

Volume 22
August 29, 2019



THE PINK BOOK

Faculty Retreat Materials
Gustavus Adolphus College

Taking Some Challenge Out of The Challenge Curriculum

Understanding what we have done and what is coming next

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Introduction

Welcome to the 2019 Faculty Retreat. We did it! It's time to celebrate the great work that has been done and keep each other moving towards the roll out of the redesigned curriculum in the fall of 2020.

We have two major goals for today. First, we need to review the newly approved Handbook Language and take some time to answer questions, clarify information, and note any remaining concerns. Second, we need to discuss the process for getting Challenge Curriculum courses approved and what the graduation requirements may look like in preparation for fall of 2020.

Agenda

- 9:00-9:05 a.m.** Welcome from Curriculum Committee
- 9:05-9:15 a.m.** Review of the new *Faculty Handbook* Language approved 12 April 2019
- 9:15-9:45 a.m.** Reminder about the four General Education SLOs and Assessment (Sarah Ruble)
- 9:45-10:00 a.m.** Timeline for Challenge Curriculum course proposals and process
- 10:00-10:15 a.m.** Introduction to the new course forms and time for discussion/Q&A
- 10:15-10:30 a.m.** Small group work: *How can my course meet that one GenEd SLO I'm worried about?*
- 10:30-10:45 a.m.** Leanings about graduation requirements (from summer 2019 CC team)
- 10:45-11:00 a.m.** Small group work: *Course approval screening committee group meeting time*

New Faculty Handbook Language

Approved by the faculty at their regular meeting 12 April 2019

1.1 Arts

A. Course Description:

The arts expand our capacity for imaginative, interpretive and empathetic engagement in society, and develops the innovative thinking essential for addressing the challenges of our time. Courses in this area provide students with intellectual, embodied and practical experiences that open new paths to understanding and interpreting themselves and the world they inhabit. Through engagement and immersion in the creative process, students learn how the arts historically represent, reinforce, and/or critique culture. Students also learn crucial interpersonal and organizational skills such as critical thinking, leadership, creative research and problem solving, strategies for collaboration, intercultural communication, attention to detail, discipline, and community engagement.

B. Criteria: Arts courses will

1. Promote an understanding of the interaction among the arts, culture, society, artist and audience.
2. Provide opportunity for students to engage in, and develop an understanding of, the creative process.
3. Help students develop analytical, interpretive, or evaluative skills appropriate to the study, performance, and/or creation of at least one of the visual and performing arts.

C. SLOs: Arts students will

1. Analyze enduring and contemporary questions or challenges through the lens of the arts.
2. Create, perform, and communicate about the arts to an audience through written, spoken, and/or embodied creative expression.

1.2 Challenge Seminars

A. Course Description:

The Challenge Seminar bookends the First Term Seminar by providing students an opportunity to collaboratively examine and propose responses to enduring and contemporary questions or challenges from an interdisciplinary perspective. Students will also have an opportunity to engage in reflection about how the college's mission and their education as a whole has influenced their personal values, plans for life after college, and the role they see for themselves in the world.

Like the First Term Seminar, these courses will explore how values relate to a complex challenge and engage students in critical thinking, writing, speaking, and reflection.

B. Criteria: Challenge Seminar courses will

1. Involve students in exploring a particular challenge or a pressing ethical question.
2. Devote significant time to working together to propose solutions to a problem or create something with a public audience in mind. The focus should be on deliberation, interpretation, and critical thinking rather than on coming to a firm conclusion or polished project.
3. Provide students with opportunities to reflect on how the college's mission and their education as a whole has influenced their personal values, plans for life after college, and the role they see for themselves in the world.

C. SLOs: Challenge Seminar students will

1. Collaboratively analyze and respond to a significant enduring question or contemporary challenge, incorporating perspectives from multiple disciplines.
2. Draw on ethical, religious, or philosophical frameworks to evaluate their own and others' responses to this challenge.
3. Examine how issues of cultural difference, both globally and locally, intersect with this challenge.
4. Seek out, critique, and adapt others' ideas as they negotiate responses to specific challenges.
5. Reflect on how the college's mission and their education as a whole has influenced their personal values, plans for life after college, and the role they see for themselves in the world.

