' education, and culminating in an integrative experience?
 - The curriculum begins with a first-year seminar sequence that introduces students to college skills, interdisciplinary thinking, collaboration/teamwork, written and oral communication, projects, and discernment of interests. During their second and third years, students are guided through an exploration of a question, theme, or problem by taking courses that emphasize multiple disciplinary ways of knowing. The Pathway culminates in a capstone experience that is project-oriented and interdisciplinary. Students cannot "front-load" or "back-load" schedules; this curriculum explicitly lays out a 4-year trajectory.
- How does the curriculum meet the goal of helping prepare students to critically engage the world's great challenges – locally, regionally, nationally, and globally?
 - Each Pathway will have a theme that is tied to a challenge. Because the Pathway courses are themselves multidisciplinary, students learn to approach complex problems from a multidisciplinary perspective. In the Pathway capstone, the students will carry out a project that relates to their Pathway theme. Within this project, the students will need to utilize their foundational knowledge, but also gather more project-specific information, and critically wrestle with it to successfully carry out their project.
- How does the curriculum meet the goal of incorporating high-impact practices such as project-based learning and/or significant project components?
 - The students will be required to complete a small project within their first-year seminar sequence and a significant project during their Pathway capstone. Thus, project-based learning and its associated skills will be part of the general education curriculum. In addition, each

Pathway course will be explicitly interdisciplinary in nature, drawing on approaches from at least two disciplines, and will model multi-modal problem-solving for students.

- How does the curriculum meet the goal of emphasizing understanding and application of multiple modes of inquiry as well as how cultural context and subject position may relate to modes of inquiry?
 - Within the Pathway, students will take courses that meet the multiple “ways of knowing” requirements. Any approved capstone project will require the student to address a question/challenge from more than one perspective. In order for a student to do this effectively, he/she will need to understand the different ways of knowing, their importance, and apply the key ways of knowing in carrying out the project. The introduction to multiple ways of knowing will take place in the second semester of the first year seminar and will continue throughout the general education trajectory.

Sample Student Experience

Peter entered Gustavus because he had heard great things about our study away program and was excited about our Learning in the World program. He was a first generation college student, who hadn’t travelled much out of the regional area. He picked a First Semester Foundation seminar that was taught by Professor Y because it was about international experiences. Peter was pleased that the FSF also helped students get acclimated to Gustavus and that his professor set aside time every week to meet with students. Professor Y spent a lot of time talking about and then giving the students practice in different types of study techniques, getting to know the campus and members of the community, and thinking about his aspirations for his time at Gustavus, as well as his post-Gustavus life.

In his spring discernment seminar (SDS), Peter was assigned an instructor from the Classics department. Peter didn’t even know what Classics was when he came to campus, and he was surprised at how much he learned about the interplay between history, language and culture through time. He was considering being a Classics major. The other great thing about his SDS is that he was able to learn about all of the Pathways and be introduced to each of the different ways of knowing that make up the Pathway courses. He knew that there were different ways to approach problems, but had never really thought that there was a method to those different approaches. The following fall, he decided to declare a Classics major, and prioritized the following Pathways:

1. African Studies
2. Food Security
3. Sustainability

He would have been happy with any of the three, but when he was assigned the African Studies Pathway, he was really excited.

During Peter’s sophomore year, he needed to enroll in his four required Pathway courses because he knew that he wanted to study abroad in the fall of his junior year. There were eight different courses to choose from, each of which fulfilled at least two of the eight ways of knowing; Peter found it very easy to find a combination that



exceeded the minimum requirement of five ways of knowing. He decided to enroll in the following courses (ways of knowing in parentheses):

- *Examining Africa's Diversity* (Cultural engagement; Artistic expression; writing-intensive)
- *African Economics* (Quantitative literacy; Political and social analysis)
- *Environmental Resources and Politics in Africa* (Ethical and religious understanding; Political and social analysis)
- *African ecology*: (Empirical analysis; Written and spoken word)

In addition, during his sophomore year Peter registered for 3 Classics major requirements and an elective.

