

Volume 21
August 30, 2018



THE PINK BOOK
Faculty Retreat Materials
Gustavus Adolphus College

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Introduction

Welcome to the 2018 Faculty Retreat and thank you for engaging in the work of designing and implementing a new curriculum for the students of Gustavus Adolphus College. This important work will continue throughout the 2018-19 and 2019-20 academic years; we will roll out the redesigned curriculum in the fall of 2020.

To get us to the 2020 roll out, we need your help with both clarification and implementation. Today, we will first clarify the place of January Term in the new curriculum, then gauge faculty opinion on the best way to ensure high-impact experiences for our students, and finally convene our first meetings of the area working groups that will establish criteria and write handbook language.

Agenda

- 9:00-9:15 a.m.** Welcome and Overview from Curriculum Committee
- 9:15-9:35 a.m.** Q&A Curriculum Committee Statement on January Term
- 9:35-9:55 a.m.** Small table discussion of Experience Credits
- 9:55-10:10 a.m.** Large group commenting on Experience Credits
- 10:10-10:15 a.m.** Straw poll on Experience Credits
- 10:15-10:30 a.m.** Break
- 10:30-11:10 a.m.** Challenge Curriculum Working Groups

Background

The Challenge Curriculum: How did we get here?

On April 27, 2018, the faculty endorsed a new general education curriculum—The Challenge Curriculum—that was four years in the making. This endorsement was an important milestone in a curricular revision process that began at the request of the faculty in 2014. Along the way, President Bergman initiated a strategic planning process, resulting in the Acts Strategic Plan; faculty endorsed curricular principles and general education learning outcomes; and members of the Curriculum Committee facilitated discussions with stakeholders across campus. The Curriculum Committee presented the first draft of the Challenge Curriculum in September 2017 and spent much of the 2017-18 academic year soliciting feedback and making the revisions that yielded a March 2018 proposal, which garnered faculty endorsement by a healthy margin.

As members of the Curriculum Committee reflect on the past four years, we are proud of the work we have done together. We have worked hard to listen and respond to the myriad—and sometimes conflicting—anxieties, concerns, hopes, and dreams of Gustavus faculty, staff, students, alumni, parents, and friends. We have moved from a vision for a new curriculum to a framework guided by that vision.

In spite of these successes, “loose ends” remain. During the 2017-18 academic year, we were not able to resolve the place of January Term and the best way to ensure that Gustavus students have “high-impact” experiences. The Curriculum Committee endorsed the continuation of January Term and opportunities for experiential learning, but the Challenge Curriculum does not explicitly include (or exclude) either.

By the end of the day today, we expect to have a clear handle on these remaining “loose ends” and to have begun the detailed work of implementation.

Curriculum Committee Statement on January Term

The Curriculum Committee recommends that the College keeps January term as a short, intensive period of study that runs between three and four weeks. January Term would support a range of courses, including, but not limited to: career exploration, study away, music and theatre/dance performance, community-based learning, intensive research experiences, *and/or* courses that count toward the major and general education requirements. Hence we see experiential learning continuing to play a role in January Term, but we want to eliminate the loosely defined “immersive” and “experiential” *requirement* to make room for major and general education courses that would benefit from an intensive short term.

Experience Credits

Overview and Context

The idea of Experience Credits as a mechanism for ensuring breadth in high-impact experiential learning opportunities came up in the summer of 2017 when members of the Curriculum Committee met to construct a framework for the Challenge Curriculum to submit to the faculty in fall 2017. The Committee identified five categories of high-impact experiences they wanted Gustavus students to encounter beyond those already embedded in the curriculum:

1. intensive research
2. music/theatre/dance performance
3. career exploration
4. community-based learning
5. study away, both domestic and international

These areas draw from the College’s strengths and aspirations as well as literature within higher education. Specifically, George Kuh’s 2008 AAC&U publication, *High Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*¹, has been important in discussions of experiential learning in higher education. Kuh lists the following as high-impact educational practices, many of which are in the Challenge Curriculum (as well as the current general education curricula, though less extensively):

1. First-Year Seminars and Experiences
2. Common Intellectual Experiences
3. Learning Communities
4. Writing-Intensive Courses
5. Collaborative Assignments and Projects
6. Undergraduate Research
7. Diversity/Global Learning
8. Service Learning/Community Based Learning
9. Internships
10. Capstone Courses and Projects

In 2018, AAC&U further refined its definition of Kuh’s high-quality, high-impact practices in its RISE initiative. The acronym represents the following acrostic:

- Research opportunities led by faculty and built into the curriculum
- International travel and learning tied to course pedagogy
- Service-learning experiences that help the local community
- Experiential learning through professional practice

This refinement is pretty close to the proposed five Experience Credit areas, which further articulate the fourth category above as two separate areas: (1) career exploration, and (2) music and theatre/dance performance.

Why Experience Credits are on the Retreat Agenda

Curriculum Committee conversations about Experience Credits dovetailed with questions about the nature and place of January Term. January Term was supposed to be experiential (hence the IEX designation), but, as we have discussed as a faculty, these “experiences” have been uneven and vague.² Experiential learning and January Term had been melded, but because the experience requirement in January Term was loosely articulated and enforced, the Curriculum Committee sought to disentangle the two. They shifted the focus away from January Term as the essential container for experiential learning and toward students’ entire education—semesters and January and even summers – as providing multiple opportunities for it. Experience Credits, as conceptualized by the Curriculum Committee, could occur in any kind of course—not just in January.

¹ This source, and all others mentioned in this document, can be found on the Curriculum Committee’s General Education Revision Resources and FAQ page: <https://gustavus.edu/committees/curriculum/CurricularPlanning/Resources.php>

² This problem with IEX January Term was noted at its last external review in 2007, when the reviewers remarked that the range of examples of “experiential learning activities” included in the faculty handbook is “remarkably broad.” There was an initiative in AY 2016-17 to define “experiential” in January term and to develop student learning outcomes for IEX. In the end, however, the January IEX Student Learning Outcomes Working Group was unable to identify a coherent definition of experiential learning and a set of experiential learning outcomes common to all IEX courses.

Why didn't the March 2018 Challenge Curriculum framework include Experience Credits? Frankly, there was a lack of consensus among committee members. Some faculty felt that the Challenge Curriculum embedded enough high-impact practices, particularly with the proposed version of the Capstone, and had enough requirements. Others thought that Experience Credits should be required to ensure that students participate in at least several high-impact experiences from the RISE categories, and that we should add them to the curriculum in the fine-tuning stages. At the final Curriculum Committee meeting in May 2018, members split down the middle on the place of Experience Credits. This division within the committee was complicated by the fact that March 9, 2018, faculty survey data showed strong support for Experience Credits.

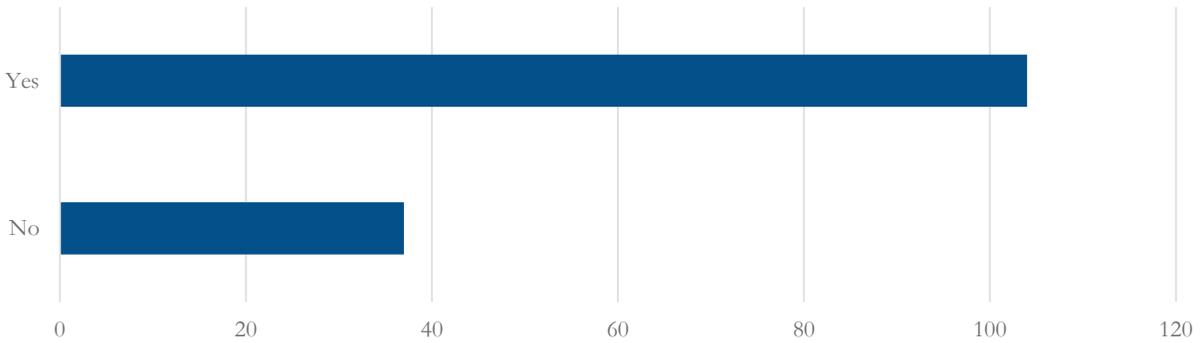
The Curriculum Committee decided to use the retreat to clarify faculty interest in Experience Credits and/or other ways to ensure high-impact experiences.

If the faculty endorses Experience Credits as a requirement in the new general education curriculum, the Curriculum Committee recommends the formation of an Experience Credit working group (similar to the working groups for all other area designations that will be meeting this fall) to (1) formulate criteria for these opportunities for experiential learning, (2) develop SLOs, (3) make recommendations for (a) the proposal process, and (b) the assessment of opportunities intended to satisfy this student requirement.

Survey Data on January Term and Experience Credits

March 2018 faculty survey

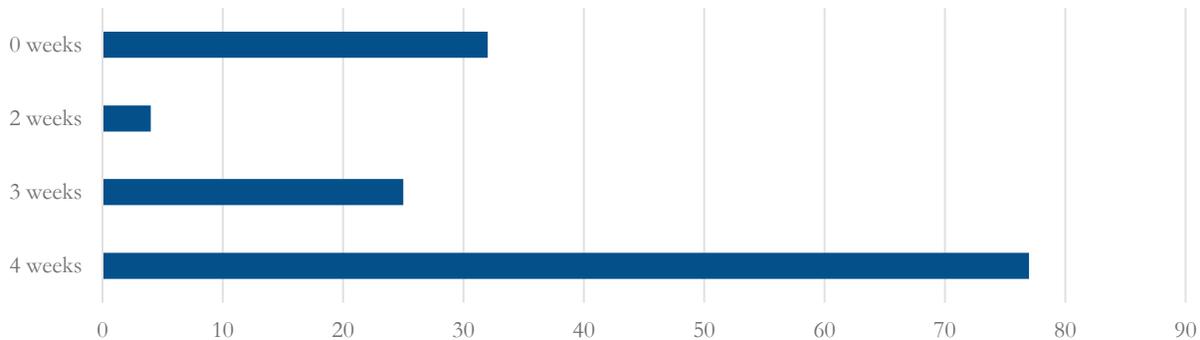
Q10 - Do you think January-term serves or could serve students well enough for the College to keep it?



#	Field	Choice	Count
1	Yes	73.76%	104
2	No	26.24%	37
			141

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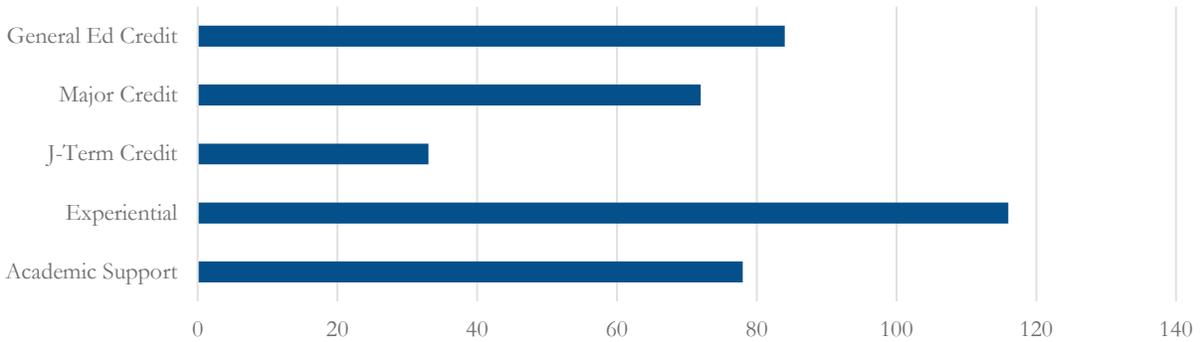
Q1 - How long should January term be?



#	Field	Choice	Count
1	0 weeks (end January term)	23.19%	32
2	2 weeks	2.90%	4
3	3 weeks	18.12%	25
4	4 weeks	55.80%	77
			138

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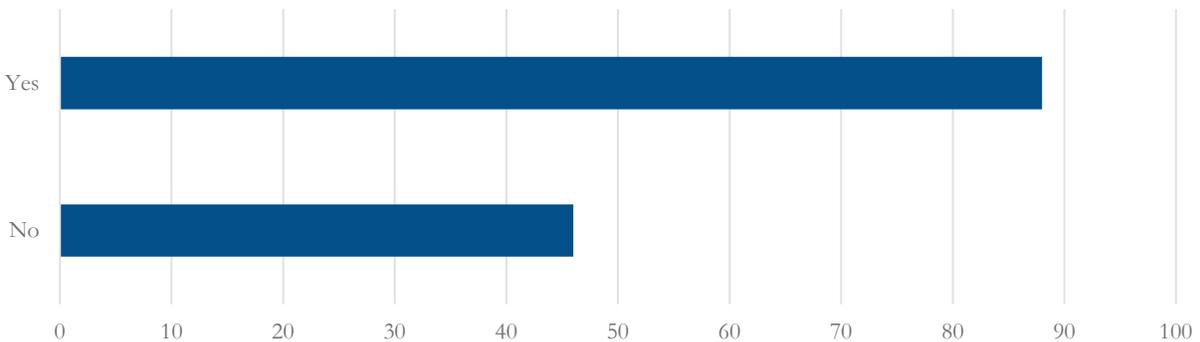
Q2 - Assuming we have a January term, what should be offered in January term? You may choose more than one.



#	Field	Choice	Count
1	Courses that count for general education credit.	21.93%	84
2	Courses that count for major credit.	18.80%	72
3	Courses that only count for January term (current model).	8.62%	33
4	Use this time for experiential high impact practices (e.g. internships, theatre performances, study away).	30.29%	116
5	Intensive academic support experiences.	20.37%	78
			383

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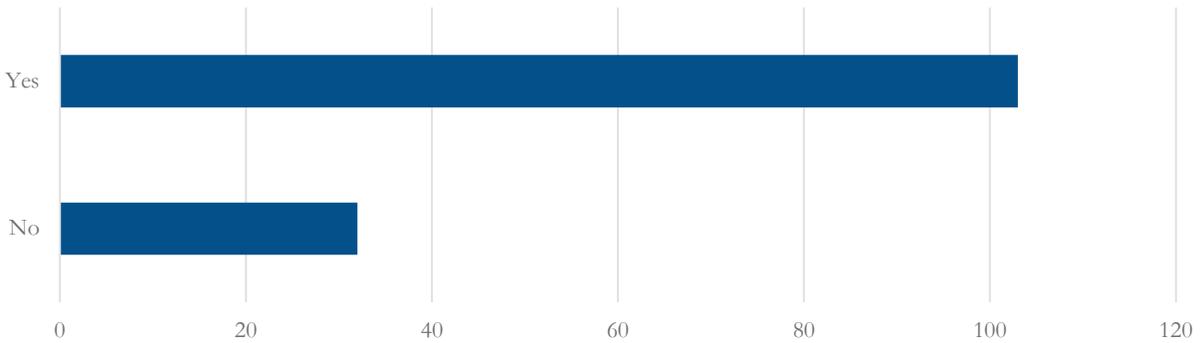
Q6 - If January Term could count for the major and/or general education, do you think your department could envision a regular rotation of teaching in January Term as part of faculty's normal load?



#	Field	Choice	Count
1	Yes	65.67%	88
2	No	34.33%	46
			132

Showing Rows: 1 - 3 of 3

Q3 - Do you support the idea of Experience Credits in a new general education curriculum?



#	Field	Choice	Count
1	Yes	76.30%	103
2	No	23.70%	32
			135

Showing Rows: 1 - 3 of 3

Q7 - Why do you support requiring Experience Credits?

It seems to add important possibilities for future development that are not solely academic, but are especially needed in the age group.

Hands on experiences are essential in a 21st century education.

Students need to take their learning out of the classroom into the real world

Way to make official a unique aspect of present Gustavus curriculum, way to quantify and give credit/resources to those engaged in this work presently who are doing so without support or resources.

It is important for students to have a well-rounded liberal arts education that engages all aspects of themselves and experience credits can help do that.

Good experience for students in real world

Students who have intensive experiences seems to not only understand the core material better/more deeply, they also have a better sense of context and who things integrate.

I think they are valuable and learning intensive.

It would regularize a common interest of many students and provide great institutional support for service learning courses.

I think there is high impact learning that takes place during these experiences.

Allow students opportunity to apply their education and make connection to real practice.

Because I don't think that education consists of academic coursework alone. Because it is clear from experiences I have had, and others have reported, that experiences are profound tools and sources of insight.

Because students learn best by applying their learning

I like the idea of providing incentive for students to engage in these high impact experiential practices. But I have concerns about logistics/details.

Because they are high impact practices.

Hands-on experiential learning is a way of knowing, immersion is powerful.

Of all the things we've named so far as possible "distinctiveness" in our GenEd revision, Experience Credit has been one of the few things I thought fit that bill as "distinctive." So I support requiring them both because I value them, AND because they're the only distinctive thing I've seen us discuss with any real vigor.

I'm not entirely sure I do, but the choices were only yes/no. I think this is an idea to explore more but I haven't heard the full implications yet.

If experience credits are broadly construed (study away, intensive research experiences, internships, etc.) then I think they can be transformative for students

To ensure that every student takes advantage of these unique learning opportunities

Because experiential learning is a primary mode for true integration and understanding

High impact practices

Experiential courses lead to better learning in certain contexts.

Experience credits provide students with opportunities that they may not be able to have otherwise during their four years at Gustavus. Many students begin their summer jobs in May, so they would not be able to study abroad in per say a "May Term". Also the Education Department has Jterm student teaching for those teacher candidates who are earning a middle level endorsement and also for K-12 PE/Health majors. They are not able to fit this student teaching requirement into a regular semester and it is a requirement of the Department of Education that they complete at least 4 weeks in their additional endorsement areas.

Recruitment and a change of pace

It provides students with hands-on learning opportunities

They are things students are (or should be) doing

No. I support high impact experiences, but not requiring them. We need to continue to strongly recommend them to students, but there are a variety of economic, logistic and motivational factors that prevent students from participating in these endeavors. Requiring them will be much more work for the faculty than currently imagined. Requiring it of everyone also will quickly dilute the quality experience, thereby reducing the high impact; having less motivated students doing this credit 'just to get it out of the way' will also suck the joy out of it for many faculty. I want to teach these courses or facilitate these experiences for those that are taking the initiative to do it b/c they know it will high impact.

Valuable, high-impact practices

Because it fits into today's expectations about higher education

“EXPERIENCE CREDITS would highlight the significant role that touring serves in the lives of our student musicians. Domestic and international tours provide students life-long learning experiences that are distinctive educationally and artistically. Our touring students serve vital roles for the college during these tours related to admission, advancement, outreach, mission, and more. If the faculty moves to support Experience Credits in the new GenEd curriculum, the music departments supports Music Tours counting as an Experience Credit.”