1.3 First-Term Seminar Program

A. Program Description:

First-year Gustavus Adolphus College students that enter the Challenge Curriculum enroll in a fall semester course designated FTS-100: First-Term Seminar (FTS). These small, discussion-based courses introduce students to skills and habits of mind central to the liberal arts: critical thinking, writing, and speaking. While practicing these skills and habits, students explore and develop values as they consider enduring and contemporary questions or challenges. Thus, FTS promotes empathetically examining the values of others and reflecting upon, developing, and articulating one's own values. This focus on values permeates the FTS Program, shaping all of its goals. In addition, the FTS professor serves as the academic advisor until students declare a major or are admitted into a certification program (e.g., Athletic Training, Education, Exercise Physiology, Nursing). Each FTS carries a WRIT designation; FTS courses do not carry a general education core area designation. A full list and description of FTS offerings is published for entering students before registration.

B. Programmatic SLO: FTS students will

1. Articulate their values, communicate them to others, and reflect on how values shape decisions in an ethically complex world.

C. Critical Thinking:

1. Description: Critical Thinking involves applying reason to ideas, a willingness to consider the perspectives and values of others, and an awareness of the limits of any given epistemology.
2. Criteria: FTS courses will
 - a. Provide frequent opportunities to identify the purpose of a text, identify concepts that shape an argument, and assess the evidence used to support an argument.
 - b. Provide frequent opportunities to participate in classroom discussions as a way to learn to articulate ideas, actively listen to others, and consider alternative positions.
 - c. Provide frequent opportunities to identify how contexts and assumptions influence arguments, identify the implications and consequences of arguments, and to identify and evaluate alternative perspectives.
 - d. Allow students to reflect upon and articulate their own perspective, identifying the influences that shape it, and to present relevant evidence to support their own arguments.
3. SLO: FTS students will
 - a. Evaluate arguments and their underlying assumptions from multiple perspectives.

D. Writing and Speaking:

1. Description: Writing and speaking are creative and critical processes that students use to engage with others. Good writers and speakers accommodate different purposes, contexts, and audiences. These rhetorical choices help communicators make their cases in the most effective ways possible.
2. Criteria: FTS courses will
 - a. Provide frequent opportunities to write and speak informally as a way to engage unfamiliar concepts, explore ideas, and practice techniques for communicating effectively.
 - b. Guide students through at least two formal argumentative writing assignments for specific audiences that utilize a process-based approach that provides opportunities for students to plan, draft, revise, and edit their work with instructor and peer feedback.
 - c. Guide students through at least two short (2-5 minute) oral presentations for specific audiences, with instructor and/or peer feedback, that prepare students for or rehearse arguments made in written assignments.
 - d. Invite students to reflect, in writing and when speaking, on who they are and what they learn during the course.
3. SLOs: FTS students will
 - a. Consider purpose, audience, and context when writing and speaking.
 - b. Make and support claims when writing and speaking.

E. Advising:

1. Description: Advising emphasizes an introduction to College resources and the College curriculum, encourages students to explore their values, and fosters a mentoring community on campus. FTS professors work alongside students to plan their liberal arts education, refer them to campus resources, and help them think about possibilities for their college career and beyond.
2. Criteria: FTS courses will
 - a. Introduce students to the process of academic planning, searching for classes, using the College's systems for registration and advising, and reading degree audits.
 - b. Introduce students to College policies, procedures, and deadlines.
 - c. Encourage students to advocate for themselves, take ownership for their learning, become responsible and accountable as independent learners, and ultimately become their own best advisors.
 - d. Introduce students to campus resources and out-of-classroom learning opportunities with the goal of engaging in a community of lifelong learners.
3. SLO: FTS students will
 - a. Demonstrate familiarity with the College curriculum and campus resources related to advising.

1.4 Global Contexts

The goal of the global contexts general education requirement is for students to gain knowledge, understanding, and skills in multiple contexts that will allow them to act as responsible global citizens. Through the study of domestic diversity, global affairs and cultures, and non-English languages and cultures, students will be immersed in courses that provide sources, experiences, and knowledge that are likely to be unfamiliar to them. Through such study students should emerge with an increased understanding and critical perspective on some aspect of diversity in the United States and some aspect of global affairs and/or cultures, and enhanced ability to engage with the world through languages and cultural perspectives other

than their own. Together, the increased intercultural awareness and skills developed in such courses will help students to better understand their place in the world and make choices that acknowledge domestic and global diversity.