During Peter's junior year, he studied abroad in the Tanzania exchange program during the fall semester. He fulfilled his language and culture requirement (through an immersion course in Swahili) while in Tanzania, as well as his Learning in the World requirement. This experience was life-changing for Peter. He had never really traveled out of Minnesota. He learned so much about culture, environmental sustainability, politics, creative expression, it really integrated his whole Pathway experience and he was able to define the topic for his capstone project. Plus, his study away experience was included within his tuition and financial aid package, so he didn't have to fork out any more cash.

In the second semester junior year, Peter returned to Gustavus and registered for two major courses, one elective, and completed the Pathway capstone integrating his field experience and courses while in Tanzania and on campus. His project explored the history of microfinance programs for women across the southern highlands of central Tanzania.

Before returning to campus on the fall of his senior year Peter went back to Tanzania for a short internship and to continue learning Swahili. During his last fall at Gustavus, he began preparing for the Classics major capstone and completed all other major requirements.

Model 3

Brief Overview

General education at Gustavus Adolphus College engages the world's great challenges through individual study and a collaborative group project. The curriculum encourages students to explore great challenges through multiple modes of inquiry and to make connections between their chosen great challenge and their major area of study. Students benefit from a first-year experience that introduces them to great challenges and modes of inquiry, second year seminars that facilitate selection of a great challenge project, junior year seminars in which students embark on collaborative immersion in their chosen challenge, and a senior year group project addressing a great challenge and reflection that links the student's journey through the great challenges and major area of study.

Distinguishing Features:

- Students engage with the world's great challenges through a series of challenge seminars and a collaborative group project that focuses on one specific challenge. The Curriculum Committee or other

appropriate faculty group will set eight to twelve challenges. The set challenges will depend on faculty scholarship and interest. The Curriculum Committee will seek input from faculty and students on a continuous basis about necessary changes.

- Students engage with great challenges that embed considerations of global learning and diversity through multiple modes of inquiry such as (three out of five are required):⁷
 - Creative Expression
 - Critical Interpretation and Analysis
 - Quantitative and Formal Reasoning
 - Scientific Inquiry and Analysis
 - Social and Historical Inquiry
- Students benefit from strong faculty advising from the foundational first year challenge seminar through the final group project in the senior year.

Course Requirements

- **First Year Challenge Seminar 1, 1cr (Discovery).** The First Year Challenge Seminar 1 introduces students to one great challenge and at least one mode of inquiry. The Seminar prioritizes process and skills through short papers and projects that emphasize critical thinking, writing, oral communication, and advising. The First Year Challenge Seminar instructor will serve as the student's advisor for semesters 1-3.
- **First Year Challenge Seminar 2, 1cr (Discovery).** This seminar focuses on one challenge, but with a priority on modes of inquiry. It is team taught to facilitate a multi-modal approach to modes of inquiry. The emphases of seminar 2 are on depth of research, presentation skills and technique. Students complete longer papers and/or projects in this course.
- **Sophomore Challenge Seminar 3, .5cr (Selection).** Seminar 3 introduces students to the identified challenges. As in the first year, the emphasis of this course is on skills and process in approaching challenges rather than the topical importance of a given challenge. The seminar will connect with linked courses in exploring the identified challenges. By the end of Semester 3, in consultation with their first-year advisor, each student will select a challenge and develop a prospectus for future work on their chosen challenge.
- **Sophomore Challenge Seminar 4, 1cr (Selection).** Challenge seminars 4-8 will be taken by a cohort of students and taught by a single faculty member. Ideally, the cohorts will consist of students from different disciplines and majors. Within the cohort, students will form smaller groups of 4-6 to complete challenge projects. Groups will incorporate their individual proposals into a group project plan that outlines the problem to be addressed, the approach to be taken, and the Challenge Electives that each member of the team will take, or has taken, to engage the challenge.
- **Junior Challenge Seminar 5, .5 cr (Immersion).** Students will continue to study their challenge and related subject areas in depth in their cohorts and smaller groups.

⁷ These modes of inquiry are drawn from Connecticut College.