Our community values and already implements high impact practices such as CBSL and student-faculty research collaboration; therefore, we should create a formal mechanism to recognize students’ involvement in these practices and provide faculty members credit for leading these experiences.

It broadens the liberal arts experience, and could serve as a recruiting tool.

It is the only course geared towards discerning if teaching is the right career path for the said student.

High impact, unique experiences for students.

My main concern is keeping J-term travel courses. Experience Credits appear to be conducive to that.

I’m not sure I do. I wonder if offering “experience credit” courses would lead to faculty NOT doing CBSL without being given another course credit. This would leave the college either poor, or the number of experience credits as limited. I am amazed how many TT or tenured faculty on this campus only teach one course. I think that faculty who want to add CBSL experiences to a class should do so, as a great learning experience for students, NOT because it is another way of reducing their course load.

It makes us distinctive. It serves the student. It is what I believe has been slowly disappearing in my 27 years here.

EXPERIENCE CREDITS would highlight the significant role that touring serves in the lives of our student musicians. Domestic and international tours provide students life-long learning experiences that are distinctive educationally and artistically. Our touring students serve vital roles for the college during these tours related to admission, advancement, outreach, mission, and more. If the faculty moves to support Experience Credits in the new GenEd curriculum, the music departments supports Music Tours counting as an Experience Credit.

Students’ education means more if they find ways to apply it outside of the classroom.

Students need to demonstrate they can function in the real world when applying for any post-graduation opportunity, and having something explicit on their transcript might validate that experience even more than just a notation on a CV.

J term, experiential coursework or independent studies, internships

They fit well with the College’s mission and learning outcomes.

Preparation of students to enter a world as well rounded people with a variety of experiences teaching them how to lead, follow, interact, and understand complex situations.

Students gain important skills and perspective from them.

It’s hard to get immersive experiences in most of the curriculum, but they are very impactful for students. I have first hand experience with these kinds of courses and I have data to back up the assertions.

It gives students the opportunity to step outside of the classroom and have some ‘real world’-related experiences.

Students need more than classroom learning to be well educated. It has the potential to support transformative events like international travel, internships, semester exchanges and such.

Experience Credits help demonstrate for students why their liberal arts education matters. It's a way to test out their ideas, be creative, take risks.

I think that these types of experiences help to prepare students for careers and life after college. Exploring career options, learning independence, working as a team to produce a show, or studying abroad all broaden students experiences in a way that traditional courses cannot.

It is good for the students education and for their future job search

Having outside the department / campus experience gives different outside world experiences

It's essential for today's job market.

Education models are shifting. This would give us flexibility to intensively teach elements that are not possible during the traditional semesters.

Students need opportunities to immerse themselves in exploring a concept in dept

Yes

Maakes sense

Provided there is financial support it would be a way to get lower income students to take advantage of some of the stuff wealthier kids know to seek out.

I think it would be a unique aspect of the experience, would promote study abroad and give students credit for internships and research.

Why shouldn't we? Seems crazy to think that experiences aren't considered to have academic merit.

Give us more possibilities and I liked the diagram presentation today

Currently our students do complete experiences every semester without credit. This is an immense amount of time outside of the classroom and I think it would be helpful to be able to allow experiential credits for this.

There are students who graduate from here without having had a major transformative experience through creative work or research and those experiences seem enormously significant for their development to me. I see this as a way of taking the burden off departments that may find research intensive experiences impossible because of their number of majors by making it something that can come from outside the major.

There are so many students who think they "want to be a..." but do not have a sense of what that really is. It forces students to get out there.

Full experience for students to employ their knowledge and skills

They can be high impact experiences

Because it has the potential to make our students more competitive when they go out in the real world.

Valuable, real world experiences.

This is the gateway to the professions students will likely enter. Gaining crucial experience, networking, and professional skills (communication, dress, expectations) is necessary and will likely lead to greater opportunities for students.

No

The experiential component of Liberal Arts is a necessary addition to the theoretical and skills training we focus on in the traditional classroom.

Works well for hands-on lab, production, CBL, service, and career exploration.

Because I think that intensive academic courses should be credit bearing.

It would provide students with opportunities to connect theory and practice.

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Q8 - Why don't you support the idea of requiring Experience Credits as proposed by the Curriculum Committee?

students already have such experiences through many of their current courses

The idea itself is attractive, but there are still some uncertainties in terms of resources available, the extra work that faculty/departments might have to facilitate (assuming student demand will increase dramatically), and some departments/programs will be either be at an advantage, or disadvantage to offer EC. If we count EC credits, I don't think they come at the expense of the general education requirements, instead, should be a graduation requirement that would come as part of the electives.

Honestly, I have so many unanswered questions about experience credits - you need to provide more details and context before I'd ever think about supporting them. Like the load question - huge. How will these count in our loads? What will they look like? Do we feel comfortable offering types of experiences as experience credits (music, athletics etc.) that not all students can participate in? That not all students can afford (study away)? Can all of our offices and departments even support these? Can CBSL/career center/CICE scale up to support student need if necessary? How will intensive research experiences happen? Have you consulted faculty broadly? Faculty in the library? This needs much, much more study and work before we can even begin to discuss it seriously. Please do not rush this - I do think experiential credits could be interesting, but please please please don't rush into things.

It seems an added burden.

Not clear what you mean by the term.

It leads to extensions to other experiences counting and their equivalent values becomes dubious and difficult to assess. Participation in PASO, for instance, in preparation for African night, would need to count as would much else-- like independent get-togethers to discuss some major national social or cultural issue, or helping coach soccer, and so on.

We need to foster agency in our students to take courses. Current model (i.e. requiring students to take X number of credits) may have had a good intention at the beginning, but have lost its original function. Students take the course because they have to take it, and excitements are lost from all parties involved.

It is step I down the road of eliminating J-term altogether. Internships/Service learning will be approved that never happen at a full credit level.

Students can learn a lot through experience. They shouldn't have to pay for it, too.

Core curriculum should be faculty centered and driven not co-curricular.

Lots of courses are experiences. I think it's an unnecessary add-on. Students generally know the value of experiences (research, internships, study away). We advise them such, they are getting the message before they come hear even, increasingly.

Too difficult to justify what counts. Let's keep encouraging these practices in our advising.

Not enough information, plus likelihood that some (most?) of what students do will end up being uncompensated faculty work. If the CC won't bother articulating what it wants, how should we make an informed decision?

I would if I had trust in curriculum committee. This process and the response to feedback has been so poor that I do not trust the committee to do anything that the faculty wishes. Most disturbing as a social scientist is how unethical the surveys have been. The surveys are written to make people commit to certain responses. Would never be accepted as social science research for any journal. I am offended by how unethical this process is. Basing anything on the data gathered is invalid and unethical. And I know that you will never publish this comment but this is the comment that most represents faculty opinion. Get out and actually talk to faculty and you will find that we are not as excited as you all are. Pull the plug. Stop wasting our time. And admit you have no plan or evidence. And have some integrity and publish all the faculty responses.

insufficient rigor

Because they are poorly defined and we have yet to demonstrate the pedagogical value to our students. We haven't even been able to define shared learning outcomes for the experiential J term we currently have

Students are very weak here. Need more courses with rigor, not more gimmicks.

I do not believe this can be funded as a requirement. In fact, I doubt that we have the funds to support anything other than minimal curricular innovation.

I don't like the idea of experience credits separate to a major or gen ed. I want it to be clearly coordinated within a department or program. The one exception would be if we clearly defined experience credits in terms of only service learning or study away.

A higher ed fad, which too shall pass.

I think it muddies the waters, and it will become too hard to distinguish among the categories, and the next thing you know, "everybody's a winner" and there are participation trophies, so to speak. I think an intensive research experience that lasts all summer is quite different from touring with choir for a week. but how to quantify and make those judgments? I'd much prefer to see students learn a format for keeping track of their experiences and writing them on a resume.

1) I'm wary making much of the extra-curricular experience of college into formal requirements. These should be activities that students engage in for enrichment, fun, and *relaxation*. Turning them into requirements, I fear, will transform them into sources of anxiety and stress for students. 2) As professors, we already face enormous pressures to excuse students for sports, music tours, etc. If these turn into official requirements, they'll eat even more into the curricular requirements.

I think we already provide lots of opportunities for students to engage in high impact practices. I don't like the idea of more hoops to jump through. And, at this very moment, we can already claim that 100% of

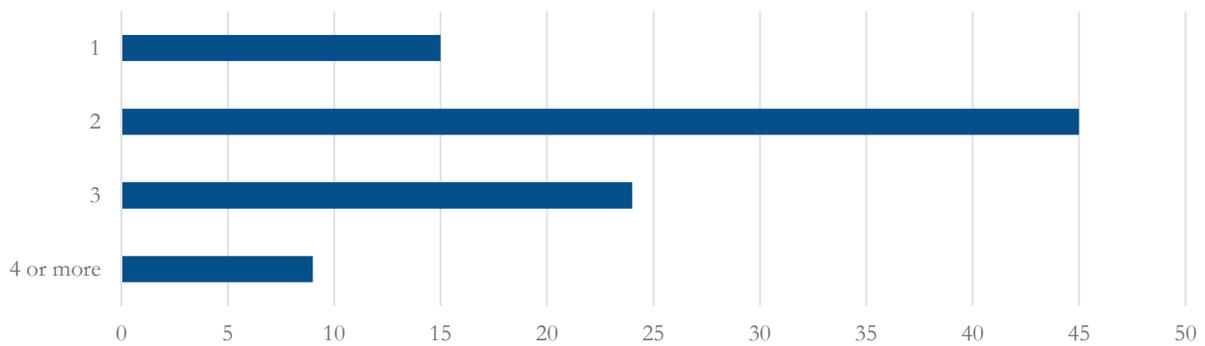
students engage in 4 HIPs (FTS, common experience (Reading in Common), Writing Intensive courses, and Diversity/Global experience, with opportunities to do many more HIPs.

For the question below, we should be able to choose more than one option

How to insure that all students have opportunities to participate (cost of study away programs, not all students qualify for music tours or varsity athletics or meaningful research/field work experiences)

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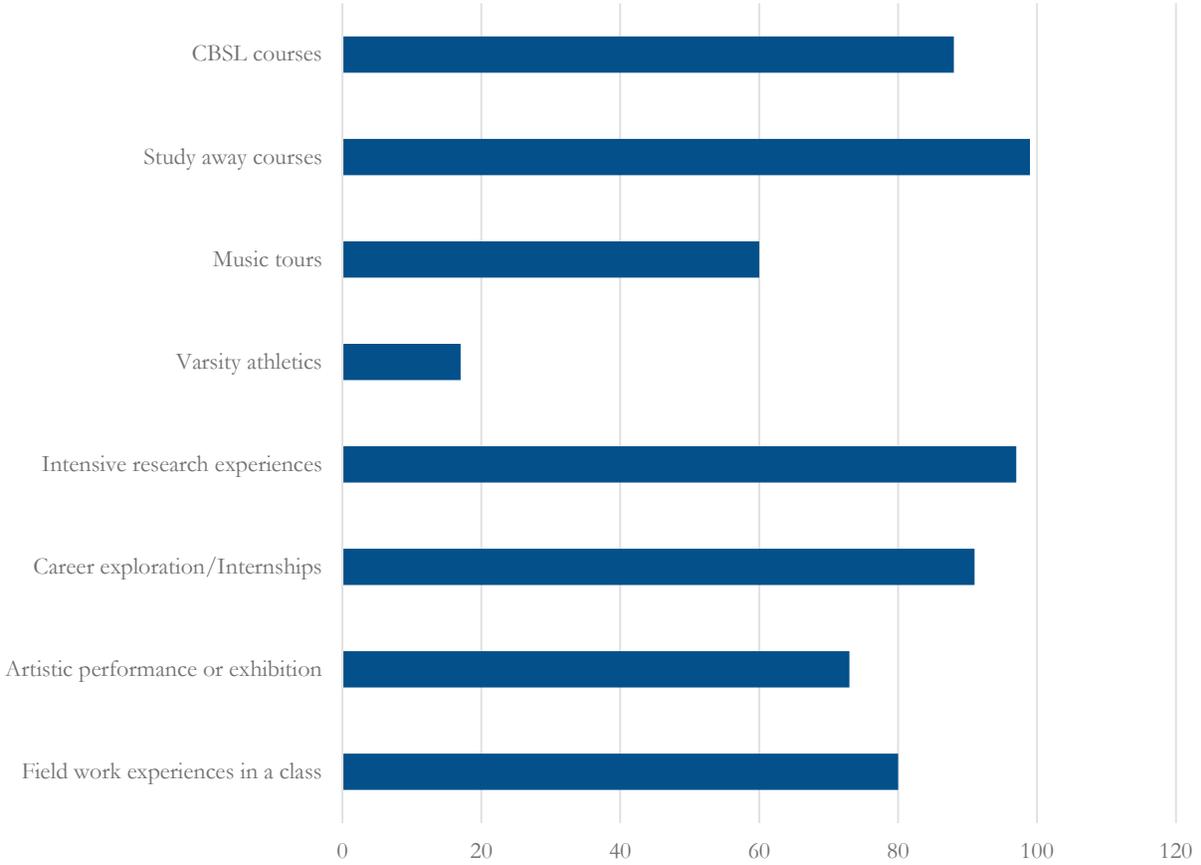
Q5 - How many Experience Credits would you require?



#	Field	Choice	Count
1	1	16.13%	15
2	2	48.39%	45
3	3	25.81%	24
4	4 or more	9.68%	9
			93

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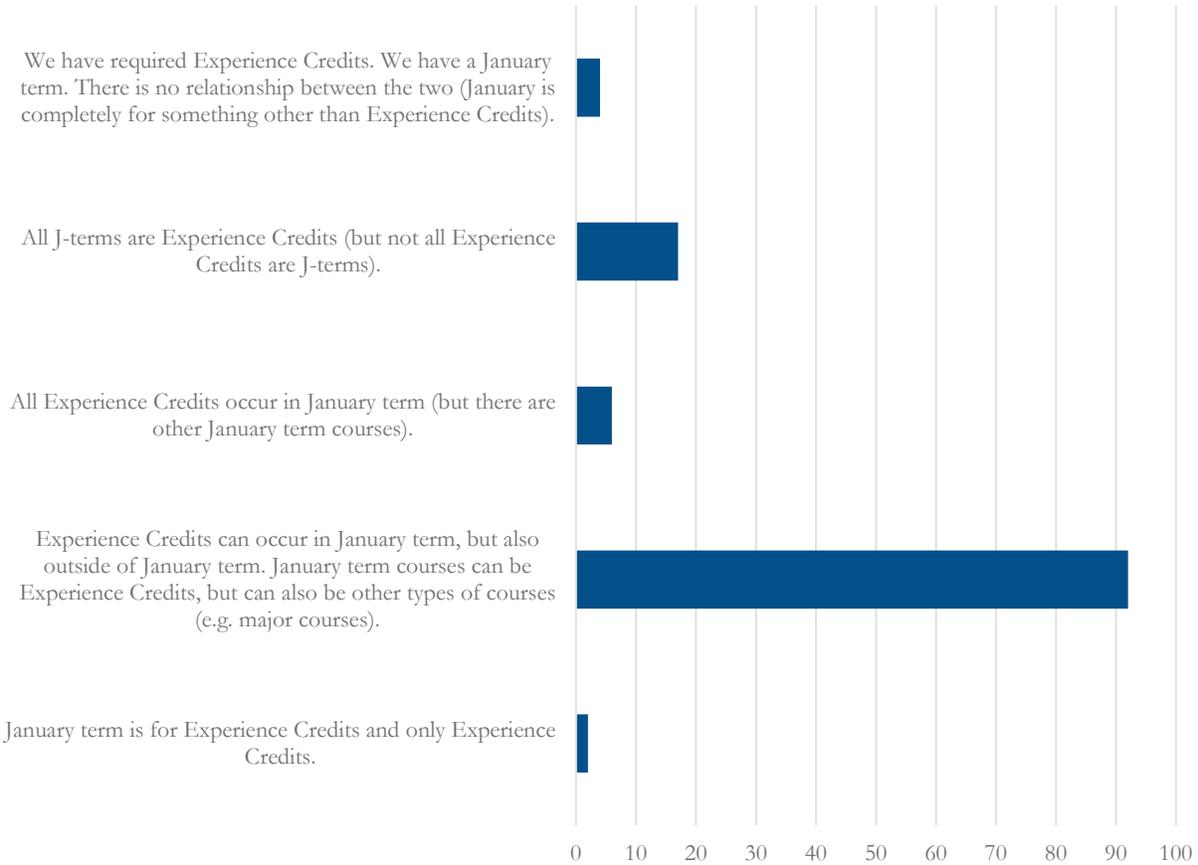
Q4 - Assuming we implement Experience Credits, which categories do you think we should count? (We are including both high impact experiential practices and possibilities that have been brought to the committee.)



#	Field	Choice	Count
1	Community-based service learning courses	14.55%	88
2	Study away courses, international and domestic	16.36%	99
3	Music tours	9.92%	60
4	Varsity athletics	2.81%	17
5	Intensive research experiences	16.03%	97
6	Career exploration/Internships	15.04%	91
7	Artistic performance or exhibition	12.07%	73
8	Field work experiences in a class	13.22%	80
			605

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Q9 - Assume we have Experience Credits and a January term. Which of the following relationships would you most prefer between the two?



#	Field	Choice	Count
1	We have required Experience Credits. We have a January term. There is no relationship between the two (January is completely for something other than Experience Credits).	3.31%	4
2	All J-terms are Experience Credits (but not all Experience Credits are J-terms).	14.05%	17
3	All Experience Credits occur in January term (but there are other January term courses).	4.96%	6
4	Experience Credits can occur in January term, but also outside of January term. January term courses can be Experience Credits, but can also be other types of courses (e.g. major courses).	76.03%	92
5	January term is for Experience Credits and only Experience Credits.	1.65%	2
			121

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Q11 - Is there any additional helpful feedback that you would like to provide about Experience Credits?

They indicate what seems to me like a balance, but I'm a little uncertain as to whether my answers carry contradictions.

"Experience credit" needs a clear, refined, and negotiated definition that meets outcomes we hold for "experiences." "Doing something out of the ordinary" is not a valid criteria for me. "Doing something again that I've been doing since I was 8" automatically disqualifies a thing as an Experience credit. For me, original experience is essential. Reflection is essential. Expanding horizons in substantive, meaningful ways is essential. Discovery, of oneself and the greater world, is essential. I support the concept of Experience credits in concept, for the same reasons I used to deeply support IEX, which once upon a time had the resources needed to meet some of these goals. But, having seen the potential of IEX largely erode and vanish after being starved for resources (e.g. farmed out to NTT faculty who don't have the time, support, expertise or job security to design and teach truly innovative experiential courses), I would only support Experience credits if they were structured in a way that ensured their integrity--whatever we decide that means for us as a community.