A. Global Affairs and Cultures:

1. Course Description: The global affairs and cultures requirement features courses that focus on topic(s) of global reach. Courses must examine those topics in the context of social, economic, cultural, political, or ecological environments, considering global interactions and interconnections. These interconnections can be manifested locally, nationally, regionally, or across the entire planet in relation to human populations that can include majorities, minorities, indigenous peoples, transnational communities, stateless peoples, and others. In order to prioritize diverse voices, the courses must include, as much as possible, primary and secondary sources originating from the cultures included in the course.
2. Criteria: Global Affairs and Cultures courses will
 - a. Focus on topics of global reach, past and/or contemporary.
 - b. Place the topic(s) in a global context and in relation to human populations. “Global” here is not a geographical marker but signifies interconnections across familiar social, economic, cultural, political or ecological boundaries.
 - c. Include, as much as possible, primary and secondary sources from the cultures included in the course.
3. SLOs: Global Affairs and Cultures students will
 - a. Demonstrate knowledge of and a critical perspective on one or more topics of global reach, past or contemporary.
 - b. Demonstrate an understanding of the topic of the course in relation to human populations in their social, economic, cultural, political, or ecological environments.
 - c. Identify and explain multiple, culturally situated perspectives on the topic being studied.

B. Non-English Languages and Cultures:

1. Course Description: The Non-English Languages and Cultures Requirement emphasizes the essential role that language study plays in acquiring intercultural knowledge and participating meaningfully in global culture. The ability to operate between languages and cultures is essential for all of our students to think and act as responsible global citizens, to develop as effective communicators, and to understand the challenges of our world from diverse cultural perspectives. All students are required to take two sequential courses of a non-English language and culture at the college level to complete this requirement, preferably in the first two years of their studies. Students will be placed in the level appropriate to student competence as established by a formal evaluation.
Note: The working group has included extensive website language for exemptions and exclusions in a separate document.
2. Criteria: Non-English Languages and Cultures courses will
 - a. Provide ample and constant opportunities for students to practice the non-English target language.
 - b. Meet proficiency benchmarks in reading, listening, speaking and writing skills set by the department or program offering the target language.
 - c. Integrate study of the target language with the study of relevant cultures.
 - d. Highlight ways in which cultural values and worldviews are articulated through the target language.

3. SLOs: Non-English Languages and Cultures students will
 - a. Increase their non-English language proficiency in listening comprehension, speaking, reading, and writing, as appropriate to the target language, in order to develop effective communication skills across languages and cultures.
 - b. Students will acquire knowledge and appreciation of products, practices, and perspectives of cultures related to the target language to develop the intercultural skills needed to ethically engage the world in its diversity.
 - c. Students will place their own cultural values in dialogue with the values of cultures related to the target language to better understand connections and divergences among global cultures.
4. Additional Considerations: a third sequential semester of language study could count towards the Global Affairs and Cultures requirement, if that course meets the area designation criteria.

C. U.S. Identities and Difference:

1. Course Description: Courses in this area explore identity formation in the U.S. Identities along the lines of race, gender, class, and sexuality, among others, have played a crucial role in shaping the U.S. Most prominently, the U.S. has been shaped by multiple ethnicities and cultures as well as the construction of race particular to the U.S. and its territories. By exploring one or more non-majority racial and/or ethnic formation alongside at least one other identity category within particular times and locations, students examine separate and intersectional identity constructions in context. These courses will provide opportunities for students to reflect on their own identities in the US, as well as the varied ways in which difference and identity impact policies, institutions, and/or communities here and abroad.
2. Criteria: U.S. Identities and Difference courses will
 - a. Explore the ways that race and/or ethnicity have shaped U.S. identities and impacted policies, institutions, or communities within particular contexts.
 - b. Examine the intersectionality between race and/or ethnicity and at least one other category of identity in order to highlight the structures of power in which they operate.
 - c. Use a majority of course content on singular or multiple non-majority racial and/or ethnic groups or guiding frameworks grounded in theories of race and ethnicity.
3. SLOs: U.S. Identities and Difference students will
 - a. Analyze the experiences of one or more non-majority ethnic or racial groups in the U.S. and their relevant histories, policies, and/or political struggles.
 - b. Investigate injustices around identity construction in the United States at the personal and institutional levels.
 - c. Analyze the vital connections among identity, privilege, and power.
 - d. Reflect on their own identities within structures of power as they reflect on ways to foster a more just, equal, and inclusive society.