- **Junior Challenge Seminar 6, .5cr (Immersion).** Students will continue to study their challenge and related subject areas in depth in their cohorts and smaller groups. Challenge Seminar 6 concludes with a group work plan that will set the direction of group work during Year 4.
- **Senior Challenge Seminar 7, 1cr (Action).** Students will conduct significant research related to their challenge and execute their work plan.
- **Senior Challenge Seminar 8, 1cr (Action).** Students will complete their work plan and research related to their challenge, culminating in a written component and a public presentation of their project.
- **Challenge Electives, 4cr:** Challenge Electives are courses the challenge group and project advisor identify for a given individual student to meaningfully contribute to the group's challenge project. For each student, the four elective credits must fulfill at least three different modes of inquiry.
- **2 January terms courses:** January courses may fulfill Challenge Elective or major credits.

This curriculum includes 12 courses for General Education Requirements (this does not include January term).

Notes on writing and language: Writing competency is embedded in the curriculum; no additional writing courses are required. Language is encouraged early on, but optional.

Timing of Courses

- **First Year Challenge Seminar 1, 1cr (16 Students):** Semester 1
- **First Year Challenge Seminar 2, 1cr (20 Students):** Semester 2
- **Second Year Challenge Seminar 3, .5cr (32 students):** Semester 3
- **Second Year Challenge Seminar 4, 1cr (16-20 students, cohort):** Semester 4
- **Junior Challenge Seminar 5, .5cr (16-20 students, cohort):** Semester 5
- **Junior Challenge Seminar 6, .5cr (16-20 students, cohort):** Semester 6
- **Challenge Electives:** Semesters 1-6. By the end of Semester 6, students are required to complete 4cr of Challenge Electives, courses and modes of inquiry the Challenge Group has identified as integral for that individual student to understand in fulfillment of the contributions to the Challenge approach. For each student, the four elective credits must fulfill at least three different modes of inquiry.
- **Senior Challenge Seminar 7, 1cr (16-20 students, cohort):** Semester 7
- **Senior Challenge Seminar 8, 1cr (16-20 students, cohort):** Semester 8
- **2 January term courses:** January term courses may fulfill Challenge Elective or major credits. It is recommended that students take their first January term course in the first or second year.

Addressing Curricular Goals

- How does the curriculum meet the goal of beginning with a coherent foundation, cultivating understanding throughout the students' education, and culminating in an integrative experience?
 - This curriculum applies a highly scaffolded approach. Year 1 (Discovery) introduces students to the program through the First Year Challenge Seminar sequence that provides background for understanding the context of the challenges and an introduction to the modes of inquiry and cultivates the necessary research and presentation skills. Year 2 (Selection) engages students individually and in cohorts around the challenge that they have selected.

- Through their elective courses students explore possible majors and reflect on connections to the challenges study. Students are encouraged to take optional language courses early, both to avoid a bottleneck situation with challenge and major requirements and to incorporate such skills into their challenge research and activities. The continuing emphasis throughout the curriculum is on skill building and problem solving. Each subsequent year represents a transformation in the focus and form of student engagement (1. Discovery 2. Selection 3. Immersion 4. Action).
- Year 3 (Immersion) involves challenges specific seminars and the cohort's completion of a work plan for Year 4. The focus of the final year is on completion of the cohort's challenge. This effort marks the integration of the work of the individual contributors into the cohort's overall project and also of each student's educational journey.
- How does the curriculum meet the goal of helping prepare students to critically engage the world's great challenges – locally, regionally, nationally, and globally?
 - This curriculum is focused on the mechanics of identifying and thinking critically about challenges and solutions. These (local, regional, national, and global) and other critical lenses through which challenges are to be engaged are incorporated into the scaffolded sequence of challenge seminars. Students will be encouraged (but not required) to take language courses as part of their Challenge Electives to enhance their engagement with their challenge project.
- How does the curriculum meet the goal of incorporating high-impact practices such as project-based learning and/or significant project components?
 - This curriculum broaches project-based learning in smaller introductory ways in the first four semesters, and builds toward a significant cohort-based project to be engaged with and completed in the student's final four semesters. It uses multiple avenues to engage students dynamically, including small group tutorials with faculty, and cohort-based project work. The cohort project and each individual's experience within it is likewise scaffolded so as to maximize the yield in each stage of learning and new found abilities.
- How does the curriculum meet the goal of emphasizing understanding and application of multiple modes of inquiry as well as how cultural context and subject position may relate to modes of inquiry?
 - The modes of inquiry, as well as the critical lenses of cultural context and subject position, are modelled in the first four semesters' challenge seminars. This experience equips students to take four challenge electives.