I know there is a lot of passion around J-term on all sides. From my perspective, it seems to boil down to 1) people feel like J-term courses are not academically rigorous enough and they see no way to make them more so. I see that as a failure of imagination. We have ways of doing this in the regular semester. 2) they really just want summer to start earlier and will find whatever fault they can. I have sympathy for this, but I see it a very selfish. I think the metrics are there to demonstrate the value of J-term, and we are here to serve the students.

I think the idea of student teaching in January is very valuable. I think the J Term Career Explorations are very important because it is only for four weeks which the students can do even if they are not getting paid for the experience. I do not think there are enough good summer internships to go around and that would be more challenging to find meaning full experiences in the summer.

Good for resume. Powerful opportunities. Cut out Touring Week before J-term.

More just in general with these surveys: I would like more opportunities to explain my answers and/or have more vagueness in my responses. For example, I don't REALLY think 2 credits should be what we expect students get for Experience, because my answer would vary depending on how we use them and what we think counts toward them.

At this point it seems the idea of Experience Credits is not well-formed. I think it might have promise but seems at this point to be a hodgepodge of Things Gusties Do. I am troubled by the assumption that major courses cannot (or are not) also be experience/high-impact learning courses.

The EC concept has lots of merit. The challenge is the time we have had to consider what this would mean in practice given all of the other gen-ed considerations. Have we considered summer? May-term? Will faculty be expected/required to facilitate EC for students? Are there sufficient resources? Will student demand outstrip faculty/department ability to provide such opportunities? Is there a philosophical point to consider, that simply doing these activities provide an intrinsic experience that shouldn't rise to be counted as EC? Doesn't this become another "check-box" for students to consider? If we were truly interested in doing something distinctive, what about setting a goal of 100% study away experience (domestic and international), or that a J-term study away was tied to FTS courses where one spends a semester learning the content, then the J-term having that direct experience? To what degree do economic resources and social capital play in allowing a student to pursue/not pursue such opportunities. Is there a possibility, that in this good intention, we could marginalize students further between the haves and have nots?

I have so many logistical questions about how these things can even be accomplished. I don't feel like the committee has done a good job even asking these questions. I also feel like Jterm gets held hostage by certain departments and these issues haven't really been addressed. I'd encourage the committee to take a step back, not push the April deadline, and spend some time really finessing and laying out all the implications of a new curriculum. I don't hate some of the ideas that have been presented, but I don't see anything cohesive about it - and I worry that we'll end up with a proposed curriculum that the current faculty can't actually teach.

Lots of competing schools have it. Concordia College has PEAK experiences. Luther College requires two J Terms, one of which is experience credit. Hamline has LEAP experience requirement. Etc.

The first question in this category did not work correctly - it only allowed me to select one of the options for Experience credits.

Raise the faculty workload to 6+1/3 or 6+1/2 so that regular TT faculty can staff Experience Credits and J-Term and it isn't just NTT/visiting teaching these courses

Don't forget the intensive arts credit is both academic and experiential. That's the model.

These questions are hard - I think the things above should "count" depending on a number of factors. A field experience in a class -- well, how much of an experience? I don't see how varsity athletics fits but maybe there is a model I haven't considered. Not sure how many credits, not knowing what 1 credit looks like.

I do not think adding some "experience credits" is a good idea and superfluous to what we have

It is very cumbersome that the discussion combines the function of experiential credits with the need/removal of J-term. These two issues need to be discussed separately.

I think we can have experience credits in the course of two regular semesters and axe the J-term. I think it has been unfortunate that we have confounded the two in the Faculty discussion. It has diminished our capacity to think through the experience credits independent of the January question.

The large group discussions and my table's discussion at the March 9th faculty meeting seemed to only focus on the whether we should have a JTerm or not and if so, how many weeks. We didn't really address what Experience Credits would be and how they might be implemented. It would be nice to hear the faculty body to weigh in on that topic.

The questions about (a) the number of Experience Credits and (b) Categories to count are closely related. Please be careful when you interpret and publish the survey results.

So nursing could have experience credits for every nursing course. All of the time that our students spend in clinicals and in agencies, should be called community based service learning--, and could easily be experience credits. If nursing students could get all of their "experience credits" out of regular nursing/clinical courses, I think that would not be a good thing. We want well rounded nursing students.... they SHOULD experience the world outside of the clinical experience.

Just that I strongly support them.

As with everything we're planning, I think integration is important--integrate experience credits with academic learning. Doesn't have to be concurrent--students can build off of a course by following it up with an experience the next semester, or they can build off of an experience by applying it to research for a course or a thesis.

There is a lot of program flexibility available here and I think it can expand the experiences we offer in a meaningful way and a marketable way. This should not just be a repackaging of j-term.

Experience credits as they are envisioned here undermine academic rigor. The definition is too broad to having any significance for the college's academic excellence.

1. Hard to answer a lot of the questions this week. This is an interdependent system where much hinges together, and thus one thing "depends" on how another is constructed. I don't have a view of what the overall package should be. KEY KEY - this hit me after the meeting. IF we are going to emphasize global then we need to keep J-term. This is the most cost effective way for the college (not students) for students to study away. Semester long programs are harder expense wise and for some students to consider. I think we need to think about building up LOW cost J-term options as part of a global emphasis. Roger said \$2000 is the low end of J-term costs. We should have more options for students at that level of cost. Petatlan sister city, etc.

Be prepared to have a committee charged with approving or denying what a student justifies as an Experience credit.

Have some experiences (e.g. semester abroad) able to earn more experience credits than lesser engagements (e.g. music tour).

As with every blessed aspect of curriculum reform discussions, discussing virtually everything in isolation leads nowhere. I could possibly support the inclusion of experience credits (and many other new things) but without being told what the overall structure in which they fit would look like (which is true of first year seminar, challenge tracks, gen ed areas, etc etc etc etc etc) it is impossible for me to say for sure what I would support/not support. The curriculum necessarily will involve a series of trade offs and we won't be able to incorporate every good idea that comes from the faculty; that's a fact that in three years the CC and the lurking strategic planners haven't been able to absorb. Also, the idea of voting in April on a new curriculum when the CC STILL hasn't articulated an acceptable framework its own members agree on is a terrible idea.

Doubtful. I can't offer helpful feedback until we have a curriculum and know the relationships between proposed elements. This is work we should have done two years ago. And you are going to put all the elements together and propose them all to us in the next month? And we are going to vote on this in a month? Without further discussion? Are you kidding?

January Term should also be an opportunity to teach "non-traditional" courses on minority and international cultures

It seems like we are trying to put a different label on what we are already doing. I don't see the point.

I think that 3-4 week JTerm would benefit Gustavus in many ways beyond academics. Networking and relationship building, recruiting, and marketing come to mind.

I have great fear that none of these curricular reforms are research driven. Do we have any data at all to suggest that anyone wants/needs experience credits? That any student will select Gustavus who would not otherwise have done so because we require experience credits? I think we already do much in this area and do not believe students leave in any way shortchanged of "experiences," under our current curriculum, but I fear this smacks of mission trips to outsiders who are not as familiar with Gustavus as we are.

I'm continued to be amazed that January term is even under discussion. J term is what helps make the liberal arts so unique. Getting rid of j term, or severely cutting it, seems to discredit the value we place on the liberal arts. My area, music, is vital to the January term experience. Music is so vital to what this place is all about...I am in very strong of support of continuing j term in the current model with experiential learning being a part of this. Our music tours are experiential learning, are they not? These opportunities

for our students will have a lasting impact versus getting out of school several weeks earlier. It's not about us...it's about the students. Let's be distinctive, let's be innovative, and let's honor our traditions.

It feels as if the question of January Term needs to be resolved first.

We need to have some agreement not about what things count but what students get out of an experience for it to count.

For the penultimate question, I choose all the options. The survey does not allow that, unfortunately.

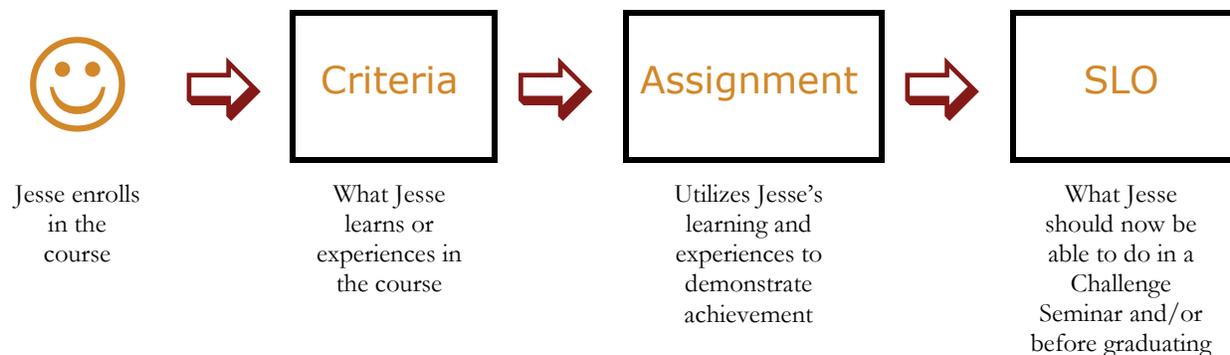
The second to the last question would not allow more than one answer, but I think all should count. I also think we should have two regular IEX courses, and one boot camp for GRE LSAT GMAT prep or catch up for people who did poorly in bio, chem etc.

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Process for Creating SLOs, Criteria, and Assignments

Getting Started

In order to help you create student learning outcomes, criteria, and descriptions, we suggest going through a *backward design process*. This process focuses on what one or two skills, abilities, understandings, or ways of knowing we want students to transfer from their general education course in a designation to other courses, questions, and challenges. In other words, you will work backward through the diagram below by first specifying the final outcomes from your designation.



This process asks you to limit the number of designation-specific outcomes. Individual courses can have more outcomes and courses might also be accountable to other department and program outcomes. For the purposes of general education, however, it is important to focus on 1-2 designation specific outcomes that all students will be able to apply in other contexts, such as the Challenge Seminars, personal and social lives, or professional and civic responsibilities. By limiting the number of designation-specific outcomes, students have a clearer sense of what we expect them to learn for general education and faculty have a clearer sense of what we can assume our students have learned in general education courses. Fewer designation-specific outcomes also allow individual faculty time and space to develop the course content as they wish.

Components of SLO Design

Before you begin, some quick terminology:

- **Student Learning Outcome (SLO):** what students should be able to do by the end of the course. Knowledge of facts, discipline-specific theories, or specific content are typically not appropriate SLOs; coverage of specific content is more appropriate for criteria.
- **Telling Assignment:** an assignment through which students could demonstrate that they have met outcomes. The assignment(s) should allow outsiders to determine whether or not students are achieving the defined SLO(s).
- **Criteria:** What would you need to teach/cover in order for all students to do (for SLO & Telling Assignment)

Step One: Identifying Essential Learnings

In order to think about what is essential in your designation, begin your conversation by considering the scenario most appropriate to your designation:

Imagine you are teaching a Challenge Seminar, the culmination of the general education curriculum. Student Jesse comes in with only having taken one course in your designation. What 1-2 things (e.g., skills, ways of knowing, methods) would you want Jesse to bring to the table from your designation in order to be a successful participant in the seminar?

Imagine Jesse is a graduating senior who is about to enter a new personal, social, professional, and civic context that is different from the one they have become accustomed to at Gustavus. What 1-2 things (e.g., skills, practices, methods) would you want Jesse to have available from your designation to support embarking on this journey?

Step Two: Translating Essential Learnings into Student Learning Outcomes

Now that you have identified some essential learnings, use them to write designation-specific student learning outcomes. Each SLO should have one verb and be written in the following format:

Students taking a course in this designation will be able to [verb] _____.

The following table includes suggested SLO verbs that are appropriate based on what you want them to be able to achieve by the end of a course in your designation:

Levels of Cognitive Process	Action Verbs
Remembering <i>Can the student recall or remember the information?</i>	Define, duplicate, list, memorize, recall, repeat, reproduce, state
Understanding <i>Can the student explain ideas or concepts?</i>	Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Applying <i>Can the student use the information in a new way?</i>	Choose dramatize, demonstrate, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write
Analyzing <i>Can the student distinguish between the different parts?</i>	Appraise, argue, compare, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test
Evaluating <i>Can the student justify a position or decision?</i>	Appraise, argue, judge, defend, select, support, value, evaluate
Creating <i>Can the student create a new product or point of view?</i>	Assemble, construct, create, design, develop, formulate, write

This figure is recreated from Friedman, D. B. (2012). *The first-year seminar: Designing, implementing, and assessing courses to support student learning and success: Vol. V. Assessing the first-year seminar*. Columbia, SC: University of South Carolina, National Resource Center for the First-Year Experience and Students in Transition.

Step Three: Checking That SLOs Are Meaningful

We now want to check that the 1-2 designation-specific SLOs are assessable and meaningful throughout the designation. One way to do this is to identify specific assignments through which students would demonstrate they have met the SLOs. Identify 1-2 assignments that *could* address *each* SLO (where multiple departments contribute to your designation, you should identify assignments from 2-3 departments for each SLO). The assignment must allow students to demonstrate the ability or skill prescribed in the SLO, but it does not have to specifically ask about the SLO. For each potential assignment, identify the department, course, and a brief description of the assignment; we are *not* asking for a full assignment prompt. (These do not have to be existing assignments; you can imagine an assignment in a future general education course).

- If you cannot think of an assignment through which students could demonstrate they have met the SLO, then revise the SLO.
- If the only assignments you can think of are tasks that you would not want to assign students because they would be meaningless, boring, or unproductive, then revise the outcomes.

Step Four: Creating Course Criteria

Think about course criteria, which name what all courses in a designation must do or cover. Unlike the SLOs, course criteria focus on what faculty will ask students to learn or experience in the course.

Given the types of assignments you identified above, consider what students would need to learn or experience in the course in order to be successfully prepared for the assignment(s) identified above.

Step Five: Description

Now that you have designation-specific student learning outcomes and criteria, think about how you would describe your designation both to students and to faculty. You might think about:

- What questions animate your designation?
- What does your designation help students understand or do that they might not otherwise understand or do?
- What is the purpose or key outcome of your designation?

Your designation description should be 3-4 sentences. These descriptions appear in the catalog, so you should write them with both your colleagues and students in mind.

Step Six: Fill Out the Form

You are now ready to fill out the working group form.

Fair warning: The form may contain one question you have not yet discussed. That question might ask you to imagine how courses in your designation will address additional general education student learning outcomes. Where appropriate, we are asking this question to give CAPSUB an idea of how courses in your designation might address (but not fulfill!) the outcomes.

Working Group Prompt Templates

Challenge Seminars Working Group Prompt

Thank you for participating in the curriculum revision process. The Curriculum Committee appreciates your time and effort. Please address the following prompts. The Curriculum Committee will use these prompts to craft any necessary changes or refinements to the curriculum proposal and to draft handbook language.

Please return to the Curriculum Committee by November 1, 2018.

Challenge Seminars Description

Write a 3-4 sentence description of the purpose and outcomes of the Challenge Seminars. This will be the basis for catalog language. Since students will read these descriptions, please think about how best to describe your area to them as well as to faculty.

Criteria

Please list 2-4 criteria for Challenge Seminars. CAPSUB and the Curriculum Committee use these criteria to evaluate course proposals. Criteria should name the 2-4 essential features of the seminars (e.g., project-based, interdisciplinary, collaborative etc.). As you write the criteria, your primary audience is other faculty. This language is also in the *Faculty Handbook*.

Student Learning Outcomes

- Please decide on student learning outcomes for the Challenge Seminars.
- You may decide to use the General Education Outcomes as the SLOs for the Challenge Seminars (in which case you are free to add another outcome specific to the seminars). Those outcomes are:
 - Students will be able to analyze enduring and contemporary questions or challenges from multiple disciplines, using qualitative and quantitative methods.
 - Students will be able to use ethical, religious, or philosophical frameworks to evaluate their own and others' responses to enduring and contemporary challenges.
 - Students will be able to examine issues of cultural difference both locally and globally.
 - Students will be able to communicate effectively in written, spoken, and creative expression with a variety of audiences.
- You may decide to craft your own outcomes for the seminars. In that case, you will need a) to give a rationale and b) explain how these seminar SLOs map onto the general education SLOs.
- Remember that, whether we use the general education SLOs for the seminar or craft new SLOs, we will need to use student work from the seminars to assess general education.

Challenge Seminars SLOs (with rationale, if new)

Examples of Student Work Products

SLOs should relate to authentic, meaningful tasks we want students to be able to perform. Please give examples of students work products/projects from two Challenge Seminars that would fulfill the SLOs (we recognize that both the student work and seminars are hypothetical, but we want to make certain that we can

imagine student work that would demonstrate students have met the SLOs). You do not need to imagine one student work product/project that would demonstrate student attainment of all SLOs; you can suggest a couple of assignments that, together, would demonstrate attainment.

Challenge Seminar - Example 1

Challenge Seminar - Example 2

Challenge Themes Working Group Tasks

Thank you for participating in the curriculum revision process. The Curriculum Committee appreciates your time and effort. Please address the following prompts. The Curriculum Committee will use these prompts to craft any necessary changes or refinements to the curriculum proposal and to draft handbook language.

Please return to the Curriculum Committee by November 1, 2018.

Overview

The Curriculum Committee would like a recommendation of whether or not to keep challenge themes as part of the Challenge Curriculum. If themes are kept, how many should there be, what is their function, what do they mean, and if retained, what should we call them and who will teach them?

In the Challenge Curriculum Framework, the Curriculum Committee wrote: **GAC 100 and 300 seminars will be grouped into three broad themes: Health and Happiness, the Earth and Its Environment, and Justice and Inequality.** We envision a faculty leader for each theme who will identify all other courses throughout the curriculum (general education and disciplinary) being offered during the year that relate to the theme. Students and faculty will be encouraged (but not required) to use this list for advising purposes to help identify courses of interest. Students will not be required to take general education course within a specific theme and the theme of their GAC 300 does not need to be the same as their GAC 100. In addition to compiling lists of related courses for advising, faculty leaders for each theme will identify campus speakers and events related to the theme throughout the year. These events can then be publicized and targeted to students and faculty with a demonstrated interest in the theme, creating a broader culture of intellectual engagement across campus.