1.5. Humanities

A. Course Description:

The humanities examine the question of what it means to be human through the study of artistic and literary expression, history, language, philosophy, rhetoric, and religion. They equip us to understand and evaluate human thought, culture, and history, and the ways in which human beings construct meaning from experience. They offer us an opportunity to reflect on what makes a purposeful life in the wider world.

B. Criteria: Humanities courses will

1. Provide students with a framework for understanding and appreciating diverse modes of human experience and expression in their historical, intellectual, and/or cultural contexts.
2. Prepare students to critically analyze how humans construct meaning from human experience in particular historical, intellectual, and/or cultural contexts.
3. Provide students with models for investigating broader questions about the ways in which human beings construct meaning and values in human experience.
4. Prepare students to undertake their own investigations into human thought, culture, and/or history.

C. SLOs: Humanities students will

1. Critically analyze a cultural product in its historical, intellectual, and/or cultural contexts.
2. Discuss the ways that humanities disciplines raise broader questions of meaning and values.

1.6 Natural Science

A. Course Description:

Humans are a component of the natural world, which includes quantum particles, molecules, plants, rocks, ecosystems, etc., and the forces that act upon them. Science is the concerted human effort to pursue better explanations about the natural world based on systematic evaluation of physical evidence. This process of discovery allows us to link isolated facts into a coherent and comprehensive web of knowledge. Scientists are inherently curious and crave to understand the world around us. They make predictions based on past experience, investigate, and exchange their understanding with others. In natural science courses, students will examine scientific questions with a variety of methods and tools, including hands-on work in a laboratory setting and the communication of findings.

B. Criteria: Natural Science courses will

1. Include a laboratory component in which students have the opportunity to collect and analyze data, identify trends, answer questions, and/or draw conclusions.
2. Include opportunities for students to explore and practice communication of knowledge or work in the discipline to scientific and general audiences.
3. Be grounded in a discipline, field, or interdisciplinary area of science and address intersections of other ways of knowing outside of natural sciences.
4. Include examples of historical, philosophical, or societal development of the discipline and the application of science to enduring and contemporary questions.

C. SLOs: Natural Science students will

1. Use the methods, concepts, language, and evidence they gather in at least one field of empirical science to answer a question about the natural world.
2. Formulate an argument or address a question about the natural world, supported with scientific evidence.

1.7 Quantitative Reasoning

A. Course Description:

Quantitative and analytical reasoning (QUANT) focuses on understanding and evaluating quantitative or logical assertions, as well as conducting and communicating quantitative or logical analysis by preparing students to read, analyze, and critique mathematical, logical, statistical, and/or algorithmic analyses and

increasing their understanding of how such methods are properly used. They also teach students to understand and apply mathematical, logical, statistical, and/or algorithmic methods in a discipline-specific context. A key feature of the QUANT course is that students perform analyses themselves, rather than merely critiquing or interpreting existing work. Students practice, receive feedback, and refine their quantitative skills. The QUANT designation may be attached to a course at any level in any department, and the course need not carry a general education area designation.

B. Criteria: QUANT courses will

1. Engage students in practicing and refining their quantitative skills with feedback from the instructor.
2. Provide multiple opportunities to critique quantitative or logical assertions made in a variety of sources (e.g., existing logical or mathematical proofs, peer-reviewed academic literature, assertions made in public media) using mathematical, logical, statistical, and/or algorithmic reasoning.
3. Practice executing and using mathematical, logical, statistical, and/or algorithmic analysis to make decisions and/or solve problems, including thorough examination of assumptions, data quality, and methodology.
4. Practice articulating the substance and meaning of a critical mathematical, logical, statistical, and/or algorithmic analysis of a complex problem, including assumptions, methods, limitations, broader impacts, and conclusions, with a specific audience. When relevant, students are encouraged to consider ethical/societal implications and historical context.

C. SLOs: QUANT students will

1. Critique quantitative or logical assertions using mathematical, logical, statistical, and/or algorithmic reasoning.
2. Use mathematical, logical, statistical, and/or algorithmic analysis to make decisions and/or solve problems, including thorough examination of assumptions and utilization of proper methods.
3. Articulate the substance and meaning of a critical mathematical, logical, statistical, and/or algorithmic analysis of a complex problem, including assumptions, methods, limitations, broader impacts, and conclusions.

1.8. Human Behavior and Social Institutions

A. Course Description:

Human Behavior and Social Institutions courses rely on empirical data (quantitative and qualitative) to generate and answer questions, such as: Why do humans behave and think as they do? How do social institutions form and function? How do humans and institutions interact? They also develop theories that contribute to an understanding of individual and group behavior in various contexts.