Sample Student Experience

Marwa comes to Gustavus with an interest in becoming a community organizer and social worker. She plans on majoring in a language or another area of the humanities with hopes of bringing those skills back to her community.

First Year, Fall: Marwa takes First Year Challenge Seminar 1 and investigates how artists have responded to societal unrest historically with specific focus on the Global HIV crisis. She chose this subject because of her past involvement in a public art program implemented in her community in recent years. She writes, gives



presentations, and investigates Creative Expression as a mode of inquiry. Professor Z who taught her First Year Challenge Seminar 1 will be her advisor for her first three semesters.

First Year, Spring: Marwa takes First Year Challenge Seminar 2 from Professors A and B and investigates how the local municipalities are reacting to and preparing for global warming, while at the same time investigating how the scientific community is reacting to and preparing for global warming. She writes, gives presentations, and investigates Critical Interpretation and Analysis and Scientific Inquiry and Analysis as modes of inquiry.

Second Year, Fall: Marwa takes Challenge Seminar 3 and is introduced to and briefly explores eight different great challenges. She discusses, reacts to, and works to better understand the modes of inquiry related to these eight great challenges. At the end of the semester Marwa chooses a great challenge she would like to investigate for the next five semesters.

Second Year, Spring: Marwa takes Challenge Seminar 4 with 16-20 other students studying Refugee Migration (her chosen great challenge) with Professor X. Marwa chose to study Refugee Migration because her community has a significant refugee population with which she wants to work when she returns after graduation. Marwa will study Refugee Migration with the same cohort of students for Challenge Seminars 4-8, and be advised by Professor X all five semesters. The class will explore Refugee Migration through multiple modes of inquiry. Subsequently, they will form groups of 4-6 to develop a project that addresses Refugee Migration and determine which modes of inquiry group members will explore in their Challenge Electives.

Junior, Fall: Marwa takes Challenge Seminar 5 with her cohort from Challenge Seminar 4 to discuss and revise her group's approach to addressing Refugee Migration. She is also completing her Challenge Electives. Marwa has two Challenge Electives she needs to complete before her senior year because she took courses in her first two years that satisfied two of her Challenge Electives.

Junior, Spring: Marwa takes Challenge Seminar 6 with her cohort to discuss and revise her group's approach to addressing Refugee Migration. She finished all of her Challenge Electives in previous semesters, so this semester she is focusing on her major.

Senior, Fall: Marwa takes Challenge Seminar 7 where she meets with her Refugee Migration cohort and smaller research group. In addition to extensive research, Marwa and her group will begin compiling a written document and presentation which they will submit and present to the college community in April-May of their spring semester. Marwa's research group presents periodic progress reports to the cohort and faculty advisor getting feedback throughout the term.

Senior, Spring: Marwa takes Challenge Seminar 8 where she meets with her Refugee Migration cohort and smaller group to finalize the research, written document, and presentation they will share with the college community in April-May.

2016-17 Timeline

The logistics committee has created a timeline that will result in the development, review, and approval of a new general education curriculum. The timeline includes specific assignments for faculty committees, programs, and departments during the fall semester. Assignments for spring semester will be created based on progress this fall. Dates in bold on the timeline indicate faculty meetings, dedicated curriculum worktimes, or major curricular checkpoints. Dates not in bold indicate committee meeting days and committee assignments.

July 25-August 5: Faculty/staff focus groups

August 31 (8:30 a.m.-2:00 p.m.): Faculty Development Day session on project-based learning.

September 1 (9:00 a.m.-12:30 p.m.): Faculty meeting and retreat: Discussion and feedback on three models of general education curriculum. Feedback submitted synthesized by working group of Senate who reports to the curriculum committee by September 15. Curriculum committee will receive raw data in addition to Senate synthesis.

- September 9:
 - Senate: Synthesize information from Faculty Retreat, send to curriculum committee.
 - FCSL: nothing anticipated
 - GEC: Discuss three models and implications, send feedback to curriculum committee.
 - AOC: nothing anticipated
- September 13:
 - AACC: nothing anticipated
 - **Final date for faculty to send input to curriculum committee before the committee begins creating Draft Curriculum Framework. Departments should discuss the models presented at the retreat and send feedback as needed. New ideas welcome.
- September 16:
 - CC: Draft Curriculum Framework. Draft will be sent out on Faculty-L by September 20th.
 - FDC: Think through strategies that allow for time and resources to be dedicated to new course development.
 - CASL: Think about strategies for assessing a new curriculum.