Challenge Themes Rationale

Faculty expressed an interest in developing a general education curriculum that is more integrated, yet, also expressed support for supporting student initiative and choice. Our proposal serves as a hybrid model, providing students with opportunities to explore multiple topics and departments while still providing a framework for coherence in the general education experience. Developing challenge themes supports several strategies outlined in Goal 2 of the Strategic Plan including emphasizing student initiative (2.1.1), creating a campus culture of intellectual engagement (2.1.2), and supporting and facilitating interdisciplinary collaboration to address complex problems (2.1.3).”

Both the Committee and faculty are divided on whether or not to keep the Challenge Themes. We ask your working group to:

- Consult with other working groups, particularly FTS and Challenge Seminar, about the utility and feasibility of the themes.
- Gather feedback from other faculty constituencies about the utility and feasibility of the themes.
- Consider the resource implications of keeping the themes (i.e., what would we need to do in order to make the themes worthwhile and what would that mean in terms of resources including time).
- Consider what the loss of the themes would mean for coherence and integration within the Challenge Curriculum.

In your recommendation, please explain your rationale. If you recommend keeping the themes, please explain what you think we need to do in order to make the themes worthwhile.

Rationale

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Logistics

If the working group recommends keeping the themes, please make recommendations about the following:

- Number of themes.
- How often to revise/revisit themes.
- Ideas for themes.

Number of Themes:	Rationale:
How Often to Revise/Revisit Themes:	Rationale:
Ideas for Themes:	Rationale:

FTS Working Group Tasks

Thank you for participating in the curriculum revision process. The Curriculum Committee appreciates your time and effort. Please address the following prompts. The Curriculum Committee will use these prompts to craft any necessary changes or refinements to the curriculum proposal and to draft handbook language.

Please return to the Curriculum Committee by November 1, 2018.

Description of FTS Program

Write a 4-5 sentence description of this program focusing on its essential questions, ideas, methods, and/or understandings. This will be the basis for catalog language. Since students will read these descriptions, please think about how best to describe your area to them as well as to faculty.

Criteria

Please list 2-4 criteria for FTS courses. CAPSUB and the Curriculum Committee use these criteria to evaluate course proposals. Criteria should name the 2-4 essential ideas, methods, understandings, or content that every course bearing this designation must cover. As you write the criteria, your primary audience is other faculty. This language is also in the *Faculty Handbook*.

Student Learning Outcomes

- Please provide student learning outcomes. Please work with the WAC working group to develop 1-2 writing related outcomes.
- These outcomes should relate to the General Education SLOs
 - Students will be able to analyze enduring and contemporary questions or challenges from multiple disciplines, using qualitative and quantitative methods.
 - Students will be able to use ethical, religious, or philosophical frameworks to evaluate their own and others' responses to enduring and contemporary challenges.
 - Students will be able to examine issues of cultural difference both locally and globally.
 - Students will be able to communicate effectively in written, spoken, and creative expression with a variety of audiences.

Mapping to General Education Outcomes

Please explain how the FTS outcomes map onto the General Education SLOs.

Global Citizenship: Global Affairs and Cultures Working Group Tasks

Thank you for participating in the curriculum revision process. The Curriculum Committee appreciates your time and effort. Please address the following prompts. The Curriculum Committee will use these prompts to craft any necessary changes or refinements to the curriculum proposal and to draft handbook language.

Please return to the Curriculum Committee by November 1, 2018.

Description of Global Citizenship

In consultation with the three working groups under Global Citizenship (Non-English Language, Global, US Identities and Difference), write a 3-4 sentence description of Global Citizenship focusing on its purpose, goals, and understanding. This will be the basis for catalog language. Since students will read these descriptions, please think about how best to describe your designation to them as well as to faculty. [Note: this description should be uniform across the three Global Citizenship designations.]

Description of the Global Affairs and Cultures designation

In consultation with the three working groups under Global Citizenship (Non-English Language, Global Affairs and Cultures, US Identities and Difference), write a 3-4 sentence description of Global Citizenship focusing on its purpose, goals, and understanding. This will be the basis for catalog language. Since students will read these descriptions, please think about how best to describe your designation to them as well as to faculty.

Criteria

Please list 2-4 criteria for this designation. Criteria should name what every course must cover in terms of questions, content, methods, and/or understandings. Please focus on essential questions, content, methods, and/or understandings. As you write the criteria, your primary audience is other faculty. This language is also in the *Faculty Handbook*.

Student Learning Outcomes

Write 2-3 student learning outcomes that every course carrying this designation must fulfill.

Examples of Possible Designation SLOs Assignments

SLOs should relate to authentic, meaningful tasks we want students to be able to perform. Please identify at least two student tasks (assignments, exams etc.) that would address each of the SLOs. In your examples, please represent some of the breath of departments that would contribute to this designation.

SLO 1:	Examples:
SLO 2:	Examples:
SLO 3:	Examples:

Global Citizenship: Non-English Language Working Group Tasks

Thank you for participating in the curriculum revision process. The Curriculum Committee appreciates your time and effort. Please address the following prompts. The Curriculum Committee will use these prompts to craft any necessary changes or refinements to the curriculum proposal and to draft handbook language.

Please return to the Curriculum Committee by November 1, 2018.

Description of Global Citizenship

In consultation with the three working groups under Global Citizenship (Non-English Language, Global, US Identities and Difference), write a 3-4 sentence description of Global Citizenship focusing on its purpose, goals, and understanding. This will be the basis for catalog language. Since students will read these descriptions, please think about how best to describe your designation to them as well as to faculty. [Note: this description should be uniform across the three Global Citizenship designations.]

Description of the Non-English Language Requirement

In consultation with the three working groups under Global Citizenship (Non-English Language, Global, US Identities and Difference), write a 3-4 sentence description of Global Citizenship focusing on its purpose, goals, and understanding. This will be the basis for catalog language. Since students will read these descriptions, please think about how best to describe your designation to them as well as to faculty.

Criteria

Please list 2-4 criteria for this designation. Criteria should name what every course must cover in terms of questions, content, methods, and/or understandings. Please focus on essential questions, content, methods, and/or understandings. As you write the criteria, your primary audience is other faculty. This language is also in the *Faculty Handbook*.

Student Learning Outcomes

Write 2-3 student learning outcomes that every course carrying this designation must fulfill.

Examples of Possible Designation SLOs Assignments

SLOs should relate to authentic, meaningful tasks we want students to be able to perform. Please identify at least two student tasks (assignments, exams, etc.) that would address each of the SLOs. In your examples, please represent some of the breath of departments that would contribute to this designation.

SLO 1:	Examples:
SLO 2:	Examples:
SLO 3:	Examples:

Global Citizenship: US Identities and Difference

Thank you for participating in the curriculum revision process. The Curriculum Committee appreciates your time and effort. Please address the following prompts. The Curriculum Committee will use these prompts to craft any necessary changes or refinements to the curriculum proposal and to draft handbook language.

Please return to the Curriculum Committee by November 1, 2018.

Description of Global Citizenship

In consultation with the three working groups under Global Citizenship (Non-English Language, Global Affairs and Cultures, US Identities and Difference), write a 3-4 sentence description of Global Citizenship focusing on its purpose, goals, and understanding. This will be the basis for catalog language. Since students will read these descriptions, please think about how best to describe your designation to them as well as to faculty. [Note: this description should be uniform across the three Global Citizenship designations.]

Description of the US Identities and Difference Requirement

Write a 3-4 sentence description of this designation focusing on its essential questions, content, methods, and/or understandings. This will be the basis for catalog language. Since students will read these descriptions, please think about how best to describe your designation to them as well as to faculty.

Criteria

Please list 2-4 criteria for this designation. Criteria should name what every course must cover in terms of questions, content, methods, and/or understandings. Please focus on essential questions, content, methods, and/or understandings. As you write the criteria, your primary audience is other faculty. This language is also in the *Faculty Handbook*.

Student Learning Outcomes

Write 2-3 student learning outcomes that every course carrying this designation must fulfill.

Examples of Possible Designation SLOs Assignments

SLOs should relate to authentic, meaningful tasks we want students to be able to perform. Please identify at least two student tasks (assignments, exams etc.) that would address each of the SLOs. In your examples, please represent some of the breadth of departments that would contribute to this designation.

SLO 1:	Examples:
SLO 2:	Examples:
SLO 3:	Examples:

Liberal Arts Areas Working Group Prompt

Thank you for participating in the curriculum revision process. The Curriculum Committee appreciates your time and effort. Please address the following prompts. The Curriculum Committee will use these prompts to craft any necessary changes or refinements to the curriculum proposal and to draft handbook language.

Please return to the Curriculum Committee by November 1, 2018.

Area Designation Name

Area Description

Write a 3-4 sentence description of this area designation focusing on its essential questions, ideas, methods, and/or understandings. This will be the basis for catalog language. Since students will read these descriptions, please think about how best to describe your area to them as well as to faculty.

Criteria

Please list 2-4 criteria. CAPSUB and the Curriculum Committee use these criteria to evaluate course proposals. Criteria should name the 2-4 essential ideas, methods, understandings, or content that every course bearing this designation must cover. As you write the criteria, your primary audience is other faculty. This language is also in the *Faculty Handbook*.

Student Learning Outcomes

Write 1-2 student learning outcomes that every course in your area must fulfill.

- These 1-2 outcomes will be the only general education outcomes that individual courses in your area must fulfill (courses might also be accountable to department/program outcomes). They should be specific to the methods, content, questions, or understanding in your specific area.
 - As you craft these outcomes, remember that at the end of general education, students should be able to “analyze enduring and contemporary questions or challenges from multiple disciplines, using qualitative and quantitative methods” (General Education SLO #1). You should consider what 1 or 2 methods, questions, or understandings you want all students to bring from your area to their analysis of enduring and contemporary questions or challenges.
 - Areas do not need to teach students to use both quantitative and qualitative methods, only one or the other.
- Remember, as you craft these outcomes, that all area courses must address all four general education courses. By fulfilling the 1-2 area-specific SLOs you craft, all courses in your area will address general education SLO #1. Areas, in addressing GE SLO #1 students do not use both quantitative and qualitative methods. Students will learn to use both types of methods over the course of their five area courses. Individual courses in your area will need to address SLOs 2-4 but students will not need to meet these SLOs until the end of general education.
 - GE SLO #1: Students will be able to analyze enduring and contemporary questions or challenges from multiple disciplines, using qualitative and quantitative methods.
 - GE SLO #2: Students will be able to use ethical, religious, or philosophical frameworks to evaluate their own and others’ responses to enduring and contemporary challenges.

- GE SLO #3: Students will be able to examine issues of cultural difference both locally and globally.
- GE SLO #4: Students will be able to communicate effectively in written, spoken, and creative expression with a variety of audiences.

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Examples of Area-Specific SLOs Assignments

SLOs should relate to authentic, meaningful tasks we want students to be able to perform. Please identify at least 2 possible student tasks (assignments, exams etc.) that would address the 1-2 area specific SLOs you created. In your examples, please represent some of the breath of departments that would contribute to this area.

Area Specific SLO #1:	Examples of Student Tasks:
Area Specific SLO #2:	Examples of Student Tasks:

Example of General Education SLOs Assignments

In order to help CAPSUB in their evaluations of area designation proposals, please offer a couple of examples of assignments or activities relevant to your area that would address each of the three non-area specific general education. These assignments or activities should involve some student performance (e.g. a written response, a discussion, a concept map) but do not needs to be formal or graded assignments.

General Education SLOs 2-4	Assignment/Activity Examples
GE SLO #2: Students will be able to use ethical, religious, or philosophical frameworks to evaluate their own and others' responses to enduring and contemporary challenges.	1. 2.
GE SLO #3: Students will be able to examine issues of cultural difference both locally and globally	1. 2.
GE SLO #4: Students will be able to communicate effectively in written, spoken, and creative expression with a variety of audiences.	1. 2.

Liberal Arts Areas Working Group Prompt (THEOL Example)

Thank you for participating in the curriculum revision process. The Curriculum Committee appreciates your time and effort. Please address the following prompts. The Curriculum Committee will use these prompts to craft any necessary changes or refinements to the curriculum proposal and to draft handbook language.

Please return to the Curriculum Committee by November 1, 2018.

Area Designation Name

Theological Studies

Area Description

Write a 3-4 sentence description of this area designation focusing on its essential questions, ideas, methods, and/or understandings. This will be the basis for catalog language. Please think about how best to describe your area to students as well as to faculty.

What is true and how should people live? Theological Studies addresses these two questions by exploring what people believe about the divine and how those beliefs affect other areas of human life such as politics, culture, and art.

Criteria

Please list 2-4 criteria. CAPSUB and the Curriculum Committee use these criteria to evaluate course proposals. Criteria should name the 2-4 essential ideas, methods, understandings, or content that every course bearing this designation must cover.

Student Learning Outcomes

Write 1-2 student learning outcomes that every course in your area must fulfill.

- These 1-2 outcomes will be the only general education outcomes that individual courses in your area must fulfill (courses might also be accountable to department/program outcomes). They should be specific to the methods, content, questions, or understanding in your specific area.
 - As you craft these outcomes, remember that at the end of general education, students should be able to “analyze enduring and contemporary questions or challenges from multiple disciplines, using qualitative and quantitative methods” (General Education SLO #1). You should consider what 1 or 2 methods, questions, or understandings you want all students to bring from your area to their analysis of enduring and contemporary questions or challenges.
- Remember, as you craft these outcomes, that all area courses must address all four general education courses. By fulfilling the 1-2 area-specific SLOs you craft, all courses in your area will address general education SLO #1. Individual courses in your area will need to address SLOs 2-4 but students will not need to meet these SLOs until the end of general education.
 - GE SLO #1: Students will be able to analyze enduring and contemporary questions or challenges from multiple disciplines, using qualitative and quantitative methods.
 - GE SLO #2: Students will be able to use ethical, religious, or philosophical frameworks to evaluate their own and others’ responses to enduring and contemporary challenges.
 - GE SLO #3: Students will be able to examine issues of cultural difference both locally and globally.

- o GE SLO #4: Students will be able to communicate effectively in written, spoken, and creative expression with a variety of audiences.

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Examples of Area-Specific SLOs Assignments

SLOs should relate to authentic, meaningful tasks we want students to be able to perform. Please identify at least 2 possible student tasks (assignments, exams etc.) that would address the 1-2 area specific SLOs you created. In your examples, please represent some of the breath of departments that would contribute to this area.

Area Specific SLO #1:	Examples of Student Tasks:
Area Specific SLO #2:	Examples of Student Tasks:

Example of General Education SLOs Assignments

In order to help CAPSUB in their evaluations of area designation proposals, please offer a couple of examples of assignments or activities relevant to your area that would address each of the three non-area specific general education. These assignments or activities should involve some student performance (e.g. a written response, a discussion, a concept map) but do not needs to be formal or graded assignments.

SLO	Assignment/Activity Examples
Students will be able to use ethical, religious, or philosophical frameworks to evaluate their own and others' responses to enduring and contemporary challenges.	1. 2.
Students will be able to examine issues of cultural difference both locally and globally.	1. 2.
Students will be able to communicate effectively in written, spoken, and creative expression with a variety of audiences.	1. 2.

Quantitative Reasoning Working Group Tasks

Thank you for participating in the curriculum revision process. The Curriculum Committee appreciates your time and effort. Please address the following prompts. The Curriculum Committee will use these prompts to craft any necessary changes or refinements to the curriculum proposal and to draft handbook language.

Please return to the Curriculum Committee by November 1, 2018.

Designation Description

Write a 3-4 sentence description of this designation focusing on its essential questions, content, methods, and/or understandings. This will be the basis for catalog language. Since students will read these descriptions, please think about how best to describe your area to them as well as to faculty.

Criteria

Please list 2-4 criteria for this designation. Criteria should name what every course must cover in terms of questions, content, methods, and/or understandings. Please focus on essential questions, content, methods, and/or understandings. As you write the criteria, your primary audience is other faculty. This language is also in the *Faculty Handbook*.

Student Learning Outcomes

Write 2-3 student learning outcomes that every course in your area must fulfill.

Examples of Possible Designation SLOs Assignments

SLOs should relate to authentic, meaningful tasks we want students to be able to perform. Please identify at least two student tasks (assignments, exams etc.) that would address each of the SLOs. In your examples, please represent some of the breath of departments that would contribute to this area.

SLO 1:	Examples:
SLO 2:	Examples:
SLO 3:	Examples:

Three Crowns Curriculum Working Group Tasks

Thank you for participating in the curriculum revision process. The Curriculum Committee appreciates your time and effort. Please address the following prompts. The Curriculum Committee will use these prompts to craft any necessary changes or refinements to the curriculum proposal and to draft handbook language.

Please return to the Curriculum Committee by November 1, 2018.

Three Crowns Curriculum Description

Write a 4-5 sentence description of the Three Crowns program focusing on its essential questions, ideas, methods, and/or understandings. This will be the basis for catalog language. Since students will read these descriptions, please think about how best to describe your area to them as well as to faculty.

Student Learning Outcomes

In addition to the four general education outcomes adopted by the faculty what 1-2 outcomes are specific to Three Crowns (if any)?

- GE SLO #1: Students will be able to analyze enduring and contemporary questions or challenges from multiple disciplines, using qualitative and quantitative methods.
- GE SLO #2: Students will be able to use ethical, religious, or philosophical frameworks to evaluate their own and others' responses to enduring and contemporary challenges.
- GE SLO #3: Students will be able to examine issues of cultural difference both locally and globally.
- GE SLO #4: Students will be able to communicate effectively in written, spoken, and creative expression with a variety of audiences.

Program Requirements

The Challenge Curriculum has seven curriculum specific courses. For the sake of parity, Three Crowns should also have seven curriculum specific courses.

- The new curriculum framework also contains graduation requirements. Working groups are developing criteria and student learning outcomes for these designations. We assume that courses that are a part of the Challenge Curriculum will be able to have one of these designations (so a course might fulfill the Humanities requirement and US Identities and Difference); we also assume that major courses will be bear these designations (so a senior capstone course might have a WRIT designation). In your model, please specify which of the following designations (if any) you think the seven Three Crowns courses might bear and which students would need to fulfill outside the Three Crowns curriculum (recognizing that this might change as we develop descriptions and student learning outcomes). The graduation requirements are:
 - Global Citizenship (4 courses total)
 - Non-English Language (2 courses)
 - Global Affairs and Cultures (1 course)
 - US Identities and Difference (1 course)
 - Quantitative Reasoning (1 course)
 - WRIT (3 courses-exact number still TBD)
 - Wellbeing (1 course-exact credit hours TBD)

Writing Across the Curriculum Working Group Tasks

Thank you for participating in the curriculum revision process. The Curriculum Committee appreciates your time and effort. Please address the following prompts. The Curriculum Committee will use these prompts to craft any necessary changes or refinements to the curriculum proposal and to draft handbook language.

Please return to the Curriculum Committee by November 1, 2018.