B. Criteria: Human Behavior and Social Institutions courses will

1. Introduce theories and principles that emerge from empirical research to explain human behavior and social institutions.
2. Introduce qualitative and quantitative methods of collecting, evaluating, and presenting information pertaining to human behavior and social institutions.
3. Address the context and stages of development for a particular social and behavioral science or interdisciplinary social scientific field of study.
4. Address the social and ethical issues that arise in the study of human behavior and social institutions and practical and public efforts to change human behavior and social institutions.

C. SLOs: Human Behavior and Social Institutions students will

1. Identify and explain foundational theories and principles that have emerged from empirical research to explain human behavior and social institutions.
2. Demonstrate an understanding of how to use data to answer questions about behavior and social institutions.

1.9 Theological Studies

A. Course Description:

In Theological Studies courses, students will critically analyze the religious beliefs and ethical commitments of Christians as well as those adherents of at least one other religious tradition, and consider how those traditions have engaged politics, culture, and society. Courses in this area consider how religious people think about God and the world and how beliefs, texts, practices, and ethics relate to each other and to their cultural contexts. Because the academic study of theology is interdisciplinary in nature and interactive with the human arts and sciences, courses in this area may include approaches from multiple disciplines including religious studies, history, philosophy, and social sciences. Courses in this area will help students gain the knowledge and skills necessary to navigate our religiously diverse world.

B. Criteria: Theological Studies courses will

1. Substantively engage Christianity (usually at least half the course).
2. Develop religious literacy and an understanding of religious diversity by comparing the beliefs, texts, or practices of least two religious traditions and/or exploring the relationship between at least two religious traditions.
3. Encourage students to understand religious traditions, beliefs, texts, and practices as appropriate objects of academic study by critically analyzing and evaluating religious and ethical claims.
4. Enable students to understand the culturally and historically embedded nature of religious beliefs, practices, texts, and traditions, specifically by addressing how they have affected or been affected by social and cultural contexts, historical or contemporary.

C. SLOs: Theological Studies students will

1. Explain how and why particular religious traditions and/or religious beliefs have affected or been affected by social and cultural contexts, historical or contemporary.
2. Critically evaluate religious and ethical claims.

1.10 Wellbeing

A. Course Description:

Courses designated as fulfilling the Wellbeing requirement will allow students to learn and practice strategies for enhanced health, happiness, and functioning across the lifespan. Students can choose from courses exploring multiple dimensions of wellbeing (Emotional, Relational, Physical, Financial, Intellectual, Environmental, Vocational, Career, Spiritual) and will explore how at least two dimensions of wellbeing intersect.

B. Criteria: Wellbeing courses will

1. Introduce at least one dimension of wellbeing (Emotional, Relational, Physical, Financial, Intellectual, Environmental, Vocational, Career, Spiritual) and explore strategies for developing that dimension.

2. Offer opportunities for students to explore how one additional dimension of wellbeing might intersect with the target/ focus dimension.
3. Require opportunities to apply knowledge of wellbeing to personal and/or professional development.

C. SLOs: Wellbeing students will

1. Identify strategies for developing at least one dimension of wellbeing.
2. Analyze enduring and contemporary challenges that stem from at least one dimension of wellbeing.
3. Explore their individual wellbeing using a multidimensional perspective.

1.11 Writing Across the Curriculum (WAC)

A. Program Description

The Gustavus Adolphus College writing requirement promotes writing as a creative and critical process and a lifelong skill that enables learning, reflection, and communication. Good writers can accommodate different purposes, contexts, and audiences. Through its Writing Across the Curriculum Program, Gustavus helps students develop this rhetorical competency, as writers learn to make their cases in the most effective ways possible. In short, WAC enables fuller academic and civic participation. In courses that fulfill the Gustavus Writing Requirement (WRIT, WRITL, and WRITD) students use writing to learn unfamiliar concepts and to express themselves; to analyze and evaluate multiple sources of information; to make and support claims; to communicate new knowledge to others; and to reflect on their learning.

B. Graduation Requirement

Gustavus requires students to complete FOUR designated writing requirement courses from at least two different departments in order to graduate. Generally, one of the courses will be taken in the first year, typically in FTS or Three Crowns, and designated WRIT. Students then complete the writing requirement by taking three additional courses (WRITL and WRITD). At least one writing course must be designated WRITL.