September 23 (1:30-4:30 p.m.): Faculty Meeting: Rough draft of Curriculum Framework developed by Curriculum Committee discussed.

- September 30:
 - DCPDC: Bring feedback from departments and discuss Draft Curriculum Framework.
 - ATC: nothing anticipated
 - DEIC: Discuss Draft Curriculum Framework and implications, send feedback to curriculum committee.



October 7 (2:30-4:30 p.m.): Curriculum Designated Work time: Feedback on Rough Draft of Curriculum Framework via Departments (2:30-3:30 p.m.) and Divisional and/or Interdisciplinary designations (3:30-4:30 p.m.)

- October 14:
 - Senate:
 - FCSL: Begin discussions Draft Curriculum Framework's on Student Life
 - GEC: Begin discussions Draft Curriculum Framework's impact on global engagement
 - AOC: Begin discussions of fitting Draft Curriculum Framework into an Academic Calendar
 - **Final date for faculty to send input to curriculum committee before the committee begins creating Revised Draft Curriculum.
- October 21:
 - CC: Revise Draft Curriculum Framework to incorporate faculty feedback from open sessions in development of Revised Draft Curriculum. Revised Draft Curriculum will be sent out on Faculty-L by October 25.
 - FDC: nothing anticipated
 - CASL: Begin discussions of new student learning outcomes for Draft Curriculum

October 28 (2:30-4:30 p.m.): Faculty Meeting: Revised Draft Curriculum developed by Curriculum Committee discussed.

- November 4:
 - DCPDC: Bring feedback from departments and discuss Revised Draft Curriculum
 - ATC: nothing anticipated
 - DEIC: Discuss Revised Draft Curriculum and implications

November 11 (2:30-4:30 p.m.): Curriculum Designated Work Time: Open session to discuss new Draft Curriculum (2:30-3:30 p.m.) Curriculum Committee meets or TBD (3:30-4:30 p.m.).


November 15, *Timeline Checkpoint 1:* Curriculum Committee, Curriculum Logistics Committee, and AACC discuss next steps to be coordinated and distributed.

- November 18: Senate, FCSL, GEC, AOC
- December 2: CC, FDC, CASL
- December 9: DCPDC, ATC, DEIC

December 15 (2:30-4:30 p.m.): Faculty Meeting

January 6, 13 & 20 (2:30-4:30 p.m.): Dates set aside for additional curricular work. Work to be determined based on progress.

- January 27: Senate
- February 10: Senate, FCSL, GEC, AOC

- 
- February 17: CC, FDC, CASL

February 24 (1:30-4:30 p.m.): Faculty Retreat: New Draft Curriculum anticipated

- March 3: DCPDC, ATC, DEIC

March 10 (2:30-4:30 p.m.): Curriculum Designated Work time

- March 17: Senate, FC SL, GEC
- AOC: Finalizes scheduling grid to bring to faculty on April 7.

March 21, *Timeline checkpoint 2*: Curriculum Committee, Curriculum Logistics Committee, and AACC discuss next steps to be coordinated and distributed.

March 24: CC approves General Education Curriculum to bring to faculty.

April 3 & 4: Open sessions by division to discuss the general education curriculum approved by Curriculum Committee.

April 7 (2:30-4:30 p.m.): Faculty meeting: Vote on General Education Curriculum.

April 28 (2:30-4:30 p.m.): Curriculum Designated Work time: Key question: What do we need to do to make general education changes happen? Develop 2017-18 timeline for implementation in Fall 2018. (For example: course approvals, major changes, assessment, etc.)



Resource List

The following resources are good places to begin for an overview of current challenges in higher-education and the role of high-impact practices in addressing them. All are located in Google Drive:

<https://drive.google.com/open?id=0B5bPjdL3l22IVHZ3R2FWM3l5YXM> (Gustavus login required).