Description of Writing Across the Curriculum (WAC) Program

Write a 4-5 sentence description of this program focusing on its essential questions, ideas, methods, and/or understandings. This will be the basis for catalog language. Since students will read these descriptions, please think about how best to describe your area to them as well as to faculty.

Structure

Please provide the committee with a recommendation for the structure of the WAC program including:

- Number of total WRIT courses
- Whether either FTS or Challenge Seminars should carry WRIT credit

Criteria

Please list 2-4 criteria for this designation. Criteria should name what every course must cover in terms of questions, content, methods, and/or understandings. Please focus on essential questions, content, methods, and/or understandings. As you write the criteria, your primary audience is other faculty. This language is also in the *Faculty Handbook*.

Student Learning Outcomes

Please provide student learning outcomes. You can decide how many outcomes you want at what level (e.g., program outcomes, WRITD—if it continues—outcomes etc.)

First Year Writing Outcome

Please write 1-2 First Year specific writing outcomes. These will become part of the FTS and Three Crowns outcomes.

Wellbeing Working Group Tasks

Thank you for participating in the curriculum revision process. The Curriculum Committee appreciates your time and effort. Please address the following prompts. The Curriculum Committee will use these prompts to craft any necessary changes or refinements to the curriculum proposal and to draft handbook language.

Please return to the Curriculum Committee by November 1, 2018.

The full faculty (through the normal application > CAPSUB > Curriculum Committee > full faculty process) will determine what courses receive the Wellbeing designation (similar to all other area designations). This being the case, **what aspects of Wellbeing should be addressed in the GAC Wellbeing credit?**

How will the credit(s) be distributed in this area (i.e., .25/.5/1.0, etc.)?

Designation Description

Write a 3-4 sentence description of this designation focusing on its essential goals, content, methods, and practices. This will be the basis for catalog language. Since students will read these descriptions, please think about how best to describe your area to students as well as to faculty.

Criteria

Please list 2-4 criteria for this designation. Criteria should name what every course must cover in terms of goals, content, methods, and practices. Please focus on essential goals, content, methods, and practices. CAPSUB and the Curriculum Committee use these criteria to evaluate course proposals. As you write the criteria, your primary audience is other faculty. This language is also in the *Faculty Handbook*.

Student Learning Outcomes

Write 2-3 student learning outcomes that every course with this designation must fulfill.

Examples of Possible Designation SLOs Assignments

SLOs should relate to authentic, meaningful tasks we want students to be able to perform. Please identify at least two student tasks (assignments, exams etc.) that would address each of the SLOs. In your examples, please represent some of the breadth of departments that would contribute to this area.

SLO 1:	Examples:
SLO 2:	Examples:
SLO 3:	Examples:

Appendix A: Challenge Curriculum General Education Proposal

March 2018 draft; Endorsed by the faculty on April 27, 2018

The Curriculum Committee is pleased to present this proposal for a new general education program at Gustavus Adolphus College. As we crafted this plan, we sought to remain faithful to our mission as a liberal arts college and to the ACTS vision in which the College commits to “equip students to lead purposeful lives and to act on the great challenges of our time.” This curriculum demonstrates our conviction that a rigorous liberal arts education remains the best preparation for engaging enduring questions and addressing new challenges. In this curriculum, we encourage students to explore the liberal arts and sciences and, in so doing, to develop as critical thinkers, ethical actors, global citizens, and effective communicators--to become people able and willing to work increase knowledge about complex issues and strive for peace and justice in the world. The study of multiple disciplinary perspectives will prepare students to be responsible, reflective citizens who know how ethical, religious, and philosophical questions and issues related to personal, social, and global location arise in places as diverse as laboratories, government agencies, art studios, boardrooms, universities, and city halls. The curriculum also enables students to participate in the liberating potential of the liberal arts and sciences as they, in a culminating integrative project, address a significant question or challenge with their peers.

This curriculum recognizes that there is much we do well at Gustavus. We introduce students to the liberal arts through small, first-term seminars; we teach writing across the curriculum; and we ask students to explore multiple disciplinary perspectives. These things remain. This curriculum also builds on existing areas of strength: our commitment to engaging issues related to justice and equity both nationally and internationally; our concern for ethical, philosophical and religious reflection and action; our commitment to scientific inquiry; and our interest in student wellbeing. Finally, the curriculum seeks to address weaknesses in our current LAP curriculum, particularly as they relate to the first and second goals of the ACTS strategic plan: diversity and integration.

In the 21st century, students will confront new questions and challenges. Our general education program introduces them to some of the ideas and perspectives as well as the skills, abilities, and habits of mind they will need to address those questions and challenges. It will provide them with opportunities to use their liberal arts education to engage authentic problems. And, we hope, it will encourage them to become active citizens who work for the common good by forging connections among people, place, and different forms of knowledge.

Curriculum in Outline

- A. First Term Seminar (1)
- B. Challenge Capstone (1)
- C. Liberal Arts Perspective (5)
 - a. Artistic Expression or Interpretation/Making Art
 - b. Theological Reflection/Exploring Belief and Practice
 - c. Empirical Reasoning/ Natural Science/Scientific Reasoning
 - d. Analyzing Social Systems/Social Science
 - e. Humanistic Inquiry/Humanities
- D. Writing Across the Curriculum (3*)
- E. Quantitative and Analytical Reasoning (1)
- F. Wellbeing (1)
- G. Global Citizenship (4 = 2 foreign language, 1 Global Affairs & Cultures, 1 U.S. Identities and Difference)

Curriculum Explanations and Rationales

Seminars: GAC 100 and 300

GAC 100: First Term Seminar

We envision GAC 100 as a First Term Seminar akin to our current model taken by students in their first semester on campus. We envision that as we implement the new curriculum, the expectations for GAC 100 will be refined so that students coming out of GAC 100 have a more consistent experience and so that faculty are better able to focus on a few key liberal arts skills in their GAC 100 courses. Instructors of GAC 100 seminars will continue to serve as academic advisors until students are ready to declare a major.

Topics for GAC 100 seminars will be chosen by faculty, but should fit into one of three broad themes (we envision a process for changing the themes as a desire for change emerges): Health and Happiness, the Earth and Its Environment, and Justice and Inequality. These areas will facilitate advising without constraining students' choices as they move through the general education curriculum. A student who thinks she might want to participate in a capstone in Health and Happiness, for example, might elect to take some general education courses that fit into that general area, although she would not be required to do so.

GAC 100 Rationale: As proposed, GAC 100 continues the excellent foundation of our general education program by introducing students to college-level expectations for critical thinking and written and oral communication. First term seminars are identified as a high impact educational practice and give us the opportunity to socialize students to campus life and community expectations. Faculty feedback has consistently identified our FTS program as a strength and as something we wish to continue. We discussed the possibility of creating a two-semester sequence in response to initial faculty feedback, but ultimately, faculty expressed more enthusiasm for adding a capstone experience rather than a second semester in the first year. The first-term seminar addresses multiple strategies outlined under Goal 2 including, emphasizing academic discovery and exploration and the development of accurate self-knowledge (2.1.1), creating a culture of intellectual engagement particularly through developing opportunities for dialogue (2.1.2), supporting interdisciplinary collaborations to address complex problems (2.1.3), and emphasizing the value of ethically engaging the world in its diversity (2.1.4).

GAC 300: Challenge Capstone

We envision GAC 300 as a project based, interdisciplinary capstone course where a small group of students (16) work in close collaboration with faculty on a designated project. All students take this course, normally during the junior or senior year after they have completed (or are concurrently enrolled in) their area requirements. Like GAC 100, topics for GAC 300 seminars will be developed by the teaching faculty and should fit into one of three broad themes: Health and Happiness, the Earth and Its Environment, and Justice and Inequality. These areas will facilitate advising without constraining students' choices as they move through the general education curriculum. All capstones must be open to students from across the college, facilitate integration of learning, and address a question or challenge that can be explored from multiple perspectives. Capstones will involve some shared expectations for reflection and integration. Projects will fall in one (or more) of four general categories:

- **Community-Based Learning:** Students work closely with community partners on a mutually-beneficial project (Example: Students work with the Committee Against Domestic Assault (CADA) to design and conduct a survey of area social workers to assess their level of awareness about the interconnections between domestic violence and child protection.)
- **Digital Humanities:** Students use technology or computational models to explore humanities-based questions and/or present humanities-based research. (Example: Students create a website aimed at high school students learning Minnesota history that maps population changes in southern Minnesota from 1800 to 1900 and provides primary source materials and interpretations of those changes.)
- **Research/Scholarship/Creativity:** Students engage in an ongoing or new research/scholarship/creativity project. (Example: Students write a grant proposal for a funding for

student-faculty research about prairie restoration. The next cohort in the course might begin the research!)

- Special Event: Students help to plan or organize a conference, information fair, or other special event. (Example: Students help plan and organize the annual MayDay! Conference.)

GAC 300 Rationale: As proposed, GAC 300 provides integration of the general education curriculum by creating a space for students to reflect on and use the skills, content knowledge, and methodological approaches from their general education and disciplinary courses. The desire to create a capstone experience as a mechanism for integration emerged early in the discussion process and we took this feedback into account when deciding what type of capstone to propose. The most recent faculty survey on this topic showed a high level of enthusiasm for a capstone course and we opted to propose a general education capstone experience rather than a second semester seminar in the first year in response to faculty feedback which expressed a preference for an integrative capstone experience. The proposed capstone gives students the opportunity to practice analytical and problem solving skills, specifically mentioned in Goal 2 of the the ACTS Strategic Plan. It addresses multiple strategies outlined under Goal 2 including, emphasizing student initiative and intellectual risk taking (2.1.1), creating a culture of intellectual engagement (2.1.2), supporting interdisciplinary collaborations to address complex problems (2.1.3), and initiating and supporting mutually beneficial and reciprocal relationships with external partners (2.1.6). We expect that multiple sections would also emphasize the value of ethically engaging the world in its diversity and would provide students with the opportunity to cross the borders of language and culture (2.1.4).

Challenge Themes

Challenges Themes: GAC 100 and 300 seminars will be grouped into three broad themes: Health and Happiness, the Earth and Its Environment, and Justice and Inequality. We envision a faculty leader for each theme who will identify all other courses throughout the curriculum (general education and disciplinary) being offered during the year that relate to the theme. Students and faculty will be encouraged (but not required) to use this list for advising purposes to help identify courses of interest. Students will not be required to take general education course within a specific theme and the theme of their GAC 300 does not need to be the same as their GAC 100. In addition to compiling lists of related courses for advising, faculty leaders for each theme will identify campus speakers and events related to the theme throughout the year. These events can then be publicized and targeted to students and faculty with a demonstrated interest in the theme, creating a broader culture of intellectual engagement across campus.

Challenge Themes Rationale: Faculty expressed an interest in developing a general education curriculum that is more integrated, yet, also expressed support for supporting student initiative and choice. Our proposal serves as a hybrid model, providing students with opportunities to explore multiple topics and departments while still providing a framework for coherence in the general education experience. Developing challenge themes supports several strategies outlined in Goal 2 of the Strategic Plan including emphasizing student initiative (2.1.1), creating a campus culture of intellectual engagement (2.1.2), and supporting and facilitating interdisciplinary collaboration to address complex problems (2.1.3).

Liberal Arts in Context

Students will explore a variety of approaches through courses in five distribution areas. These areas resemble existing categories and we envision courses from some departments falling into different areas (e.g. some political science courses are Analyzing Social Systems while others are Humanistic Inquiry) and we envision multiple departments contributing to each area. We propose the following five areas (names are a work in progress):

- Artistic Expression or Interpretation/Making Art
- Theological Reflection/Exploring Belief and Practice
- Empirical Reasoning/ Natural Science/Scientific Reasoning
- Analyzing Social Systems/Social Science
- Humanistic Inquiry/Humanities

We envision faculty subcommittees working next year to describe these categories and establish criteria for course designations. It is our hope that we can think creatively about such criteria so that faculty can propose new types of courses in these designations.

Each of the courses designated in one of the five categories must address all four general education student learning outcomes. By “address” we mean that each course must:

- Teach from a disciplinary perspective.
- Offer opportunities to practice oral and written communication.
- Offer at least two opportunities for students to engage substantively (e.g. through a course discussion or informal or formal writing) ethical, religious, or philosophical issues in the field and/or in the course content.
- Offer at least two opportunities for students to engage substantively (e.g. through a course discussion or informal or formal writing) issues related to diversity and equity in the field and/or in the course content.

Faculty teaching these courses will be expected to participate in regular assessment efforts, including the collection and evaluation of syllabi, prompts, and student work.

Courses may only fulfill one of the five areas. They could also carry a WRIT or QUANT designation (see below) but not both. They may also carry Global Affairs & Culture or US Identity & Difference (see below) designations if they fulfill the criteria. These courses may count towards majors and minors at the discretion of the department or program.

Liberal Arts in Context Rationale: Requiring students to take courses in five areas ensures that students are exposed to multiple disciplines and ways of exploring questions and challenges, as indicated in the Curricular Principles affirmed by the faculty. A requirement that students encounter multiple approaches aligns with Strategy 2.1.3 by introducing students to the “application of diverse and even divergent theoretical concepts and models” necessary to do meaningful interdisciplinary work. The above five areas name approaches central to the liberal arts and to our College mission.

Requiring that all general education courses address all four SLOs has been somewhat controversial. We have embraced this requirement as a mechanism for integrating our liberal arts curriculum while serving the College mission. Across each of their five distribution courses, a student will return to the 4 learning outcomes. We believe that educating students about ethics and responsibility, diversity and equity, are not tied to particular disciplines and divisions, but the common responsibility of the College’s faculty. This approach addresses Strategy 2.1.4, which calls for initiatives to help students engage ethically in a diverse world. These general education courses are not intended as substitutes for robust engagement in writing, quantitative and analytical reasoning, ethics, diversity, and equity. Rather, we want students to see that communication, ethics, and issues related to justice, diversity, and equity permeate life and that questions related to them arise defy disciplinary boundaries.

Writing

We envision maintaining the requirement of designated writing courses from at least two different departments. One designated writing course will be WRITD (Writing in the Disciplines) that satisfies one of the student’s major requirements.³

Writing Rationale: We envision that both GAC 100 and GAC 300 will have strong and significant writing components, and we want to supplement this with more opportunities for writing courses during the middle years of a student’s time at Gustavus. We think GAC 100 will include an emphasis on skills generally termed

³ The writing requirement should be reviewed as the new curriculum becomes more concrete.

“writing to learn” and GAC 300 will have an emphasis on communicating to a public audience. Writing intensive courses, both within Writing Across the Curriculum (WAC) and Writing in the Disciplines (WID) models, are included as high impact practices, and continuing a strong commitment to our current model, which blends both WAC and WID, maintains the College’s tradition of ensuring that all students have the written communication skills necessary for civic participation. The writing courses in their current form support initiatives that further the curricular dimensions of the Gustavus Acts Plan (2.1). More specifically, both WRITI and WRITD courses privilege academic discovery and exploration and, through writing to learn and written reflection, facilitate the development of accurate self-knowledge (2.1.1). Moreover, WRITD courses highlight intellectual engagement, making it possible for students to expand their disciplinary research and participate in dialogue across disciplines (2.1.2).

We recognize compelling reasons to continue a WRITI/ WRITD distinction; we recognize some compelling ones to do away with the distinction. Given that the faculty just adopted new WRIT language and requirements in 2015 and wrote new WRIT proposals, we are inclined to wait to address the WRITI/ WRITD question until we discuss the implementation phase. The Writing Program director will work with WPAC and others to ensure that any revisions address the needs of 21st century writers. Digital rhetoric, making arguments to public audiences across multiple genres, and information literacy, for instance, might be necessary components of a contemporary writing program.

Quantitative and Analytical Reasoning

A one-course requirement in quantitative and analytical reasoning requirement (QUANT) has two main goals: 1) to prepare students to read, parse, and critique quantitative and computational arguments and increase their understanding of how such methods are properly used; and 2) to teach students to understand and apply statistical, mathematical, and/or computational methods in a discipline-specific context. To accomplish both goals, the course will have designated labs or projects built into the course. QUANT courses can be offered by multiple departments and must have a significant quantitative, mathematical, or computational component. QUANT courses need not carry a liberal arts distribution area designation (i.e. they could be part of a major).

Quantitative Rationale: Faculty expressed a concern about lumping together science and math into a single area and stressed the importance of both areas. This requirement, similar to the existing writing requirement, addresses this concern. Goal 2 of the *Gustavus Acts Strategic Plan* challenges us to “produce global citizens equipped with intellectual curiosity, analytical and problem-solving skills, and well-developed ethical sensibilities to address ... the great challenges of professional and civic life.” While a high percentage of our students encounter mathematical and quantitative reasoning through the natural course of their majors, we believe all liberal arts graduates should have quantitative and analytical competency. A 1-course QUANT requirement ensures that all Gustavus students are prepared to face “the great challenges of professional and civic life.” More so than the current Math-L requirement, the QUANT requirement is oriented toward producing citizens able to understand quantitative and computational arguments in professional and civic life.

Wellbeing

We envision a course or combination of courses (between .5 and 1.0 credits) in which students explore multiple dimensions of wellness (physical, mental, social, etc.). This experience must involve instruction, application, and self-reflection relative to multiple dimensions of wellness, include at least one mode of movement, and prompt students to make connections among the multiple dimensions. Students will also explore how multiple dimensions of wellness impact personal physical, mental, and social health as well as academic and personal success and satisfaction.

Wellbeing Rationale: A plurality of faculty expressed interest in maintaining a wellness graduation requirement but communicated a desire to broaden the scope beyond the current FIT/ACT model. This requirement facilitates student initiative, intellectual risk-taking, exploration, and the development of self-knowledge as addressed in the Gustavus Acts plan (2.1.1). Furthermore, a more broadly applied wellness

requirement supports interdisciplinary collaboration in an effort to address complex ways to tackle an array of challenges to our wellbeing (2.1.3).

Global Citizenship

We believe a 21st-century curriculum demands a substantial commitment to studying diversity in the global and US context and understanding the relationship between the two. To that end, two foreign language classes, one class focusing on global affairs and/or cultures (G), and one class focusing on identity and difference in the US (ID) comprise the Global Citizenship requirement. More specifically, we recommend:

- Two semesters of foreign language study at GAC, appropriate to student competence as established by examination. For example, if a student has limited or no foreign language knowledge, that student would take the first two semesters of a language of their choice. If a student has the equivalent of two semesters of competency, the student could take two additional semesters in that language or, if they opted, begin a two-semester sequence in a new language. Exemptions may include multilingual students, students with documented disabilities, and students with college transfer credit.
- One course that focuses on an area of the world beyond the US and its challenges, cultures, and/or institutions. This course resembles the current GLOBL requirement and would allow students to do a “deep dive” study of the region’s particularities (e.g., art, political institutions, culture, environmental concerns). Both general education and major courses could carry either the G or ID designations. Neither the G nor ID course needs to correspond to the language courses a student takes (e.g., a student could study Spanish and take a G course in Japan and an ID course on African American history). Some advanced language courses may qualify for G or ID designation.
- One course that focuses on issues of identity and difference (e.g., race, class, gender, sexuality, ability) within the US context in order to educate students about the particular issues and challenges the US faces with respect to diversity and equity.