C. Writing in the First Year (WRIT)

1. Course Description: WRIT courses encourage students to write to express their own ideas and to inform and communicate with others. Good writers make both stylistic and content-based choices to accommodate different purposes, contexts, and audiences. WRIT courses teach students to make these rhetorical choices, enabling them to make their cases in the most effective ways possible.
2. Criteria: WRIT courses will
 - a. Provide frequent opportunities to write informally as a way to engage unfamiliar concepts, explore ideas, and practice techniques for communicating effectively.
 - b. Guide students through at least two formal argumentative writing assignments for specific audiences, using a process-based approach so that students will draft, revise, and edit their work with instructor and peer feedback.
 - c. Invite students to reflect in writing on who they are and what they learn.
3. SLOs: WRIT students will
 - a. Consider purpose, audience, and context when writing; in other words, they will develop rhetorical competence.
 - b. Make and support claims effectively in writing as they develop argumentative skills.

D. Writing and Information Literacy (WRITL)

1. Course Description: Writing and Information Literacy (WRITL) courses require students to investigate and evaluate different forms of information (print journalism, digital forms, visual media, etc.). Students then use such information to create arguments for general audiences. Students draft, revise, and edit multiple short pieces of writing with peer and instructor feedback. Courses offered at 100, 200, and 300 level may carry WRITL designation. Because WRITL courses require revision and feedback cycles, enrollments should be limited to 20 or fewer students.
2. Criteria: WRITL courses will
 - a. Provide opportunities for students to use informal writing to explore ideas and reflect on their learning frequently, using their own words to describe key concepts, respond to readings, record observations, or organize their understanding of material.
 - b. Provide some class time for students to investigate how writers use different forms of information (e.g., news reporting, opinion, satire, advertising, scholarly research, social media) as they make and support claims in multiple contexts.
 - c. Help students develop rhetorical flexibility by writing at least two forms of expression for different audiences.
 - d. Require students to draft, revise and edit at least two short pieces of writing with peer and instructor feedback.
3. SLOs: WRITL students will
 - a. Students distinguish and evaluate different forms of information and analyze the arguments that such information supports.
 - b. Students use their own language to describe and analyze key concepts or course materials, and write to explore ideas, assimilate new knowledge, and reflect on the purpose of their learning.
 - c. Students write arguments that make and support claims successfully for readers in multiple contexts.
 - d. Students are able to draft, revise, and edit work with feedback from others.

E. Writing in the Disciplines (WRITD)

1. Course Description: Writing in the Disciplines (WRITD) courses use writing to communicate disciplinary knowledge. WRITD courses help students develop writing strategies to explore and pursue new ideas or research questions and produce discipline-specific forms. Courses designated WRITD require students to draft, revise, and edit their work with peer and instructor feedback. Courses offered at 100, 200, and 300 level may carry WRITD designation. Because WRIT-D courses require revision and feedback cycles, enrollments should be limited to 20 or fewer students.
2. Criteria: WRITD courses will
 - a. Require students to find or generate at least some of the texts, data, artifacts, artworks, etc. that will be source material for their writing.
 - b. Teach students to evaluate and incorporate information or source material into a project, as appropriate to the discipline, and use that material to make and support claims.
 - c. Require students to draft, revise, and edit at least one major writing assignment or a series of shorter writing assignments with instructor and peer feedback.
 - d. Provide some class time for students to discuss and practice stages of the writing process.
3. SLOs: WRITD students will

- a. Demonstrate rhetorical competence by creating texts that meet the needs of specific purposes, audiences, and contexts, particularly those demanded by the discipline.
- b. Critically evaluate information in order to write arguments that communicate effectively with specific audiences.
- c. Draft, revise, and edit work with feedback from others.
- d. Write in ways that exemplify the structures, genres, and conventions of a discipline.