Bass, R. (2012). *Disrupting ourselves: The problem of learning in higher education. *Educause Review*, 47(2), 23-33.* A growing appreciation for the porous boundaries between the classroom and life experience, along with the power of social learning, authentic audiences, and integrative contexts, has created not only promising changes in learning but also disruptive moments in teaching. Bass considers how these disruptive moments provide opportunities to put high-impact practices, often on the periphery of the formal curriculum, at the center of the curriculum (<http://eric.ed.gov/?id=EJ965240>)

Berrett, D. (2016). *General Education Gets an 'Integrative Learning' Makeover. *The Chronicle of Higher Education*.* August 8, 2016. Breadth requirements, often loathed as annoyances, get retooled to be more coherent, interconnected, and appealing with integrative learning. Highlights curricular change at Northern Illinois University, Connecticut College and Appalachian State University.

Kuh, G. D. (2008). *Overview from High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter, *Association of American Colleges & Universities*.* One-page nutshell description of 10 high impact educational practices for higher education: first-year seminars and experiences, common intellectual experiences, learning communities, writing-intensive courses, collaborative assignments and projects, undergraduate research, diversity/global learning, service learning, community based learning, internships, capstone courses and projects. <https://www.aacu.org/leap/hips>

Kuh, G. D. (2008). *Excerpt from high-impact educational practices: What they are, who has access to them, and why they matter. *Association of American Colleges & Universities*.* This packet (35 pages) describes high-impact practices in detail, considers who has access to such practices, and considers why such practices matter. The packet includes descriptions of employers' views on essential learning outcomes and the relationships among selected high impact activities, deep learning, and students' self-reported gains.

Multiple authors. (2016). *The critical role of general education. *Inside Higher Education*.* This packet (34 pages) include short articles by Inside Higher Ed reporters. The articles explore how specific schools improved undergraduate education through curricular change, common features of new general education models, new forms of competency-based education, first-year experiences, and what students mean when they say they are "bored."

Appendix A. High-Impact Educational Practices

Excerpt from *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*, by George D. Kuh (AAC&U, 2008) (<http://secure.aacu.org/store/detail.aspx?id=E-HIGHIMP>)

First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Common Intellectual Experiences

The older idea of a “core” curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community. These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with “big questions” that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link “liberal arts” and “professional courses”; others feature service learning.

Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice “across the curriculum” has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support



from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore “difficult differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

Service Learning, Community-Based Learning

In these programs, field-based “experiential learning” with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects

Whether they're called “senior capstones” or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of “best work,” or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.

Table 1: Relationships between Selected High-Impact Activities, Deep Learning, and Self-Reported Gains

	Deep Learning	Gains: General	Gains: Personal	Gains: Practical
<i>First-Year</i>				
Learning Communities	+++	++	++	++
Service Learning	+++	++	+++	+++
<i>Senior</i>				
Study Abroad	++	+	+	++
Student-Faculty Research	+++	+	+	++
Internships	++	++	++	++
Service Learning	+++	++	+++	+++
Senior Culminating Experience	+++	++	++	++

+ p<0.001, ++ p<0.001 & Unstd B > 0.10, +++ p<0.001 & Unstd B > 0.30

Table 2: Relationships between Selected High-Impact Activities and Clusters of Effective Educational Practices

	Level of Academic Challenge	Active and Collaborative Learning	Student-Faculty Interaction	Supportive Campus Environment
<i>First-Year</i>				
Learning Communities	+++	+++	+++	++
Service Learning	+++	+++	+++	+++
<i>Senior</i>				
Study Abroad	++	++	++	++
Student-Faculty Research	+++	+++	+++	++
Internships	++	+++	+++	++
Service Learning	+++	+++	+++	+++
Senior Culminating Experience	++	+++	+++	++

+ p<0.001, ++ p<0.001 & Unstd B > 0.10, +++ p<0.001 & Unstd B > 0.30

Source: Ensuring Quality & Taking High-Impact Practices to Scale by George D. Kuh and Ken O’Donnell, with Case Studies by Sally Reed. (Washington, DC: AAC&U, 2013). For information and more resources and research from LEAP, see www.aacu.org/leap.

Appendix B. Curriculum Features

The chart below summarizes the major features of the three models presented above. Printed versions of this chart will be available at the Faculty Retreat.