We recognize that in many ways the “global” vs. “domestic” dichotomy is overdrawn and that “global” affairs are spoken in “global” languages right next door while “domestic” companies that market “domestic” products operate on a “global” scale. Any US diversity or difference issue has a global and transnational story. We would embrace courses that situated the “global” or “domestic” in each other’s context. Yet we also recognize both an intrinsic value and practicality based on current faculty expertise of distinguishing the areas from each other. In line with current trends in global studies, we could imagine the distinction eventually fading away as more and more courses were explicitly transnational and not discretely “domestic” or “global.”

Global Citizenship Rationale: We are persuaded by arguments that including diversity in the general education SLOs and integrating it into area requirements does not adequately educate students for the specific complexities surrounding issues of race, ethnicity, gender, state, and nation. Moreover, we believe that explicit course work in global citizenship and framing foreign language study in this context will heighten the level of conversation around and make more salient issues of diversity and equity in general education courses. We support including foreign language study as part of a Global Citizenship requirement rather than as a stand-alone graduation requirement because it emphasizes the essential role that language study plays in intercultural knowledge and global citizenship. Strategies 2.1.3 and 2.1.4 call for students to engage global perspectives and to “implement initiatives that emphasize the personal and academic value of ethically engaging the world in its diversity and provide students with abundant opportunities to cross the borders of language and culture.” The Global Citizenship requirement encourages several such opportunities. By requiring college-level languages courses, most of which will be taken at Gustavus, we ensure that students are both translingual and transcultural. The G course, akin to our current GLOBL, allows students to engage non-US cultures and institutions in their own context, introducing different ways of living and modes of understanding, while also dealing globally with issues of power and inequality. ID courses introduce to diverse cultures, groups, and identities and their interrelations in the U.S. and encourage students to grapple with the issues of justice, equity, and power that directly frame US life. We believe

translingual and transcultural competency, as well as knowledge of US and global affairs (and the relationship between them), are essential for all of our students, regardless of identity and background (1.1).

Loose Ends

The committee is aware of loose ends including:

- J-Term
- Experience Credits
- Transfer policy for general education credits

Conclusion

For a historically modest College, the commitment to “equip students to lead purposeful lives and to act on the great challenges of our time” is bold. We live in a world where talk of utility often has more purchase than does purpose and we cannot foresee the challenges for which we claim to prepare our students. We believe that this general education curriculum serves our bold commitment. From one end of campus to another, students will consider not only how things work and what they can do but whether they are good and who they are good for. Students will learn about living with the complexities of difference and gain skills in moving across barriers and boundaries. They will learn how people, both familiar and unfamiliar, have grappled with questions and they will practice some of the methods available for delving deeply into problems, questions, and mysteries. This curriculum does not give them everything they will need to know to face coming challenges, but it will give them the skills to continue learning and integrating all that they know. When they leave this campus, they will have practiced bringing together their skills, knowledge, ethical commitments, and understandings of justice to engage a question or challenge. As we stretch ourselves, we will model for them the power of lifelong learning and taking on the challenge of educating for the 21st century. Together, we hope to empower students with the skills, tenacity, and confidence to keep up this work, whatever their futures might hold.

Acts Information (For Reference)

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.

GOAL 1: Diversify and expand the Gustavus community. The College recognizes that the “who” of the Gustavus community must reflect the diversity of the world from which our students come and to which they will return, while the “what” of its academic offerings must prepare students for life and work in an ever more complex and interdependent world.

OVERARCHING STRATEGY 1: Build programs that reach and support more people while furthering the Gustavus mission and the Gustavus Acts vision.

Strategy 1.1 Create and maintain an inclusive and equitable campus. Design and implement institutional policies, procedures, and practices that support diversity, equity, and inclusion.

Strategy 1.2 Work toward fully meeting students’ demonstrated financial need. Procure additional endowed scholarship funds to improve financial aid for high ability/high economic need students, and explore additional revenue sources to support more students at Gustavus from diverse economic backgrounds.

Strategy 1.3 Identify, recruit, retain, and support cohorts of students currently underrepresented at the College.

Create efficiencies of scale when designing and implementing strategies and services for targeted cohorts of students.

Strategy 1.4 Identify, develop, and deliver post-baccalaureate programs. Explore certificate, continuing education, and master’s degree programs in areas that draw on our strengths and meet market need

GOAL 2: Through a rigorous academic program of recognized excellence, the College will produce global citizens equipped with intellectual curiosity, analytical and problem solving skills, and well-developed ethical sensibilities to address the great challenges of professional and civic life.

OVERARCHING STRATEGY 2 Create the Gustavus Acts learning environment.

Strategy 2.1 Design, implement, evaluate, and maintain initiatives that further the curricular and co-curricular dimensions of the Gustavus Acts plan.

2.1.1 Emphasize student initiative and intellectual risk-taking in academic discovery and exploration and the development of accurate self-knowledge.

2.1.2 Create a campus culture of intellectual engagement by developing, expanding, and supporting greater opportunities for research, scholarship, creativity, and dialogue.

2.1.3 Support and facilitate interdisciplinary collaboration to address complex problems through innovative approaches, application of diverse and even divergent theoretical concepts and models, and global perspectives.

2.1.4 Implement initiatives that emphasize the personal and academic value of ethically engaging the world in its diversity, and provide students with abundant opportunities to cross the borders of language and culture.

2.1.6 Initiate and support collaborative, mutually beneficial, and reciprocal relationships between members of the College community and external partners who are addressing the great challenges of our time.

Appendix B: Challenge Curriculum FAQs

Is Friday, April 27, 2018, the last chance we have to make a change to the curriculum proposal? If it passes, is it set in stone?

If the proposal passes on April 27, it is not set in the *Faculty Handbook*, much less in stone. The vote on the 27th is a vote to endorse the curriculum committee's proposal. That endorsement means that the curriculum committee will begin the process of implementing what is outlined in the proposal. But the vote does not preclude changes during implementation. Nor does the vote settle a lot that remains to be worked out, such as the criteria for the various area designations, any changes to FTS, and the like.

The curriculum will only change when we have approved new *Faculty Handbook* language. We hope to do that next year. Once we make changes to the handbook, we are bound to them until we change the handbook again.

I thought we were going to reduce the number of requirements. This proposal doesn't seem to. What happened?

The Curriculum Committee's early focus on reducing the number of requirements came from faculty feedback that showed a preference for fewer requirements (the magic number seemed to be around 5 or 6). As we circulated proposals, however, faculty consistently identified a number of things that were missing. When we asked faculty for a number of requirements, we found that faculty wanted a smaller curriculum. When we asked faculty for what they wanted in the curriculum, we found that faculty wishes did not accord with the smaller numbers.

As a committee, we decided to focus on what students needed in the curriculum. We lowered the number of distribution areas to five, but added secondary requirements (e.g. QUANT and Identities and Difference in the US—requirements that can be either combined with a distribution requirement or with a majors-only course). We added more writing course, because we have heard (and believe) that our students need more writing instruction, particularly in the second and third year. And so on.

As is currently the case, students with a higher number of requirements across the major and liberal arts have more pre-professional majors. If your department offers a lot of courses for majors that are also liberal arts/general education requirements (e.g., there are departments that offer language, humanities, global), your students will have fewer requirements. If your department has a lot of technical, professionally-necessary material that does not serve general education, your students will go outside the major to ensure they graduate with a liberal arts education.

In the end, we think that there are types of courses all of our students need. We were not convinced that students would get them through their majors, self-direction, or advising alone. We didn't include everything that everyone wanted, but we did include those things that we thought essential in a 21st century general education curriculum.

How are we supposed to implement and staff a new curriculum? We can barely afford to do the one we have.

We have worked hard to create a curriculum we can implement with current staffing. Based on the information we have from the Provost's Office, we think we have achieved that goal.

We recognize, however, that this curriculum will demand people rethinking and changing courses. We cannot staff this new curriculum if everyone (or even some people) refuses to change. You might need to think about ethical issues in your field or you might need to take an existing course and re-conceptualize it as a disciplinary writing course. Departments will have to contribute to FTS and capstones. And, we suspect, that it is the issue of change that most concerns people. How will we, when we many of us already feel overburdened, find the energy to change? And will the College give us the support we need to do the professional development necessary to make this curriculum a success?

All we can say about the College's contribution to professional development is that we have been clear with the Provost's Office, the President, and the Board that a new curriculum will demand professional development. We have been assured that they understand that.

We also hope that this new curriculum will be reinvigorating. We hope that we will feel less overburdened if we are teaching students who come through FTS with a more established set of skills and if they come to our majors with more writing courses to their credit. We think that we will all feel a greater sense of accomplishment as we see students bring to bear their skills on a project.

If we pass this, will we inevitably cut J-Term because of cost? I am concerned about the absence of a CC recommendation on J-Term and would like more information before I vote on the Challenge Curriculum.

We want to be clear that the proposal does not change the calendar. We foresee more discussion about exactly how many days J-Term should be, but our recommendation about J-Term is embedded in the proposal: by not removing it, we are recommending that it stay in the calendar..

Some people might wonder why we do not have a firmer recommendation about how many days J-Term should be. That's because we think that the implementation phase will be a good time for departments and programs to think about how they might use J-Term. We want departments and programs to have time to think about the new curriculum and how they might use J-Term before we settle on a number of days.

As to cost: at the April 27 meeting, Provost Kelly will present a cost model that includes J-Term, FTS, and the capstone. Throughout this process, the Provost's office has indicated that we have the resources to do a FTS, a capstone, and J-Term. The committee does not believe those three parts of the curriculum need to compete with each other. In fact, we see opportunities for first year skill development courses in J-Term as well as for some capstone courses.

How will you ensure parity of participation across departments? Won't some departments contribute more to FTS, WRIT, and the Capstone than others?

Yes, some departments will probably contribute more than others.

This question is a difficult one. We have heard it in a number of forms throughout this process. The question speaks realities and frustrations that, if we were not in the Midwest, we would probably publicly air more. Simply put: some departments think that other departments do not pull their weight in general education owing to numbers of majors or number of courses required for the major (or some combination of the two). Departments that do contribute more to general education, so the thinking goes, often do so at the expense of building their own majors, putting them continually in the position of needing to make many of their courses general education courses in order to fill them, but sacrificing the kind of depth that comes from scaffolded majors with significant prerequisites on upper-level courses. Other departments think that they are doing all that they can to meet student demand for their major courses. Participating in general education is not necessary for filling courses and any additional requirements for general education courses make these departments less prone to participate at all because, again, meeting student demand is about all they can do.

The reality, as we see it, is this: a new curriculum will demand rethinking both how departments contribute to general education and how we ensure that participation is appropriate across the College. (That will be true even if we don't pass the Challenge Curriculum, because we have already passed new general education outcomes that will force us, even within the current model, to make changes.) Some departments probably are going to have to accept that they teach more general education courses because, like it or not, general education drives student demand for those courses. We will need to see that as opportunity even as we make certain that these departments are able to offer robust majors. Other departments will need to think about flexibility in how they teach high-demand courses, not because they "have to" for demand, but because general education is everyone's responsibility. No one gets to outsource it.

Now that we do more course planning at the departmental level, we are better equipped to discuss participation in general education than we were a few years ago. Those plans give us some sense of what department needs and capacities. As we move forward, we will all need to give a little because the general education of our students really is our shared responsibility.

I'm still confused on structure. We have five areas and then WRIT, QUANT, GLOBAL Perspectives, and Difference and Identity in the U.S. Are those all separate? That is a lot of courses.

Think of the proposal like this:

Liberal Arts in Context (Please hold the following names lightly):	Other Requirements	Major Courses
Artistic Expression or Interpretation	QUANT (1)	
Theological Reflection	WRIT (3)	
Scientific Reasoning	Global Citizenship: Global Affairs and Cultures	
Analyzing Social Systems	Global Citizenship: US Identities and Difference	
Humanistic Inquiry	Global Citizenship: Foreign Language	

Requirements in the middle column can be attached to courses in either the left or right columns. (We have talked about a policy that would specify that one course can only have one designation from the left column and one from the middle, thus cutting down on things like Social Science-QUANT-Global Affairs-WRIT courses that have to try too hard to do it all. We are also open to the suggestion, raised at the April 20 meeting, that courses could carry both a WRIT and a QUANT as well as a Liberal Arts in Context designation) And, remember, that chart doesn't show the two language courses (and what other designations those should carry remains something we need to discuss.)

General Education Distribution Areas

All five required courses must meet the four general education SLOs, which means they must have written and oral components? What about course size?

Here is the SLO: Students will communicate effectively in written, spoken, and creative expression with a variety of audiences. According to the proposal, each course must provide opportunities to practice written, spoken, OR creative expression, but not necessarily all three because a single course does not need to satisfy the requirement. Moreover, the "opportunities to practice" do not need to be formal or graded. . We imagine that even our largest classes can (and many already do) ask students to speak with each other about the material they are learning and write about it. This writing and oral communication can be formal or informal.

I am not an ethicist. Nor do I study diversity and global perspectives. How, in good conscience, can I include these in my general education course?

We believe that every faculty member has access to materials about diversity and equity within their field that can be integrated into their general education courses. Every field has its own ethical dilemmas and debacles. Some fields have issued apologies for unethical research practices. Every field also has documents about equity in the field, e.g., sexual harassment, the status of people historically under- represented in the field, and so on. Departments and divisions can work together to develop materials to be included for this

component of general education courses. These issues could be integrated throughout the course or they could be in a unit set aside from “the course material.” We again see this as an opportunity for faculty to model life-long learning for our students.

Will this get in the way of covering the course material?

The committee believes that the SLOs can be integrated without significant loss of course content. The proposal stipulates that courses “substantively engage” the SLOs. For ethics and global perspectives, the proposal defines “substantive” engagement as two opportunities for students to discuss or write about both ethics and global perspectives throughout the semester. The proposal does not demand that any of it be graded--the writing, for example, could be informal. And, note, that language is two opportunities, not two course sessions. Finally, the committee would suggest looking for places where you are already having these discussions. Do you talk about not falsifying data? That could be a discussion about ethics in the field. Do you discuss working with people in laboratory situations? That might be a time to reflect on working with people from different cultural or linguistic backgrounds.

This FAQ uses different language about the SLO requirement than the proposal, which seems to differ from the General Education Outcomes we passed last spring. Which one is correct?

First, we apologize for the differences in language. We were not consistent. Second, we want to be clear that none of this language is policy yet. A vote to endorse the proposal is a vote for us to work based on this proposal and to come up with handbook language. Still, you need to know what you are voting for.

All the documents state that students need two opportunities to “substantively engage” ethics and diversity (more on that language below). In the proposal, we define “substantively engage” as “through a course discussion or informal or formal writing.” In the FAQ (above), we use the term “substantive engagement” and we note that “the proposal does not demand that any of [the substantive engagement] be graded--the writing, for example, could be informal.” So, by “substantive engagement,” we mean that students use writing or speaking to engage the issue or idea.. (Maybe what we should have said is “actively engage.”) We do not mean that you teach ethical theory. We do not mean that we will assess how well you taught, say, ethics because we don’t expect you to do so. We do, however, envision a system in which you and/or the students are asked if and how the course facilitated their engagement of, say, an ethical issue. So, if you vote for the proposal, you are voting for us to continue moving in the direction of a curriculum that requires all classes carrying an area designation to have at least two times when students talk or write about ethics and diversity.

That leads to the second problem. In the committee’s proposal, we explained what each area designation course must do as follows:

1. Teach from a disciplinary perspective.
2. Offer opportunities to practice oral and written communication.
3. Offer at least two opportunities for students to engage substantively (e.g. through a course discussion or informal or formal writing) ethical, religious, or philosophical issues in the field and/or in the course content.
4. Offer at least two opportunities for students to engage substantively (e.g. through a course discussion or informal or formal writing) issues related to diversity and equity.

Numbers one and three use the same language as the General Education SLOs, but numbers two and four differ (the communication SLO includes creative expression and the diversity SLO specifies cultural difference, globally or locally). That was not intentional. We can fix this language during implementation (the assessment director--who sits on the committee--will want the handbook language to be consistent) or we can fix it on the floor of the April 27 meeting to read:

2. Offer opportunities to practice oral or written communication or creative expression.
4. Offer at least two opportunities for students to engage substantively (e.g. through a course discussion or informal or formal writing) issues related to cultural difference, locally or globally.

First Term Seminar

What happened to the First Year Seminar? Don't students need more help at the beginning of their Gustavus education?

As we listened to faculty, we heard several things about First Term Seminar: some students need significantly more help at the beginning than they are currently receiving; some students receive enough foundation in their FTS; many students need opportunities to practice skills developed in FTS; FTS is trying to do too much. We also heard, from many faculty, that we needed something more robust at the end of general education. So, what to do? We couldn't staff a course at the end if we had an FYS. The question then became whether an FYS was still the right thing to do (integration at the end be damned).

Ultimately, we decided that a FYS wasn't the only way to more effectively "launch" students. We believe that a re-envisioned FTS (or GAC 100) should focus on fewer things and have clearer expectations (perhaps even some shared assignments?), particularly regarding writing. That, we hope, will make FTS a more useful experience for all students and provide a foundation that every course thereafter could build upon. This also could help meet faculty demand for more support; so many FTS teachers question whether or not they are teaching writing the "right way." We also decided to add more writing courses after FTS. This will take some advising, but our hope is that students will take WRIT courses early and often (and this might be the time to think about which of your courses would be a really good WRIT course for second semester students who need focused attention on writing). We are also diffusing some of what FTS does through the general education curriculum with the repeated attention to communication, ethics and equity (SLOs 2, 3 & 4) and required courses in Global Diversity and US Identities and Difference.

So, the plan: a more focused, streamlined FTS that consistently teaches shared skills; more reinforcement of those skills in courses early in the GAC career; more attention to issues that we want students to think about throughout their GAC career. More consistency; more scaffolding.

Yeah, but my students really can't write.

Teaching writing should be occurring in a high percentage of our classes, regardless of whether they carry WRIT designations. WRIT courses, of which there will be three (plus the writing taught in FTS), will explicitly require writing instruction. The more opportunities for student writing we can introduce into our classes, the better. We believe teaching writing is everyone's job.