2.1 Requirements and Criteria for Courses Satisfying January Term (JAN)

A. Mission

The mission of the January Term interim period (JAN) is to provide ways for faculty and students to take advantage of this short term's unique qualities in developing courses and other learning opportunities that enrich and expand upon the College's regular semester curricular offerings. The institutional mission of the College calls for balancing educational tradition with innovation; study within a general framework that is interdisciplinary and international in perspective; and preparation of students to lead lives of leadership and service. The goals of January Term are consistent with this larger institutional mission. JAN will provide opportunities for learning both on campus and off campus through:

1. International and domestic study away courses
2. Career exploration and vocational reflection
3. Courses that may satisfy either general education or major requirements
4. Independent studies and student/faculty collaborative research and creativity
5. Institutional exchanges with other 4-1-4 colleges
6. Special opportunities for students to continue their transition to college life and the greater expectations placed on adult learners

B. Course Approval

All JAN courses must meet the following criteria:

1. Approved JAN courses will engage students in ways that specifically capitalize on the unique opportunities provided by the 17- to 20-day interim schedule. The course proposal will describe activities that can be better accomplished when students have the opportunity to travel or to spend extended periods of time in the laboratory, the studio, the library, or in other places conducive to discovery and creativity.
2. All JAN one-credit courses will count toward the two full January Term interim period course requirements for graduation.
3. Approved JAN courses may carry general education or major credit when the proposal demonstrates that the goals intended by the general education or major requirements are met, albeit in the shorter but more intensive period offered by January term.

C. JAN Policies

1. JAN Course Numbers: JAN courses will be designated by departmental, NDL, IDS, or JAN designation. Level I courses are entry level and are suitable for all students. Level II courses are generally accessible by all students but may require specific background. Level III courses are for the more advanced student.
2. JAN Instructors: Because of the unique nature of JAN courses, staff and administrative employees who are not regular Gustavus faculty and who are properly credentialed may propose to teach a JAN course (or team-teach a course with a faculty instructor). All courses will be subject to normal faculty course approval processes, regardless of the employment status of the instructor. When staff members whose job

descriptions do not include teaching offer noncredit courses in January term, it should be with the approval of their supervisor and division head/VP, with consideration of whether the staff member could perform their normal duties and have the time to assume the instructional role. The teaching should neither be an extra task for additional compensation, nor should it be volunteer work above and beyond the normal work hours of the staff member.

3. JAN Credit: Satisfactory participation is required in two full January interim terms (grade of P, or for courses with a letter grade, an A, A-, B+, B, B-, C+, C, C-, D+, D, or F). A student will only receive JAN credit if they pass the course. If a student takes courses for more than two full interim term courses, credit-bearing courses may count toward the graduation course total and may satisfy major or general education requirements.

4. Major/Area Credit: Any JAN term course approved to fulfill a major or a general education area requirement cannot be taken on a pass/fail basis. Such courses should not represent the sole method that students have available to them to satisfy a given major/area requirement (exceptions to this policy will only be made with the approval of the Curriculum Committee and for compelling reasons which must be stated in detail).

5. First-year students: First-year students are strongly encouraged to enroll in a JAN course. First-year students may apply for any of the January off-campus study courses offered through the Center for International and Cultural Education. First-year students may not take Career Explorations and Independent Studies.

6. Grades: Grades not calculated in the grade-point average are: P (pass), I (incomplete), W (withdrawal). A student may withdraw from a JAN course any time prior to the end of the third day without having their course participation recorded on the transcript. Withdrawals after this time will be recorded as a "W." In courses with a grading option, students will select (with their instructor) their option by the end of the third day of the interim term (the drop-add deadline). A student may not withdraw from a month-long course after the third week of the interim term. Courses for which a student is registered after this time will receive a final grade. Non-Gustavus interim term courses accepted in transfer shall not be calculated in the grade-point average. Gustavus JAN letter grades, including failing ("F") grades, are included in the grade-point average calculation.

7. Cancellation: Courses may be subject to cancellation if they enroll five or fewer students per faculty member teaching the course.

8. Participation: Students on academic probation are not permitted to participate in internship, career exploration, study abroad programs, or off-campus JAN courses. Students who register for such programs and courses accept the financial risks associated with being barred from participation, should they be on academic probation or suspended when the term begins. These financial risks include, but are not limited to, unrecoverable deposits, fares, reservations, and pro-rated group travel costs. The College reserves the right with 24-hour notification to suspend students if their academic performance is regarded as undesirable during the semester in which they are on academic probation. Students on disciplinary probation are not permitted to participate in internship, career exploration, or study abroad programs, or off-campus JAN courses. Students who register in such programs and courses accept the financial risks associated with being barred from participation, should they be on disciplinary probation or suspended when the term begins. These financial risks include, but are not limited to, unrecoverable deposits, fares, reservations, and pro-rated group travel costs. The College reserves the right to remove a student on disciplinary probation from a course or program if it deems such action to be in the best interest of the student, the College, or the program/course. Parents of dependent students are notified when a student is placed on Disciplinary Probation.