	Model 1	Model 2	Model 3
Distinguishing Feature	All general education courses are linked to themes of Nobel, Building Bridges, and MayDay! conferences. Expanded experiential opportunities.	Clusters of general education courses are linked by themes that students choose to follow during their second through fourth years.	Students identify challenges that drive their work on a project during their second through fourth years.
Required GenEd Courses¹	10 courses	8 courses	14 courses (12.5 credits)
Capstone Experience	None	2 courses. One in major and one in general education.	Challenge Project
Academic Calendar	4-1-4-1 (15 week semesters with 5 week January and June terms). 3 required IEX courses (January or June). No traditional courses offered on campus in IEX.	2 semesters with May term.	No change from status quo.
Scheduling	FTS offered 200 minutes per week in the 8-10 a.m. hours.	No change.	Block scheduling for Challenge Project activities. Two blocks of at least two hours each week.
Study Abroad	Study away encouraged. Expanded offerings, particularly during January and summer.	Study away strongly encouraged, in the context of connecting academic learning with the world.	Study away encouraged. Study away can be used to complete Project electives.
Chapel	No change	Sabbath daily but at a different time of day	Sabbath 2-3 days per week.
Global/Diversity	Embedded in seminars that connect to Reading in Common, Nobel, Building Bridges, and MayDay! themes.	Embedded in a required experience to connect academic learning with the world.	Embedded in Challenge Project themes.
First Semester/Year Seminar	One-semester FTS centered around a great challenge.	First Year Seminar sequence prepares students for college success and for selecting a general education theme.	Two semester First Year Challenge Seminar that retains current FTS priorities.
Advising	FTS instructor acts as academic advisor until major is declared. Incorporation of a peer mentor into the FTS.	A first year advisor (yr 1) teaches FY Seminar. A general education advisor (yrs 2-3) guides students through general	A first year advisor (semesters 1-3) who teaches the first semester challenge seminar. A project advisor (semesters 4-8) teaches the fourth semester Sophomore

¹ On this table, required courses include first-term or first-year seminar, language requirement (if included), and experiential courses (as applicable).



	Model 1	Model 2	Model 3
		education theme and project. A major advisor, once the major is declared.	Challenge Seminar and guides students through a project and challenge seminars. A major advisor, once the major is declared.
Impact on Majors and Minors	No more than one general education credit can count toward a major. Only one IEX term course may be included in a major.	Minor programs will become thematic general education clusters. Majors will incorporate major-specific capstone experiences, as defined by each program.	No significant impact
Interdisciplinarity	Achieved through engagement in interdisciplinary campus events.	Achieved through collaborative (linked, co-taught, etc.) general education courses.	Achieved through team-taught second semester First Year Challenge Seminars that facilitate a multi-dimensional approach to modes of inquiry. Also facilitated through group approaches to chosen challenges in junior and senior years (4 courses).
Non-English Language	No change (second semester or equivalent).	1 semester at 102 level or higher. No exemption for proficiency.	Language optional; can be part of Challenge Electives.
Writing and Communication	No Change (WRIT-I and WRIT-D; students take 3 WRIT courses).	One semester of the FY seminar is writing intensive; one thematic general education course is writing intensive; students complete one “communicating in the discipline” course.	Writing competency embedded in the curriculum; no additional courses required.
Mature Understanding of Christian Faith	Theological/ethical dimensions incorporated in courses connected to MayDay! and Building Bridges.	One of the designated ways of knowing is connected to “mature understanding of the Christian faith” objectives.	None.
Role of Three Crowns Curriculum	No change.	3CC becomes a thematic path in the curriculum.	3CC eliminated.
Breadth Requirements	General education courses address multiple ways of knowing and are linked to themes of Reading in Common, Nobel, Building Bridges, and MayDay! conferences.	Ways of knowing are identified in thematic general education courses. Students take courses in at least 5 of 7 inquiry modes. Each general education course includes at least 2 inquiry modes.	Project teams work with their advisor to assemble a robust knowledge base to address their challenge project from multiple perspectives. Students take Challenge Electives in at least 3 of 5 inquiry modes.
Role of Student Cohorts	No cohorts; students choose courses independently.	~60 students in each thematic path; these 60 students will share some, but not all, courses in common.	Cohorts of 16 students share a common Challenge advisor and over-arching Challenge theme.