My students also need skills in oral communication. Where is that?

We see oral communication continuing in FTS. It is also part of the general education student learning outcomes, and will therefore be a component in general education courses. We can also see how oral communication would be essential for successful GAC 300 courses.

What about building research skills?

We imagine research elements in WRIT courses, GAC 300, and some general education courses. We expect that majors will continue to be the place where most students develop their research, scholarship, and creativity skills.

GAC 300: Challenge Capstones

Where in the world did this idea come from (and can we have FYS back)?

One of the goals of the new curriculum was integration. When we started this process, faculty identified a lack of integration in our LAP curriculum as a problem. As the committee has worked, we have also become convinced that the "check-box" mentality of our students owes much to the sense that things don't come together. That is, the problem is not that they have to check boxes (as a colleague, not on the committee said "why not check-boxes? People like checking things off") but that the checks become ends unto themselves. As we unveiled various versions of the new curriculum, one of the persistent criticisms of faculty has been that none of our means of integration do enough toward integration.

The capstone also responds to many of the goals outlined in the ACTS strategic plan: emphasizing student discovery and intellectual risk-taking (check), creating more opportunities for research and creativity (check), and facilitating “interdisciplinary collaboration to address complex problems through innovative approaches, application of diverse and even divergent theoretical concepts and models, and global perspectives” (check).

We were compelled that we needed a clear place in the curriculum where students would integrate general education and their disciplinary work. Hence, the capstone.

Why Project-Based?

Because of the kinds of skills we want students to practice. We also want students to have something they can point to so they can say in job and/or fellowship (etc.) applications, “In addition to my major specialization, I worked with a team of students from diverse majors on a capstone project in my [junior or] senior year that addressed [X] problem and achieved [Y] results...”

What do you mean by “project-based”?

John Larmer and John Mergendoller propose seven project design elements of “gold standard” project-based learning: a challenging problem or question; sustained inquiry; authenticity (for those of you who hate that word, the definition they give might be helpful: “A project can be authentic in several ways, often in combination. It can have an authentic context...it can involve the use of real-world processes, tasks and tools, and performance standards...it can have a real impact on others....Finally, a project can have personal authenticity when it speaks to students’ own concerns, interests, cultures, identities, and issues in their lives); student voice and choice; reflection; critique & revision; and a public product (Larmer and Mergendoller, “Gold Standard Project Based Learning: Essential Design Elements,” http://www.bie.org/blog/gold_standard_pbl_essential_project_design_elements).

Those marks leave room for many different kinds of projects. In our proposal we identified four major categories (CBL; digital humanities; research/creativity/scholarship; public event) but there might be others.

If you are interested in learning more about project-based learning, you might look at the following:

Worcester Polytechnic Institute Lib Guide to Project-Based Learning:
<http://libguides.wpi.edu/c.php?g=688857&p=4869209>

Buck Institute, “What is PBL?” https://www.bie.org/about/what_pbl

Does “student choice and voice” mean that students decide on the project? Do they each need their own?

No and no. Student choice and voice means that students need opportunities to make meaningful choices about the direction of the project, the questions to pursue, the manner of presentation and the like.

Faculty, however, can decide on the project.

And, no, students do not need individual projects. In fact, we hope that the projects are collaborative. Learning to work with others is a skill students need. That does not mean that every component of the project needs to involve every students. Working with other students, however, should be part of the experience.

How am I supposed to come up with a new project every semester?

You aren’t. Like FTS, we will need around 30 sections per year (assuming current class sizes and retention). We would like to see these on a rotation. Depending on the kind of project you do, you might have to make a new one. But you might not. You might build on a previous project. Or, you might have successive classes work on a project that a previous class couldn’t complete.

(That last point is important: in project-based learning, failure is an option. At Worcester Polytechnic Institute, a humanities professor based a class around creating a Reacting to the Past type game about life in Worcester in 1899. Great project. Students learned a lot. Total fail in terms of producing a playable game.

Substitute Saint Peter for Worcester, fill your class with people who can read records in Swedish, and you could probably do that project more than once.)

Also, remember that “project-based” does not mean “unique project” or “unrepeatable project” or “something outside of Gustavus that needs doing.” When some of us hear “project-based learning,” we essentially hear a Community Based Learning Project that, once done once, won’t be needed again. We can, however, think more broadly. Remember that an essential feature of project based learning is that it features “real-world context, tasks and tools, quality standards, or impact—or speaks to students’ personal concerns, interests, and issues in their lives” (https://www.bie.org/about/what_pbl). Note the “or’s.” Not all projects exist “out there” somewhere and, thus, have to be redone every year. Maybe successive classes do essentially the same project but bring to it different skills and content and make different decisions.

Reflecting on the sample GAC 300 we discussed on comprehensive sexuality education, this course could begin in the first year surveying what is taught at different districts and studying the research on best practices in the US and around the world. Students in a later iteration of the course could spend several years working with one school district to identify best practices and current research, measuring outcomes with a district, and so on. We would be naïve to think one semester (or JTerm) would settle the curriculum and the question. See above that failure is also an option. We could design best practices based on global models of sexuality education and not find a school district with whom to work. This would also be part of the process, going back to community partners and finding something workable, making sense of the reluctance, understanding the tension between science and community values, the need for local autonomy, and so on.

Some people may want to come up with a new project every time they teach the course, and would be free to do so. We do anticipate benefits from seasoned courses that have been developed over time. It is also possible that faculty could share responsibility for a course and alternate teaching of it or teach linked courses that collaborated for some aspects of the course.

How are capstones integrative if students do not share a body of knowledge? What are we integrating?

We won’t, it is true, know exactly what content our students have had. We will, however, have some idea about the skills, questions, and perspectives they will have encountered. Thus, these capstones will focus on integrating those skills (everyone should have a QUANT class), questions (students should have asked ethical questions throughout general education), and perspectives (students will have global perspectives courses and US Difference and Identity). Faculty in capstones will have to teach content, or, maybe better put, show students how they can use their skills to access content.

Teaching these capstones will not be like teaching courses where all students have the same content knowledge. On the other hand, they will give students some experience in doing what they will be doing in offices, on school boards, in religious communities: working with people who may or may not know a lot about a given subject while they rely on their skills to access the information they need in order to achieve a common end.

We may realize in a certain number of years that students need some common experience like a 200-level seminar or certain prerequisites to make the Challenge Seminar what we had envisioned. At that point, the faculty can offer modifications to the curriculum based on what we learn about student and faculty experience in the early years of implementation.

The easiest way to guarantee an integrated curriculum is through a core curriculum. Our faculty has not shown consistent support for this model, and has been reluctant to endorse core readings in FTS. Gustavus faculty appreciate choice and autonomy. Those who prefer a core curriculum remain committed to the Three Crowns Curriculum as the place where this kind of guaranteed integration occurs. .

How am I supposed to teach an interdisciplinary capstone? I don’t know multiple disciplines well.

The interdisciplinarity of the capstone comes from two places: a project that people with different disciplinary training can contribute towards and the presence of people with different disciplinary training as

part of the team. It is not your job to teach different disciplinary perspectives. It is your job to facilitate student exploration with your own disciplinary expertise. Think of it this way: in the capstone, faculty are not expected to know the answers. We are expected to know when it is time to ask more or different questions and where students might go for help in doing so. We are modeling life-long learning for our students and the kinds of problem solving people tackle as citizens who also have expertise in particular areas.

For GAC 300, are project-based learning approaches limited to the four examples listed?

No.

Can GAC 300 be offered during J-Term, provided we still have it?

We see no reason why not. It could work well for the project-based aspect of the course. Specifics would be set by a faculty working group.

How will know that capstones are high-quality? A bad capstone gets us nowhere!

We will need to have accountability. We will work out details in the implementation phase, but we have some ideas. Like FTS, we could require participating in training to teach a capstone. We could require faculty submit to their project and some plans about how they will lead students through it. We could require faculty submit a syllabus and prompts each year.

We will also be assessing the capstone (and general education). We want to be careful here. Assessment of student learning is different from course evaluations. We don't want to incentivize "good" results that come because the standards are low. We will, however, be assessing the capstone as a whole. That information will help us to improve the capstone and make it a rigorous, helpful experience for our students.

We also trust our faculty to deliver high-quality capstones in areas of interest to them.

What about classes that seem to fit in multiple themes?

Faculty leaders of the different themes can set criteria for what makes a course fit into a particular area. We imagine that there will be some overlap but that in general, the courses will fit fairly easily into one of the three areas. Given that students can move around among the theme, it should not be a deal breaker for a student or a faculty member if their course officially counts as "Health & Happiness" but also deals with issues of "Justice and Inequality."

Can you provide some more examples of possible GAC 300s?

We expect that faculty will be able to come up with lots of creative ideas, and we understand that some faculty will continue to offer FTS and/or contribute to general education in ways other than GAC 300. Everyone won't teach everything. We think the Nobel Conference offers good models of problem- or question-based themes and could imagine good use of Nobel archives to build seminars on topics like Soil; Reproductive Technology; Addiction; Globalization; Oceans; Big Data, etc. Some other ideas: Voting (mobilization and suppression); Plastics (possibilities and pollutants); Local Foodways; Migration in Minnesota; Higher Education Policy; Challenges in K-12 Education; Sexual Assault and Violence; Mass Incarceration; Housing and Homelessness; A Generation at War, 9/11-present; Film and Representation of War; Social Media and Society; Comedy and Social Change; Hip Hop and Youth Mobilization; Anxiety & Depression; College-Prison Partnerships; etc.

Specific Requirements

Do the Global Perspectives and Difference and Identities in US courses need to be contemporary or can they be historical as well?

We foresee working groups developing criteria for all the areas and requirements. We haven't, in other words, gone this far into the weeds on these requirements, but we would imagine that historically-focused courses on something like immigration exclusion acts; genocide; imperialism; or apartheid (among countless other examples) would certainly help students become more engaged global citizens in the present.

Would Global courses have to focus on a particular area?

These criteria would be set by the faculty working group. We could imagine space for highly-focused regional courses and also comparative courses.

Could a course count for both Global and US?

These criteria would be set by the faculty working group. We could imagine a course counting for both, but students would need to choose which area they wanted it to count for (and would need to take a second course).

What percentage of our students test out of the current foreign language requirement?

10%.

Why Wellbeing?

A plurality of faculty (almost 50%) indicated support for some Wellbeing requirement (40% indicated something different than the current ACT/FIT model). In the Preamble to the Institutional Student Learning Outcomes, we commit to fostering personal wellbeing. And, as we know, many of our students lack basic wellbeing skills. Although we recognize that some issues of student wellbeing stem from systemic issues such as financial need, we do believe that some deficits in wellbeing stem from a lack of knowledge about practices that contribute to personal wellness. We also decided that FTS currently carries too much responsibility for wellbeing outside of ACT/FIT and that attention to wellness across FTS sections was inconsistent. Thus, as the committee considered student needs, we decided that we should have a designated place in the curriculum for students to learn about holistic wellness.

In its discussions, the committee was clear that the Wellbeing requirement should include multiple dimensions of wellness. We were also clear, as we have been with regard to other requirements, that Wellbeing would need to be staffable with current faculty with expertise in the field.

Will courses in traditions outside of Christianity count as “Exploring Belief” courses (or whatever name we decide upon)?

Exploring belief courses will still need to include Christianity. That requirement stems, in part, from our message to give students a “mature understanding of the Christian faith.” We foresee, however, that what is now common practice in THEOL courses will become policy: all exploring belief courses will be expected to deal with at least two traditions (one of which will be Christianity).

You can find more information about the history of this requirement on our resource page: <https://gustavus.edu/committees/curriculum/CurricularPlanning/Resources.php>.

Process

Will everything in the proposal will be implemented exactly as it appears in the proposal?

Probably not. The proposal is a framework. If the proposal passes, we will continue to move in the direction outlined by the proposal. But we will continue to get faculty input and we can make changes if necessary. Faculty members will have lots of opportunities for input and everything that goes into the *Faculty Handbook* will require another vote.

What amendments has the Curriculum Committee made to the proposal based on the April 20 meeting?

None. We read all the feedback and considered the questions raised at the meeting. We decided that we would let the proposal stand as is, not because there were no good ideas or questions, but because we did not want to change the proposal in advance of the April 27 meeting unless absolutely necessary. We know how frustrating it is to deal with multiple drafts.

That does not preclude amendments. We would stress that the endorsement on April 27 is really about the framework outlined in the proposal. If you want to amend a piece of the framework, that makes sense.

Amendments about details--say, what students will do in FTS or the exact criteria for a capstone or area designation--are possible, but those things will still need to be worked out in implementation. And your colleagues will still need to vote on handbook language, regardless of whether they pass the proposal as is or as amended.

Let's say we pass the framework and then implement it. How long will we have this curriculum? What if it doesn't work?

The "how long" is really up to the faculty. We can tell you that we will assess the curriculum. As we consider those assessment results, we can make changes. The curriculum is codified in the *Faculty Handbook*. We can change the *Faculty Handbook* whenever it is the will of the majority of the faculty to do so. If a piece of the curriculum does not work, we could change that piece. We could add something new later. We could decide to revise the whole curriculum in ten years. All of that is up to the will of the faculty.

How will the Curriculum Committee seek faculty input during implementation? Do we have a voice then?

The faculty will absolutely have a voice. Although we do not have the plan fully developed, we foresee sub-committees and working groups to help with various pieces of the proposal. We plan to invite faculty from outside the committee to part of those working groups.

We will, as we have done up to this point, solicit input and respond to feedback. And, again, we have to vote on everything that goes into the *Faculty Handbook*. So the faculty has both voice and vote going forward.

I'm nervous about voting for something without more details guaranteed. Why defer so much to sub-committees and working groups?

There is a limit to how much the Curriculum Committee can or should fill out every detail. We need a broader base of stakeholders (see answer above) to sort out the specifics. We have tried to build consensus around a framework rather than enumerate everything. We believe this aligns with our commitment to faculty governance and is more likely to ensure a curriculum we can all embrace.

Appendix C: AAC&U VALUE Rubrics

The [VALUE rubrics](#) were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Civic Engagement VALUE Rubric

Definition

Civic engagement is “working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.” (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Framing Language

Preparing graduates for their public lives as citizens, members of communities, and professionals in society has historically been a responsibility of higher education. Yet the outcome of a civic-minded graduate is a complex concept. Civic learning outcomes are framed by personal identity and commitments, disciplinary frameworks and traditions, pre-professional norms and practice, and the mission and values of colleges and universities. This rubric is designed to make the civic learning outcomes more explicit. Civic engagement can take many forms, from individual volunteerism to organizational involvement to electoral participation. For students this could include community-based learning through service-learning classes, community-based research, or service within the community. Multiple types of work samples or collections of work may be utilized to assess this, such as:

- The student creates and manages a service program that engages others (such as youth or members of a neighborhood) in learning about and taking action on an issue they care about. In the process, the student also teaches and models processes that engage others in deliberative democracy, in having a voice, participating in democratic processes, and taking specific actions to affect an issue.
- The student researches, organizes, and carries out a deliberative democracy forum on a particular issue, one that includes multiple perspectives on that issue and how best to make positive change through various courses of public action. As a result, other students, faculty, and community members are engaged to take action on an issue.
- The student works on and takes a leadership role in a complex campaign to bring about tangible changes in the public’s awareness or education on a particular issue, or even a change in public policy. Through this process, the student demonstrates multiple types of civic action and skills.
- The student integrates their academic work with community engagement, producing a tangible product (piece of legislation or policy, a business, building or civic infrastructure, water quality or scientific assessment, needs survey, research paper, service program, or organization) that has engaged community constituents and responded to community needs and assets through the process.

Civic Engagement	Capstone 4	Milestones		Benchmark 1
		3	2	
	study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	to civic engagement and to one's own participation in civic life, politics, and government.	that is relevant to civic engagement and to one's own participation in civic life, politics, and government.
Civic Identity and Commitment	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment.	Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.
Civic Communication	Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action	Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives.
Civic Action and Reflection	Demonstrates independent experience and <i>shows initiative in team leadership</i> of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.	Demonstrates independent experience and <i>team leadership</i> of civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.	Has clearly <i>participated</i> in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Has <i>experimented</i> with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.
Civic Contexts/ Structures	Demonstrates ability and commitment to <i>collaboratively work across and within</i> community contexts and structures to <i>achieve a civic aim</i> .	Demonstrates ability and commitment to work actively <i>within</i> community contexts and structures to <i>achieve a civic aim</i> .	Demonstrates experience identifying intentional ways to <i>participate in</i> civic contexts and structures.	Experiments with civic contexts and structures, <i>tries out a few to see what fits</i> .

Critical Thinking VALUE Rubric

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Framing Language

This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes. Further, research suggests that successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life.

This rubric is designed for use with many different types of assignments and the suggestions here are not an exhaustive list of possibilities. Critical thinking can be demonstrated in assignments that require students to complete analyses of text, data, or issues. Assignments that cut across presentation mode might be especially useful in some fields. If insight into the process components of critical thinking (e.g., how information sources were evaluated regardless of whether they were included in the product) is important, assignments focused on student reflection might be especially illuminating.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Ambiguity:** Information that may be interpreted in more than one way.
- **Assumptions:** Ideas, conditions, or beliefs (often implicit or unstated) that are “taken for granted or accepted as true without proof.” (quoted from www.dictionary.reference.com/browse/assumptions)
- **Context:** The historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.
- **Literal meaning:** Interpretation of information exactly as stated. For example, “she was green with envy” would be interpreted to mean that her skin was green.
- **Metaphor:** Information that is (intended to be) interpreted in a non-literal way. For example, “she was green with envy” is intended to convey an intensity of emotion, not a skin color.

Critical Thinking	Capstone 4	Milestones		Benchmark 1
		3	2	
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as

Critical Thinking	Capstone 4	Milestones		Benchmark 1
		3	2	
	Viewpoints of experts are questioned thoroughly.	Viewpoints of experts are subject to questioning.	Viewpoints of experts are taken as mostly fact, with little questioning.	fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Ethical Reasoning VALUE Rubric

Definition

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Framing Language

This rubric is intended to help faculty evaluate work samples and collections of work that demonstrate student learning about ethics. Although the goal of a liberal education should be to help students turn what they've learned in the classroom into action, pragmatically it would be difficult, if not impossible, to judge whether or not students would act ethically when faced with real ethical situations. What can be evaluated using a rubric is whether students have the intellectual tools to make ethical choices.