9. Registration: JAN course registration follows the same procedure as regular registration (i.e., priority by class year), with exceptions: first-year students register first, followed by sophomores, juniors, and then seniors.

10. Overloads: Students may enroll in a maximum of 1.25 courses during the January interim term. (All one-credit January term courses are expected to fully engage students, and the expectation is that faculty assign a course workload that totals at least 40 hours per week, including class time.) Fractional courses beyond 1.0 may not be used to reduce the requirements that each student be enrolled for a normal one-course load in at least two interims. A pro-rated overload fee will be added to a student's account.
11. Course by Arrangement: Only JAN approved courses may be offered as a Course by Arrangement during the interim term. If a major or minor program requires a thesis or project, that requirement may be fulfilled in Interim term.
12. Independent Study: Independent study courses can be counted as fulfilling a JAN requirement, and may count toward the 34 semester courses required for graduation. If a major or minor program requires an independent study, that requirement may be fulfilled in Interim term.
13. Travel Courses: International or domestic off-campus study courses will be counted as fulfilling a JAN requirement, and may count for major or general education credit, if approval is granted, in advance, by the Curriculum Committee.
14. January term exchange with St. Olaf: Students who would like to attend St. Olaf College, another 4-1-4 college, during Interim term may do so. A student who is on academic or disciplinary probation will not be eligible. For a complete list of current 4-1-4 colleges, see the Provost's Office. Contact the Provost's Office for transfer policies and procedures.
15. St. Olaf Students Visiting Gustavus During Interim Term: Contact the Provost's Office for transfer policies and procedures.

General Education Student Learning Outcomes (SLOs)

Approved by the faculty at their regular meeting 18 May 2017

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

Timeline and Process for New General Education Course Proposals

If you are planning on teaching a course that will carry General Education designations **beginning Fall 2020 (next fall)** then...

Step 1: Complete appropriate area approval(s) AND General Education SLO forms

- a. Forms are located on the Curriculum Committee website
- b. Deadlines: September 14, 2019, and October 15, 2019

Step 2: Both the area approval(s) and General Education SLO forms will be directed to preliminary screening committees.

- a. Screening committees will review and either
 - Forward on to CAPSUB for formal review OR
 - Return to the proposer with feedback for re-submission

Step 3: Once a proposal has been forwarded to CAPSUB the process continues as usual

If you are planning on teaching a course that will carry General Education designations **beginning Spring 2021 (next spring)** then...

Please wait to submit your proposal...

Leanings for Challenge Curriculum Graduation Requirements

“Leanings” from summer 2019 ad hoc working group

Seminars

First Term Seminar (FTS) (1 course; carries WRIT)

Challenge Seminar (1 course)

- FTS is not required to graduate, students must enroll (except transfers)
- Challenge Seminar is required to graduate

Disciplinary Perspectives

(1 course credit in each)

Arts

Humanities

Natural Science

Human Behavior and Social Institutions

Theological Studies

- Courses could be partial credit and total to 1 credit over student's degree
- Courses can only carry ONE of these distributive core designations
- Courses can also carry GA+C or USI+D or WRITL/WRITD or QUANT or WB

January Term

2 full credit (1.0) courses

- Students can also enroll in up to 0.25 credits beyond 1.0 (that 0.25 does not contribute toward the total requirement of 2.0)
- A separate process/form to approve courses will be used for JAN
- A JAN designation may be used but carries no specific SLOs
- Courses for GENED or majors can be taught during JAN but must be approved specifically to be taught during that term

Global Contexts

Global Affairs and Cultures (1 course)

Non-English Languages and Cultures (sequence of 2)

U.S. Identities and Difference (1 course)

- courses cannot carry both GA+C and USI+D

Critical Skills

Quantitative Reasoning (QUANT) (1 course)

Wellbeing (1 course credit; courses must be at minimum 0.5)

Writing and Information Literacy (WRITL) and Writing in the Disciplines (WRITD) (4 total courses from 2+ departments)

- The FTS WRIT credit counts as 1 toward the 4 required, the other 3 must be taken from 2+ departments/programs outside of FTS

Coming Soon

Sustainability – work beginning this fall

Appendix A: Previous Retreat Topics

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

- 2018, [Implementing the Challenge Curriculum](#)
- 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](#)