The rubric focuses on five elements: Ethical Self Awareness, Ethical Issue Recognition, Understanding Different Ethical Perspectives/Concepts, Application of Ethical Principles, and Evaluation of Different Ethical Perspectives/Concepts. Students' Ethical Self Identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues. Presumably, they will choose ethical actions when faced with ethical issues.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Core Beliefs:** Those fundamental principles that consciously or unconsciously influence one's ethical conduct and ethical thinking. Even when unacknowledged, core beliefs shape one's responses. Core beliefs can reflect one's environment, religion, culture or training. A person may or may not choose to act on their core beliefs.
- **Ethical Perspectives/concepts:** The different theoretical means through which ethical issues are analyzed, such as ethical theories (e.g., utilitarian, natural law, virtue) or ethical concepts (e.g., rights, justice, duty).
- **Complex, multi-layered (gray) context:** The sub-parts or situational conditions of a scenario that bring two or more ethical dilemmas (issues) into the mix/problem/context/for student's identification.
- **Cross-relationships among the issues:** Obvious or subtle connections between/among the sub-parts or situational conditions of the issues present in a scenario (e.g., relationship of production of corn as part of climate change issue).

Ethical Reasoning	Capstone 4	Milestones		Benchmark 1
		3	2	
Ethical Self-Awareness	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	Student states both core beliefs and the origins of the core beliefs.	Student states either their core beliefs or articulates the origins of the core beliefs but not both.
Understanding Different Ethical Perspectives/Concepts	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory she/he uses, and is only able to present the gist of the named theory.	Student only names the major theory she/he uses.
Ethical Issue Recognition	Student can recognize ethical issues when	Student can recognize ethical issues when issues	Student can recognize basic and obvious ethical issues	Student can recognize basic and obvious ethical issues

Ethical Reasoning	Capstone	Milestones		Benchmark
	4	3	2	1
	presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	and grasp (incompletely) the complexities or interrelationships among the issues.	but fails to grasp complexity or interrelationships.
Application of Ethical Perspectives/Concepts	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example.).
Evaluation of Different Ethical Perspectives/Concepts	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts, and the student's defense is adequate and effective.	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but the student's response is inadequate.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.

Intercultural Knowledge and Competence VALUE Rubric

Definition

Intercultural Knowledge and Competence is “a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.” (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

Framing Language

The call to integrate intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a world community, knowing that we share the future with others. Beyond mere exposure to culturally different others, the campus community requires the capacity to:

meaningfully engage those others, place social justice in historical and political context, and put culture at the core of transformative learning. The intercultural knowledge and competence rubric suggests a systematic way to measure our capacity to identify our own cultural patterns, compare and contrast them with others, and adapt empathically and flexibly to unfamiliar ways of being.

The levels of this rubric are informed in part by M. Bennett’s Developmental Model of Intercultural Sensitivity (Bennett, M.J. 1993. Towards ethnorelativism: A developmental model of intercultural sensitivity. In *Education for the intercultural experience*, ed. R. M. Paige, 22-71. Yarmouth, ME: Intercultural Press). In addition, the criteria in this rubric are informed in part by D.K. Deardorff’s intercultural framework which is the first research-based consensus model of intercultural competence (Deardorff, D.K. 2006. The identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education* 10(3): 241-266). It is also important to understand that intercultural knowledge and competence is more complex than what is reflected in this rubric. This rubric identifies six of the key components of intercultural knowledge and competence, but there are other components as identified in the Deardorff model and in other research.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Culture:** All knowledge and values shared by a group.
- **Cultural rules and biases:** Boundaries within which an individual operates in order to feel a sense of belonging to a society or group, based on the values shared by that society or group.
- **Empathy:** “Empathy is the imaginary participation in another person’s experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming the person’s position).” Bennett, J. 1998. Transition shock: Putting culture shock in perspective. In *Basic concepts of intercultural communication*, ed. M. Bennett, 215-224. Yarmouth, ME: Intercultural Press.
- **Intercultural experience:** The experience of an interaction with an individual or groups of people whose culture is different from your own.
 - Intercultural/cultural differences: The differences in rules, behaviors, communication and biases, based on cultural values that are different from one’s own culture.
- **Suspends judgment in valuing their interactions with culturally different others:** Postpones assessment or evaluation (positive or negative) of interactions with people culturally different from one self. Disconnecting from the process of automatic judgment and taking time to reflect on possibly multiple meanings.
- **Worldview:** Worldview is the cognitive and affective lens through which people construe their experiences and make sense of the world around them.

Intercultural Knowledge and Competence	Capstone 4	Milestones		Benchmark 1
		3	2	
Knowledge <i>Cultural self- awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)

Intercultural Knowledge and Competence	Capstone	Milestones		Benchmark
	4	3	2	1
Knowledge <i>Knowledge of cultural worldview frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Skills <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Attitudes <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.

Intercultural Knowledge and Competence	Capstone 4	Milestones		Benchmark 1
		3	2	
Attitudes <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.

Foundations and Skills for Lifelong Learning VALUE Rubric

Definition

Lifelong learning is “all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence”. An endeavor of higher education is to prepare students to be this type of learner by developing specific dispositions and skills described in this rubric while in school. (From The European Commission. 2000. Commission staff working paper: [A memorandum on lifelong learning](#). Retrieved September 3, 2003)

Framing Language

This rubric is designed to assess the skills and dispositions involved in lifelong learning, which are curiosity, transfer, independence, initiative, and reflection. Assignments that encourage students to reflect on how they incorporated their lifelong learning skills into their work samples or collections of work by applying above skills and dispositions will provide the means for assessing those criteria. Work samples or collections of work tell what is known or can be done by students, while reflections tell what students think or feel or perceive. Reflection provides the evaluator with a much better understanding of who students are because through reflection students share how they feel about or make sense of their learning experiences. Reflection allows analysis and interpretation of the work samples or collections of work for the reader. Reflection also allows exploration of alternatives, the consideration of future plans, and provides evidence related to students’ growth and development. Perhaps the best fit for this rubric are those assignments that prompt the integration of experience beyond the classroom.

Lifelong Learning	Capstone 4	Milestones		Benchmark 1
		3	2	
Curiosity	Explores a topic in depth, yielding a rich awareness and/or little-known information indicating intense interest in the subject.	Explores a topic in depth, yielding insight and/or information indicating interest in the subject.	Explores a topic with some evidence of depth, providing occasional insight and/or information indicating mild interest in the subject.	Explores a topic at a surface level, providing little insight and/or information beyond the very basic facts indicating low interest in the subject.
Initiative	Completes required work, generates and	Completes required work, identifies and	Completes required work and identifies	Completes required work.

Lifelong Learning	Capstone 4	Milestones		Benchmark 1
		3	2	
	pursues opportunities to expand knowledge, skills, and abilities.	pursues opportunities to expand knowledge, skills, and abilities.	opportunities to expand knowledge, skills, and abilities.	
Independence	Educational interests and pursuits exist and flourish outside classroom requirements. Knowledge and/or experiences are pursued independently.	Beyond classroom requirements, pursues substantial, additional knowledge and/or actively pursues independent educational experiences.	Beyond classroom requirements, pursues additional knowledge and/or shows interest in pursuing independent educational experiences.	Begins to look beyond classroom requirements, showing interest in pursuing knowledge independently.
Transfer	Makes explicit references to previous learning and applies in an innovative (new and creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and shows evidence of applying that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and attempts to apply that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes vague references to previous learning but does not apply knowledge and skills to demonstrate comprehension and performance in novel situations.
Reflection	Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.	Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events.

Quantitative Literacy VALUE Rubric

Definition

Quantitative Literacy (QL) – also known as Numeracy or Quantitative Reasoning (QR) – is a “habit of mind,” competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

Quantitative Literacy Across the Disciplines

Current trends in general education reform demonstrate that faculty are recognizing the steadily growing importance of Quantitative Literacy (QL) in an increasingly quantitative and data-dense world. AAC&U's recent survey showed that concerns about QL skills are shared by employers, who recognize that many of today's students will need a wide range of high level quantitative skills to complete their work responsibilities. Virtually all of today's students, regardless of career choice, will need basic QL skills such as the ability to draw information from charts, graphs, and geometric figures, and the ability to accurately complete straightforward estimations and calculations.

Preliminary efforts to find student work products which demonstrate QL skills proved a challenge in this rubric creation process. It's possible to find pages of mathematical problems, but what those problem sets don't demonstrate is whether the student was able to think about and understand the meaning of her work. It's possible to find research papers that include quantitative information, but those papers often don't provide evidence that allows the evaluator to see how much of the thinking was done by the original source (often carefully cited in the paper) and how much was done by the student herself, or whether conclusions drawn from analysis of the source material are even accurate.

Given widespread agreement about the importance of QL, it becomes incumbent on faculty to develop new kinds of assignments which give students substantive, contextualized experience in using such skills as analyzing quantitative information, representing quantitative information in appropriate forms, completing calculations to answer meaningful questions, making judgments based on quantitative data and communicating the results of that work for various purposes and audiences. As students gain experience with those skills, faculty must develop assignments that require students to create work products which reveal their thought processes and demonstrate the range of their QL skills.

This rubric provides for faculty a definition for QL and a rubric describing four levels of QL achievement which might be observed in work products within work samples or collections of work. Members of AAC&U's rubric development team for QL hope that these materials will aid in the assessment of QL – but, equally important, we hope that they will help institutions and individuals in the effort to more thoroughly embed QL across the curriculum of colleges and universities.

Framing Language

This rubric has been designed for the evaluation of work that addresses quantitative literacy (QL) in a substantive way. QL is not just computation, not just the citing of someone else's data. QL is a habit of mind, a way of thinking about the world that relies on data and on the mathematical analysis of data to make connections and draw conclusions. Teaching QL requires us to design assignments that address authentic, data-based problems. Such assignments may call for the traditional written paper, but we can imagine other alternatives: a video of a PowerPoint presentation, perhaps, or a well designed series of web pages. In any case, a successful demonstration of QL will place the mathematical work in the context of a full and robust discussion of the underlying issues addressed by the assignment.

Finally, QL skills can be applied to a wide array of problems of varying difficulty, confounding the use of this rubric. For example, the same student might demonstrate high levels of QL achievement when working on a simplistic problem and low levels of QL achievement when working on a very complex problem. Thus, to accurately assess a student's QL achievement it may be necessary to measure QL achievement within the context of problem complexity, much as is done in diving competitions where two scores are given, one for the difficulty of the dive, and the other for the skill in accomplishing the dive. In this context, that would mean giving one score for the complexity of the problem and another score for the QL achievement in solving the problem.

Quantitative Literacy	Capstone 4	Milestones		
		3	2	1
Interpretation <i>Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i>	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. <i>For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.</i>	Provides accurate explanations of information presented in mathematical forms. <i>For instance, accurately explains the trend data shown in a graph.</i>	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. <i>For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line.</i>	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means. <i>For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends.</i>
Representation <i>Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i>	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.
Calculation	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.	Calculations are attempted but are both unsuccessful and are not comprehensive.
Application / Analysis <i>Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis</i>	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.
Assumptions <i>Ability to make and evaluate important assumptions in estimation, modeling, and data analysis</i>	Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited	Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.	Explicitly describes assumptions.	Attempts to describe assumptions.

Quantitative Literacy	Capstone	Milestones		
	4	3	2	1
	by the accuracy of the assumptions.			
Communication <i>Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized)</i>	Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.	Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.	Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.	Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as “many,” “few,” “increasing,” “small,” and the like in place of actual quantities.)

Written Communication VALUE Rubric

Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Framing Language

This writing rubric is designed for use in a wide variety of educational institutions. The most clear finding to emerge from decades of research on writing assessment is that the best writing assessments are locally determined and sensitive to local context and mission. Users of this rubric should, in the end, consider making adaptations and additions that clearly link the language of the rubric to individual campus contexts.

This rubric focuses assessment on how specific written work samples or collections of work respond to specific contexts. The central question guiding the rubric is “How well does writing respond to the needs of audience(s) for the work?” In focusing on this question the rubric does not attend to other aspects of writing that are equally important: issues of writing process, writing strategies, writers’ fluency with different modes of textual production or publication, or writer’s growing engagement with writing and disciplinarity through the process of writing.

Evaluators using this rubric must have information about the assignments or purposes for writing guiding writers’ work. Also recommended is including reflective work samples of collections of work that address such questions as: What decisions did the writer make about audience, purpose, and genre as s/he compiled the work in the portfolio? How are those choices evident in the writing -- in the content, organization and structure, reasoning, evidence, mechanical and surface conventions, and citational systems used in the writing? This will enable evaluators to have a clear sense of how writers understand the assignments and take it into consideration as they evaluate.

The first section of this rubric addresses the context and purpose for writing. A work sample or collections of work can convey the context and purpose for the writing tasks it showcases by including the writing assignments associated with work samples. But writers may also convey the context and purpose for their writing within the texts. It is important for faculty and institutions to include directions for students about how they should represent their writing contexts and purposes.

Faculty interested in the research on writing assessment that has guided our work here can consult the National Council of Teachers of English/Council of Writing Program Administrators' [White Paper on Writing Assessment](#) (2008) and the Conference on College Composition and Communication's [Writing Assessment: A Position Statement](#) (2008)

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Content Development:** The ways in which the text explores and represents its topic in relation to its audience and purpose.
- **Context of and purpose for writing:** The context of writing is the situation surrounding a text: who is reading it? who is writing it? Under what circumstances will the text be shared or circulated? What social or political factors might affect how the text is composed or interpreted? The purpose for writing is the writer's intended effect on an audience. Writers might want to persuade or inform; they might want to report or summarize information; they might want to work through complexity or confusion; they might want to argue with other writers, or connect with other writers; they might want to convey urgency or amuse; they might write for themselves or for an assignment or to remember.
- **Disciplinary conventions:** Formal and informal rules that constitute what is seen generally as appropriate within different academic fields, e.g. introductory strategies, use of passive voice or first person point of view, expectations for thesis or hypothesis, expectations for kinds of evidence and support that are appropriate to the task at hand, use of primary and secondary sources to provide evidence and support arguments and to document critical perspectives on the topic. Writers will incorporate sources according to disciplinary and genre conventions, according to the writer's purpose for the text. Through increasingly sophisticated use of sources, writers develop an ability to differentiate between their own ideas and the ideas of others, credit and build upon work already accomplished in the field or issue they are addressing, and provide meaningful examples to readers.
- **Evidence:** Source material that is used to extend, in purposeful ways, writers' ideas in a text.
- **Genre conventions:** Formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices, e.g. lab reports, academic papers, poetry, webpages, or personal essays.
- **Sources:** Texts (written, oral, behavioral, visual, or other) that writers draw on as they work for a variety of purposes -- to extend, argue with, develop, define, or shape their ideas, for example.

Written Communication	Capstone	Milestones		Benchmark
	4	3	2	1
Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.

Written Communication	Capstone	Milestones		Benchmark
	4	3	2	1
	understanding, and shaping the whole work.	shape the whole work.		
Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

Appendix D: Working Groups

July 19, 2018 DRAFT

Challenge Seminars

Chair: Brandy Russell/Barbara Fister
Betsy Byers
Kayla De Lorme
Steve Mellema
Dwight Stoll

CC Member: Barbara Fister
CC Students: TBD
External Member: N/A

Challenge Themes

Chair: Jeff Jeremiason
Casey Elledge
Lisa Heldke
Jeff La Frenierre
Deb Pitton
Marta Podemska-Mikluch

CC Member: Hayley Russell
CC Students: TBD
External Member: N/A

First Term Seminar

Chair: Lauren Hecht
FTS Advisory Group
Sidonia Alenuma-Nimoh
Laura Burrack
Anna Hulseberg
Dan Mollner

CC Member: Lauren Hecht
External Member: N/A

Global Citizenship: Global Affairs and Cultures

Chair: Kate Keller
Mimi Gerstbauer
Glenn Kranking
Paschal Kyoore
Carlos Mejía Suárez
Artur Pietka
Dave Stamps
Esther Wang

CC Member: Roger Adkins
External Member: Louis Yu

Global Citizenship: Non-English Language

Chair: Seán Easton
Ursula Lindqvist
Darío Sánchez-González
Lianying Shang

CC Member: Marisa Kalbermatten
External Member: David Obermiller

Global Citizenship: US Identities and Difference

Chair: Sun Hee Lee
Joel Carlin
Lisa Dembouski
Martin Lang
Maddalena Marinari
Fuad Naem
Marie Walker

CC Member: Joaquín Villanueva
External Member: Pam Kittelson

Fine Arts

Chair: TBD
Priscilla Briggs
Sue Guinness
Henry MacCarthy
Karrin Meffert-Nelson
Matt Rasmussen
Patricia Snapp
Teresa Wilkens

CC Member: James Patrick Miller
External Member: Margaret Bloch Qazi

Humanities

Chair: Blake Couey
Phil Bryant
Pam Conners
Patricia English
Yurie Hong
Greg Kaster
Matt Panciera

CC Member: Kjerstin Moody
External Member: Heather Haemig

Natural Science

Chair: Chuck Niederriter
Kiki Harbitz
Jessica Imholte
Jesse Petricka
Laura Triplett
Barb Züst

CC Member: Brooke Shields
External Member: Jeff Owen

Quantitative Reasoning

Chair: Mike Hvidsten
Julie Bartley
Laura Boehm Vock
Josh Brown
Vita Faychuk
Mark Kruger
Amanda Nienow

CC Member: TBD
External Member: Scott Moore

Social Science

Chair: TBD
Jennifer Ackil
Chris Gilbert
Deb Pitton
Suzanne Wilson
Sheng Yang

CC Member: Jill Locke
External Member: Yuki Sakuragi

Theological Reflection

Chair: Mary Gaebler
Consultation with Religion department
Mark Braun
John Cha

CC Member: TBD
External Member: Jeff Dahlseid

Three Crowns Curriculum

Chair: TBD

Three Crowns Advisory Group

Wellbeing

Chair: TBD

Karl Larson

Heidi Meyer

Dan Moos

Yumiko Oshima-Ryan

Bonnie Reimann

Melissa Rolnick

CC Member: Stephanie Otto

External Member: Laura Bowyer

Writing Across the Curriculum

Chair: Becky Fremo

WAC Advisory Board

Kyle Chambers

Amy Vizenor

Phil Voight

Eric Vrooman

CC Member: Becky Fremo

Experience Credits (?)

TBD

Nuts & Bolts Advisory Committee

(this group has a different role than the others - primarily consulting regarding data, institutional history, scheduling, and modeling from the Provost's Office)

Yuta Kawarasaki

Mary McHugh

Kristi Westphal

Appendix E: Previous Retreat Topics

Faculty Retreats are normally scheduled each fall. Below is a list of meeting topics.

- 2017, [Gustavus Acts Strategic Plan](#)
- 2016, [Designing a New General Education Curriculum](#)
- 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](#)